

**DEVELOPMENT PRIORITIES
OF PEDAGOGICAL SCIENCES
IN THE XXI CENTURY**

Collective monograph



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PEDAGOGICAL POTENTIAL OF MODERN UKRAINIAN ABECEDARY

Bessarab A. O.

INTRODUCTION

As early as in the beginning and in the middle of the XXth century there has emerged utopias (or rather dystopias) about the future society, in particular, about the people's lives without reading, such as: "Fahrenheit 451" by Ray Bradbury or, in part, "1984" by George Orwell. There are many essays on this subject ("Five Essays on Books and Readers" by Hermann Hesse, "Everlasting Man" by Gilbert Keith Chesterton, "Reading Lessons. Bibliophile Kamasutra" by Alexander Genis, etc.). Notably, the authors often are representatives of the countries where the level of reading and education of the population is high (according to official surveys). There is a paradox here: if a problem exists, initially only those who are less affected by this problem are able to understand it, as well as the need to solve it.

Modern realities indicate the loss by a book of its place in the system of values and the decline of the reading culture for a number of political, social and economic reasons, which leads to negative tendencies related to the level of education and spirituality of society. At the same time, reading has acquired a qualitatively new form on grounds of the spread of electronic books and online media.

The abecedary is one of the first books to introduce the child to reading, so its creation requires pedagogical talent and special skill of the text author, illustrator, designer, as well as careful selection of material for book production. The latest technologies and modern printing facilities open up new opportunities for educators to cultivate love of the book and create a culture of reading that needs academic comprehension.

1. Various images of the Ukrainian abecedary

The Ukrainian abecedary has a long history. Its first fragments were found in birch-bark manuscripts and "The Russian Primary Chronicle" which is a monument of Old Russian literature of the beginning of the

XIIIth century. Today, thanks to the latest technologies, access to the abecedaries text is provided on specialized web sites, in particular, on “Joyful Abecerady” web page (<http://abetka.ukrlife.org/abetki.html>)¹.

We will analyze in more details the abecedaries from Ukrainian publishing houses specializing in children’s literature, such as: “A-ba-ba-ha-la-ma-ha”, “Ailes”, “The Old Lion Publishing House”, “Krystal-Buk”, “Mango”, “Osnovy”, “Pehas”, “Pero”, “Ranok”, “Talant”, “School”, “Yunisoft”, “Vivat” etc.

Abecedary as book edition

According to State Standards of Ukraine 3017-2015, a book edition is a block edition in a hardcover or binding². It can be both a book in volume more than 48 pages, and a pamphlet in volume more than 4, but less than 48 pages³. Such editions can contain texts in poetical or prosaic form.

Abecedary in verse

Abecedary poetry is a specific poetical form, based on the sequence of letters in the alphabet, performing cognitive and educational functions. Usually, abecedaries for kids look like carton books. They are presented in a product range of many children’s publishing houses. According to “Bokmal” editorship, the list of 25 children’s books that had the greatest impact on all children’s literature, is headed by Ivan Malkovych’s “Abecedary” with illustrations by Kost Lavro: “In the beginning was the Word... And before the word, of course, were letters. So, we will start our collection of the most significant books of independent Ukraine from Ivan Malkovych’s “Abecedary”. The history of “A-ba-ba-ha-la-ma-ha” publishing house began exactly with it, and almost all little Ukrainians start their readers’ journey exactly with it⁴. This abecedary was awarded with the Grand Prix of “The Art of the Book” contest named after Ivan Fedorov, the first prize of the Forum of Ukrainian Publishers (1999), “The Best Children’s Edition of 1999” title within the “Book of the Year” award, etc.

¹ Весела абетка. URL: <http://abetka.ukrlife.org/abetki.html> (access date: 07.05.2018).

² ДСТУ 3017:2015. Інформація та документація. Видання. Основні види. Терміни та визначення понять. Київ: Держстандарт України, 2016. С. 4.

³ Там само. С. 18

⁴ Bokmal. 25 найзнаковіших дитячих книжок незалежної України. URL: <https://bokmal.com.ua/books/25-dytiachykh-knyzhok-nezalezhoji-ukrajiny/> (access date: 13.05.2018).

K. Lavro's illustrative approach differs is notable for laconicity, simplicity of forms and exquisite color scheme. The ratio of the graphic part, the text blocks and the white background is harmoniously balanced in accordance with the requirements for typography for the youngest age category. Characters have a distinct ethnographic quality, which is especially valuable for the Ukrainian abecedary. It is worth noting the humorously rich detailing of the publication illustrations, which set the emotional mood and connection with the present. Abecedary skeleton letters of antique type have different colors on different pages, they are simple and legible for reading and easy memorization of a small child. The stylistics of these illustrations is substantially highlighted against the background of children's literature in general and abecedaries in particular.

Fairy tale abecedary

A fairy tale is a narrative folk-poetic or written-literary work on fictional events, fiction characters, sometimes with the participation of fantastic forces⁵. Writers use this genre because children like it. And the most active readers of fairy tales are children from three to ten or eleven years old. It was established that humor is especially attractive to readers, which is usually one of the main motives of story development in many fairy tales⁶. Neil Gaiman in his lecture on reading cites Albert Einstein, who once had been asked how to make our children smart: "If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales"⁷. So a number of publishers decided to turn to this genre, preparing an abecedary:

– "Fairy Tale Abecedary" from "Pehas" publishing house (2013), the main character of which is the Wolf. The design solution for this abecedary is extremely low: heavy oversaturated illustrative part, dark coloured background, illuminated with blurred boxes under text blocks, random compositional placement of text blocks. The only positive moment is the animation of the letters: they have eyes, arms and legs, express emotions and perform certain actions. This is an

⁵ Словник української мови: в 11 т. Київ, 1979. URL: <http://sum.in.ua/s/fotelj> (access date: 30.04.2018).

⁶ Редакторская подготовка изданий: учебник / под общ. ред. С. Г. Антоновой. Москва: Изд-во МГУП, 2002. 468 с.

⁷ Нил Гейман: Почему наше будущее зависит от библиотек, чтения и мечтаний. URL: <http://www.kobu.kiev.ua> (access date: 27.04.2018).

effective graphical technique that provides the interaction of illustrations with the recipient;

– “Abecedary Fairy Tale” from “Ailes” publishing house (2015) along the “Teaching Kid” series with verses by Oleh Maiboroda, illustrations by “Almaz” design group;

– “Abecedary in Fairy Tales” by Oleh Maiboroda from Kharkov “Yunisoft” publishing house (2017), along “Tomorrow to School” series. This publication contains short texts-tales and funny illustrations. It is aimed at developing of reading skills, intelligible pronunciation of complex sounds and enriching the child’s vocabulary with a large number of words beginning with a certain letter.

Illustrator Olesia Maherovska clearly caught the target audience of such an abecedary. This book is intended for children who already had been educated to read and are ready for school. It is rather interesting stories about letters, which have to reintroduce themselves and motivate the future pupils to read. That is why the textual part dominates the graphic one, because the attention of the young reader is shifted to the content of fairy tales. Skeleton letters are hiding in illustrative stories behind the figures of the leading characters of fairy tales, and as a result the letters can be seen only partially and it is difficult to read them clearly. This happened, for example, with the letters **П**, **Ф**, **Ц**. It can be considered as a disadvantage, or as an interactive quest in the search for a letter.

Some fairy tales dedicated to the corresponding letter begin with a new page, and some are not. We do not see justified explanations of this state of things.

Abecedaries in verses and fairy tale abecedaries can be conventionally included in the group of children’s books, where the ratio between the text and the illustrative collection is fifty-fifty, and it varies depending on the purpose of the book (informative, entertainment, etc.), the target audience (age of recipients – preschool, junior school), thematic specialization (about animals, cars, toys, etc.). The illustrative part should not only explain the text but also continue the verse or fairy tale, reveal the subtext, inspire to think and fantasize. From the designer’s point of view, the basic requirement is the correct direction of graphic accents and composite tools for the assembly and text elements composition in order to avoid diversity of colours and monotony.

Abecedary with reproductions of art pieces

A special place among the analyzed editions has Anna Kopilova's "Abecedary" from "Osnovy" publishing house (2016), illustrated with masterpieces of painting, graphics, sculpture and decorative art from the collection of Bohdan and Varvara Khanenko National Museum of Arts in Kyiv. The idea of such a solution is not new, such an abecedary has, for example, the Russian Hermitage. This idea comes from museum workers in order to attract children and their parents to art. Looks like an advertising tool, but relevant and cognitive.

Each letter in the abecedary is illustrated by one or several works from the museum. For example, the **B** letter is represented by the "взуття" (shoes) word and illustrated by the work of the famous Pieter Brueghel II, "The Funny Company". The titles of paintings and names of authors can be found only in the general list of used works, while on the letters' pages the illustrations are not signed, although it would be appropriate, because the publication presents for study not only letters, but also works of art. It is difficult to determine the age group of such an abecedary, the publication rather has the target audience, interested in art, music, theater.

Jigsaw puzzle abecedary

This refers to book editions that contain puzzle pages. Neither the Ukrainian language dictionary defines the "puzzle" word, nor the publishing standards. However, puzzles are widely represented in the product range of publishing houses, they are strongly recommended by child psychologists to develop speech. The most corresponding term to characterize a publication with jigsaw puzzles is a "toy book" – "the publication of the unique structural form, intended for the mental and aesthetic development of children of preschool and junior school age"⁸. The jigsaw puzzle is a puzzle game that looks like a mosaic that should be composed of a multitude of fragments of a picture of different shapes. It is one of the most affordable toys that develop logical thinking, attention, memory, imagination"⁹.

For example, "Alphabet. Great Book of Puzzles" with verses by Hennadii Malamed from "Ranok" publishing house (2013); "Abecedary"

⁸ ДСТУ 3017:2015. Інформація та документація. видання. Основні види. Терміни та визначення понять. Київ : Держстандарт України, 2016. С. 7.

⁹ Пазл. *Вікіпедія*. URL: <https://uk.wikipedia.org/wiki/Пазл> (access date: 30.04.2018).

and “Fairy-Tale Abecedary” with verses by N. Horborukova from the “Septima” publishing house (2016); “First Abecedary”, “Fairy-Tale Abecedary”, “Live Abecedary” from “Krystal Buk” publishing house (2017) (illustrations by Olena Zarbi-Halchuk, the author of verses is not specified); “Abecedary” and “Fluffy Abecedary” with verses by Yuliia Turchyna and Oksana Zhlobynska, artist O. Yu. Stanilevych from “Pehas” publishing house (2017).

Ukrainian “Zirka” company has developed the “Ukrainian Abecedary” learning game in size of 195x280, which consists of 36 jigsaw puzzles with images of letters, which should be inserted into the appropriate cells.

“Fluffy Abecedary” of “Pehas” publishing house is represented by animalistic stylized motifs. The book page spread consists of two pages: one with letters, verses and small illustrations of birds and animals, and the other is jigsaw puzzles, from which the plot contexture is composed. It is worth noting the overload of the graphic part of the book: it is a coloured ornamented background, a large number of colours, frames, decorative elements (asterisks, dashes, etc.), pseudo-volumes of letters. All this hinders the legibility of the text and the ease of information perception.

“First Abecedary” of “Krystal Buk” publishing house in format of 23x15. Attempts to find room on a page for letters, verses, illustrations to them, and also place on the other page pictures with puzzles led to small illegible elements, where the eye can not stop and highlight the main thing. A child will be interested rather in colored illustrations of puzzles than letters. The graphical solution of letters is completely unsuccessful, they all have shadows, it does not separate the letter from the background, but creates the impression of dirt and cheap effects.

The main function of jigsaw puzzles abecedaries is interactivity; modern children are ready to consume it in all forms and in large numbers. That is why publishers, often saving on design and performance time, focusing on the game qualities of jigsaw puzzles, produce a book product of medium quality.

Toy blocks abecedary

Another one variant of the publishing embodiment of a toy book is the toy blocks abecedaries. “Torsynh” publishing house developed the following abecedary: it can be folded in the form of toy blocks and a

child can consistently study the words on each side of the cube, as well as spread it out as a poster, or cut it into cards.

By the structure, the toy block book is a volumetric spatial object, therefore, together with the requirements for the children's book, it is necessary to take into account the peculiarities inherent in the design of the packaging and the volume advertising structures. The design of such blocks is complicated by the fact that elements of the text and images develop in three coordinate directions, which should be interrelated in compositional and stylistic solutions. In the toy blocks book from "Torsynh", there is no such relation, the volume of the block is leveled, the sign and graphic series is monotonous and uninteresting.

Russian "Clever" publishing house also offers toy blocks books, but it refers to small book editions with rounded edges that should be thumbed, not folded or cut. According to the information provided on the the publishing house website, "The book of Marina Druzhinina "My First Abecedary in Verse" is four funny toy block books in one box! ... Blocks are perfect for small hands, they are comfortable and safe, they can be used as building bricks for a tower or as rattles. Each letter corresponds to a funny verse and an interesting picture on which the kid will find not one but three or four words begin with the suitable letter! Moreover, with this book, the kid will learn many new animals, objects and words"¹⁰. As we can see, the "toy block book" is used to refer to editions, different in material construction. This is due to the fact that publishing standards are behind the designers imagination. It is worth noting that the book is made of super-tough check and really resembles a cube by the structure. It has unique laconic illustrations, and a well-chosen color scheme.

Stencil abecedary

"Ranok" publishing house produced "Fiksi-Stencil. Abecedary" publication with verses by Iryna Sonechko and "Stencil. Abecedary" with verses by Hennadii Malamed (2012). Swinging sheets are fastened with a spring to allow the child to conveniently outline letters and pictures, draw inside the stencil and write the words. Graphically and technically, the complexity of the stencil is in the form and size of the letter cutout. The cutout size should allow to shade easily inside it, while the indentions between the skeleton elements should be taken into

¹⁰ 4 книжки-кубика. Моя первая азбука в стихах. URL: https://www.clever-media.ru/CleverProducts/Books/book_16662/ (access date: 30.04.2018).

account, so a child would not tear the cardboard. This is considered in “Fiksi” series, and a sign set successfully submits graphic elements. It is worth emphasizing the interactivity of the stencil, aimed at development of the graphic abilities and skills, as well as visual thinking of a child.

Colouring abecedary, abecedary with stickers

“Abecedary. Reusable Stickers” edition with stickers for learning the letters (2017) is offered by “Krystal Buk” publishing house. This edition looks like a page spread of glossy cardboard and an inset with the stickers. It’s difficult to speak on the book architectonics, because it’s just separate elements, letters and relevant characters, that a child should stick in the right section. The main and positive element of this edition is interactivity.

The colouring abecedary of Mariia Smuhasta and Yuliia Smal from “Folio” publishing house (2014) also contains stickers. An example of classic coloring book, in which it is necessary to colour a letter and an illustration to it. By doing this, a child develops fine motor skills and visual-motor coordination, which provides the basis for further writing and good calligraphy.

It is also worth mentioning the Ukrainian abecedary with stickers, with verses, tautograms from the “Torsinh Plus” publishing house from the “Learning by Playing” series. The size of the book meets the requirements of the age category, the structure of this book is composed according to the scheme of the classical abecedary, even the division of the page spreads into four letters is saved. This is an example of a well-executed producing of the book: the illustrative set and graphemes are proportionally correlated, the font unit with verses is easy to read, it is quickly memorized, blank sections for stickers create the game mood, functioning as a break in the study of letters. Well-placed content and illustrative accents help to develop the intellectual and manual-practical abilities of a child.

In 2017, “Krystal Buk” publishing house presented reusable water colouring books: “First Abecedary” and “Live Abecedary”, which only need water and a brush for painting. The effect of transparency of paper under the influence of water is used to create the “reusability” quality. If you damp the top layer of the page spread, it becomes transparent and adheres to the illustration below it, thus the picture from the bottom layer becomes visible. This variant, in our opinion, is more suitable to study physics than alphabet. The illustration set is overloaded, and

proceeding from the style it's difficult to define the intended age category.

Music abecedary

In 2013, “Nederytsia S. S.” publishing house released “First Musical Abecedary” within “Aesthetic Education of Future Genius” book series, which contains coloring book and CD, which allows a child to listen, sing, dance and have fun learning the alphabet. Each letter is accompanied by a musical composition, which interestingly combines classical music, sounds of nature and voices of animals, along with verses by Svitlana Polischuk. The colouring part duplicates pictures from the book.

Abecedary with augmented reality

A novelty in the publishing market is publications, created with the help of AR-technologies, or augmented reality technologies. In appearance, a book with AR elements is the same as any print edition, but with the help of a camera, screen and corresponding software, it becomes a multimedia object with additional visual content. The software can be downloaded for free from the publisher's site¹¹.

In the Ukrainian market AR-technologies are represented in the category of children's books by “Devar” publishing house in the form of coloring books, live books, live abecedaries, etc. All editions are available in quick view mode and are categorized as “Live Fairy Tales”, “Live Coloring Books”, “Finish the Drawing and Animate”, “Live Abecedary”, “Drive”, “World of Animals”, “Live Pictures”, “Live Notebooks”¹². Within this research we are interested in the abecedary. However, the product range of this publishing house contains is the abecedary of only English and Russian languages.

In 2018, “FastAR kids” publishing house introduced, according to them, the first “Live Abecedary” in Ukraine, in which each page “become alive”. This is a unique combination of IT technologies with the classic book publishing¹³.

Abecedary on cards

According to State Standards of Ukraine 3017-2015, the loose-leaf encased set is a collection of editions collected to a folder, a case, a

¹¹ Devar: официальный сайт. URL: http://devar.ru/o_kompanii (access date: 30.03.2018).

¹² Там само.

¹³ Жива абетка. URL: <https://www.yakaboo.ua/zhiva-abetka-1641098.html> (access date: 30.04.2018).

parcel or enclosed in a cover¹⁴. A number of publishing houses offers abecedaries on cards, for example:

“Chytaika” abecedary in cardboard cards from “School” publishing house contains 40 pages (of 105x105x75 format), author Vasyl Fediienko, 2018 As it stated on the publishing house website, “the proposed set of cards contains the letters of the Ukrainian alphabet, words and colorful images of objects. Using it a child can learn to compose words during the game. And beautiful drawings will help children to memorize and learn new knowledge in the best way. A selection of words, font, size and thickness of cards are methodically optimal¹⁵. Moreover, the description adds the advantages of such a set of letters: “the possibility to compose syllables and words; the possibility to determine the place of the letter in the word; detailed instruction for parents inside; great drawings by Yevheniia Zhytnyk; methodically optimal selection of words, font, size and thickness of cards; the highest printing quality at an affordable price; meets state sanitary norms”¹⁶. The drawings are really nice, though they are bromidic.

In 2018, the similar set “Abecedary. Letters on Cards” of 30 cardboard cards (of 105x110x55 format) is offered by “Publisher FO-P Zalohin S. O.” publishing house.

Regarding this set, it should be noted that one side of cards has clearly printed letters, and the other side has letters with a smaller size, just one image of an object or an animal whose names begin with the corresponding letter, and the designation words, without division into syllables, without emphasis, which is a disadvantage of this edition. And letters **И, Ї, Ш, Щ** are not provided with any image or word. This set from “Publisher FO-P Zalohin S. O.” publishing house loses to a set from “School” publishing house.

“Abecedary” set of 33 cards of 110x105 size is also offered by “Sova” publishing house. The cards have a letter printed in red, the word that begins with it, and the corresponding image (usually it is an animal and edible fruit of a plant). There is also no division into syllables, no emphasis is placed on, so it is the lack of this edition. The illustrated series consists of photographs, which is quite rare feature in publications

¹⁴ ДСТУ 3017:2015. Інформація та документація. Видання. Основні види. Терміни та визначення понять. Київ: Держстандарт України, 2016. 38 с.

¹⁵ Видавництво “Школа”. URL: <https://schoolbook.com.ua/ru/books/abetka-chitayka/> (accessed date: 30.04.2018).

¹⁶ Там само.

for children. After all, the simplification and generalization that occurs in the illustration process is not inherent to the photograph. But it should be noted that in this series of cards, the photograph is harmoniously fitted. The disadvantage of graphic design are the colored frames that should have set the gaming mood to the text and illustrative blocks in the structure of the cards, but, on the contrary, had resulted in monotony.

In 2012, “Rozumna Dytyna” publishing house prepared “Magic Box” (illustrator Arsen Dzhanikian), which is a set of thick cardboard cards for studying the alphabet. Each of them has a letter and two words with the corresponding images. The words are divided into syllables and the corresponding letters are highlighted in red, however, emphasis is not given. Famous illustrator Arsen Dzhanikian, who started with clay animation, stuck with the imagery and plasticity of clay in emotional characters that illustrated all the letters. The graphemes dimensions, color, and their legibility are consistent with all designer requirements for a children’s book.

Another one variant is “Abecedary on Magnets” toy book, which is a universal guide for the development of the child. Cards in the form of jigsaw puzzles on magnets can become both game and educational material. Ease of use will allow to arrange lessons to a professional teacher, a starting kindergartner, and young parents. In 2010, such a set of 70x100/4 (~ 330x310) format was offered by “Arhument-Prynt” publishing house.

Poster abecedary

According to State Standards of Ukraine 3017-2015, a poster is a publication in the form of one or several sheets of printed material of the prescribed format, printed on one or both sides of the sheet, intended for exhibition. A number of companies offer interactive poster abecedaries¹⁷.

Talking abecedaries allow you to teach a child not only to speak, but also to learn the correct names of letters, as well as numbers, calculation, and even simple mathematical operations. To start your child’s preparation for school you can buy a musical abecedary and go through all the tasks together. Children’s posters abecedaries can voice letters, tell verses in which various letters are presented, as well as voice some words that are drawn on a button and begin with a

¹⁷ ДСТУ 3017:2015. Інформація та документація. видання. Основні види. Терміни та визначення понять. Київ: Держстандарт України, 2016. 38 с.

specific letter. Children have very well developed imaginative thinking, which, thus, will help them to memorize the entire alphabet more quickly.

“Little ABC-book” interactive poster from JOY TOY will help a child to get acquainted with the Ukrainian alphabet while playing. This abecedary is an excellent solution for an independent kid’s game and preparation for school. The kid can also learn how to count, will learn colors, and rapid saying. After the learning the kid can listen to songs or play. The abecedary can be hung on the wall or placed on a table, it is easy to fold, it always can be taken along. The interactive poster has a waterproof surface, touch buttons, volume control, auto shut-off to save battery¹⁸.

The own experience of using such a poster indicates that it requires a smooth solid surface, otherwise it will not respond adequately to the press and will voice the names of the letters incorrectly. And if you want to take it somewhere along, as the manufacturer suggests, do not bend or twist it.

Abecedary as a mobile game

As stated on zaxid.net website, in Lviv, the first Ukrainian interactive mobile game for children of 2-5 years old “Mousekin Abecedary” was developed, which is distributed free of charge. It is available for tablets, smartphones and personal computers, and is also suitable for children and parents with hearing disabilities¹⁹. The music design of “Mousekin Abecedary” was created free of charge by composer Volodymyr Yakymets, vocalist and artistic director of “Pikkardiiska Tertsia”. The abecedary was voiced by the actress of “I liudy, i lialky” Lviv theater Nadiia Krat. In general, on creation of the interactive abecedary a team of 20 people have worked: artist Yuliia Kutsmida; authors Halyna Andrusiv, Roman Hrypa, Mar’ian Hulchevskyi, Dmytro Doskoch, Olesia Diachyshyn, Yurii Diachyshyn, Liliia Liashok, Andrii Noha, Ihor Pavliuk, Roman Teslia, Vitalii Sheptytskyi; composer Volodymyr Yakymets; voice of the Mousekin by Nadiia Krat; audio effects by Yurii Okonchenko; sound by Bohdan

¹⁸ Інтерактивні абетки, плакати. URL: <https://toys.com.ua/ua/govoryaschie-azbuki> (access date: 30.04.2018).

¹⁹ Зубрицька Н. У Львові створили першу українську інтерактивну абетку. URL: https://zaxid.net/u_lvovi_stvorili_pershu_ukrayinsku_interaktivnu_abetku_n1263554 (access date: 28.04.2018).

Stefura; SEO Pavlo Lysyi; testers Khrystyna Hrypa, Vira Prots, Maks Diachyshyn²⁰.

The Mousekin, which is the main character of the abecedary, was named Krut after a mouse from the famous Ukrainian fairy tale about a cockerel and two mice. Stylistics of the graphic series is typical for computer games, but corrected for two decades. Such games were popular in the late 1990s – at the beginning of 2000. Characters and the graphical solution of “Mousekin Abecedary” environment have a black frame contour, unpleasant for perception. The color scheme is “lurid”, color contrast interferes with perception and makes eyes tired. Other examples of modern animation, in particular such Ukrainian alphabets as “Talking Abecedary”, “Bukvohraika”, “ABC Color Abecedary for Children”, show a higher level of graphic series.

An interesting invention of the companies producing toys for kids are interactive soft toys-abecedaries, made in the form of a teddy bear or other animal. On the toy animal belly is the entire alphabet, and on the paws various figures are. However, this is an object of study of specialists in other branches.

2. Recommendations on abecedary composing and design

Analysis of the abecedaries from the Ukrainian publishing houses “A-ba-ba-ha-la-ma-ha”, “Ailes”, “Veselka”, “The Old Lion Publishing House”, “Publisher FO-P Zalohin S. O.”, “Krystal-Buk”, “Mamino”, “Mango”, “Pehas”, “Pero”, “Ranok”, “Talent”, “School”, “Yunisoft”, “Vivat” shows that during preparation of this kind of editions for children it is worth pay attention to the following:

1. Compliance with the declared genre – an abecedary. According to our research, publishers, approving the title of the publication, do not take into account the differences between the words *abecedary*, *ABC book*, *the first reading book*, etc. So, in our opinion, “Abecedary in Fairy Tales” by Oleh Maiboroda from Kharkiv “Yunisoft” publishing house, despite all its advantages, is not actually an abecedary, it is not even an ABC book, because the words are given without division into syllables, without emphases. A similar situation with “Cossack Abecedary” (compiled by O. Yaremiichuk) from “Veselka”, which contains short stories and artistic works about the most significant events and the most

²⁰ Мишеняткова абетка. Дитяча інтерактивна гра. URL: <http://www.mousealphabet.com/ua/> (access date: 30.04.2018).

prominent heroes of the Cossack age alphabetically. Another example of the reading book, and not the abecedary actually is “Funny Abecedary” by Liubov Yakovenko from the “Yunisoft” publishing house, published in 2016.

2. Correspondence of the title with the publication content. For example, it is not always clear what useful is in the “Useful Abecedary” with the verses by Iryna Sonechko, and what funny is in the “Funny Letters” with the verses by Rinat Kurmashev from the “Ranok” publishing house. In our opinion, the use of Coca-Cola can hardly be called as useful, and the destruction of a built house – as funny action.

3. Representation of all letters in the alphabet, even if there are no words in the Ukrainian language that begin with them. So, “Funny Abecedary” by Liubov Yakovenko from “Yunisoft” publishing house contains the story for each letter in 1–2 pages, in which all words begin with the same letter. At the end of the texts there are notes explaining unfamiliar words. However, the **И** letter is omitted in the book, because Ukrainian language has no words that start with it. In our opinion, it would be worth at least to submit the letter itself and images for the words that contain it, because the publication title has the “abecedary” word, which means “a set of letters established in writing of any language and placed in a certain fixed order”²¹.

An interesting way out with the lack of words start with the corresponding letter was found in “Ranok” publishing house: in 2018, within “Interesting Abecedaries” series they published the “Abecedary of Riddles”, “What Letters Look Like”, “Useful Abecedary” with verses by Iryna Sonechko and “Funny Letters” with verses by Rinat Kurmashev in translation by L. Opanasenko. For example, even if there is no word starting with **Ь**, in “What Letters Look Like” abecedary it was compared to a scoop, and not left overlooked. In “Abecedary about Animals and Cubs” (“Vivat”, 2017) by Volodymyr Verkhoven, the letter **Ь** is provided with verses, the words of which contain it.

4. Careful selection of lexical material. The words mentioned in the editions for children should be familiar to the readers and refer, first of all, objects existing in the modern world. The most commonly used group of lexis designate plants, animals, food and transport, which can be reflected in the title of the publication: Volodymyr Verkhoven,

²¹ Абетка. *Словник української мови*: в 11 т. Київ, 1970. URL: <http://sum.in.ua/s/abetka> (access date: 27.05.2018).

“Flower Abecedary” (“Talant”, 2014); Volodymyr Verkhoven, “Abecedary about Animals and Cubs” (“Vivat”, 2017); Iryna Sonechko, “Tasty Abecedary” (“Ranok”, 2014); Hennadii Malamed, “Abecedary of Cars” (“Ranok”, 2015); Rinat Kurmashev, “Abecedary of Motor-Cars” (“Ranok”, 2017). At the same time, relying on familiar lexis, the publication should help to enrich the vocabulary of readers.

“Abecedary of Colorful Exclamations” by Kateryna Perkonos with illustrations by Alona Yastremska from Kyiv “Mamino” publishing house (2018), which introduces letters, colors and emotions, differs from issues, popular in the market of publishing products. The annotation of the publication states: “On the pages of the book there are 33 colorful characters, and everyone exclaims something: one is happy, another is surprised, the third is angry ... Each has its own temper. What colorful are they! But what strange names the colors have? Images will tell small readers where these names come from and how to invent their own. And the fact that the book is based on the “mix & match” principle, then there are actually a lot of funny and oddish creatures here: parts of the pages can be combined with each other and in any way and a child can create almost 36,000 different combinations. Education has never been so bright and fun”²².

Abecedaries enrich the vocabulary of kids, introducing them to synonymous rows. For example, in “My First Abecedary” from “Pehas” publishing house the word “віслучок” (colt) is used, and in “First Abecedary” from “Krystal-Buk” publishing house the word “осля” (little donkey) is used, both of which are in “Ukrainian Language Dictionary”.

5. Compliance with the norms of contemporary Ukrainian literary language. In general, we must note the high level of production of analyzed publications. However, we nevertheless found some language mistakes, for example, the book of 2013 from “Pero” publishing house is titled as “Розвиваюча абетка” (“Developing Abecedary”), while it would be correct to title it as “Розвивальна абетка” (“Developmental Abecedary”). The edition contains 160 pages of verses and riddles, games and interesting tasks that can be performed right away on the pages, but there are doubts: what will the book with a mistake on the cover teach?

²² Абетка Барвистих Вигуків. *МАМИНО*: сайт. URL: <http://maminobooks.com.ua/detskie-knigi/Abetka-Barvystyh-Vyguviv> (access date: 27.05.2018).

In “Fairy Tale Abecedary” from “Ailes” publishing house (2015) with verses by Oleh Maiboroda, in one case, there is an error in the use of the vocative case of the “бапан” (“ram”) word, whereas further in the text it used correctly.

A similar situation with another edition of this publisher – in “Abecedary” (2016) with verses by O. Zolochavska, where there is also a mistake in the use of the vocative case, further in the text it used correctly.

In general, in production a publication for children, there is a need in careful selection of understandable words. For example, in “Abecedary for Kids about Animals and Cubs” from “Vivat” publishing house the “фотель” dialect word is used, which means “an armchair”²³. For the sake of justice, we must note that this becomes clear from the illustration accompanying the verse.

6. Marking emphasis in words. From the analyzed abecedaries, the emphasis is marked only in “Abecedary” by Oksana Krotiuk from “The Old Lion Publishing House”. In “Abecedary” from “A-ba-ba-ha-la-ma-ha” emphasis is only in a few words. This is related to a note about compliance with the selected metre. For example, in “Funny Abecedary” with the verses by Rinat Kurmashev from “Ranok” publishing house there is a violation of the rhythm, which may cause incorrect memorization of the emphasis in the “ягідки” (“berries”) word.

7. Highlighting of the corresponding letter in a different color, as in the mentioned edition of “The Old Lion Publishig House”, “Abecedary” by “A-ba-ba-ha-la-ma-ha”, “Abecedary for Kids about Animals and Cubs” by “Vivat” publishing house, or a font design, as in “Fairy Tale Abecedary) of “Ailes” publishing house.

8. Careful selection of illustrative material considering educational potential and national traditions. In general, a showpiece in this aspect is “Abecedary” from "A-ba-ba-ha-la-ma-ha", which is composed on the basis of Ukrainian folklore and illustrated correspondingly.

Another one example is “Abecedary” by O. Krotiuk from “The Old Lion Publishing House” (2014), where, for example, the Г letter is provided by a verse, by which a child joins the traditions of the nation. The “фіранка” (curtain) word denotes a piece of cloth or tulle, covering

²³ Фотелі. *Словник української мови*: в 11 т. Київ, 1979. URL: <http://sum.in.ua/s/fotelj> (access date: 27.05.2018).

a window, a door, etc.²⁴. It is clear from the illustration in “Abecedary” what exactly a crow embroiders: we can see a piece of fabric with embroidery and sleeve shirt in the chest.

Another point we want to draw attention to is the aggressiveness of the pages of “Live Abecedary” by “FastAR Kids”. After all, in edition prepublishing, one needs to consider what the abecedary teaches, which traits brings up. For example, in the verse the shark scares small fish, the peacock shows off to the cockerel, the frog, based on the context, jealous of the crane.

On the one hand, these verses reflect the nature of the corresponding creatures, but it is worth to choose those who can teach something good. Consequently, it is necessary to consider not only the presence of the corresponding letter, but also to take into account the educational potential of the selected material.

9. Correspondence between written and depicted. New technologies are great, but “FastAR Kids” publishing house, which prepared “Live Abecedary” with the augmented reality technology, should pay more attention to work with text and images before its animation. On the page dedicated to the Ж letter, there is a “жаба” (frog) word, which is mentioned in the text, but there is no stork, no crane, no conferva to get bogged down in it. At the same time, we must admit the brightness of the design, clearly visible letter.

CONCLUSIONS

At one time, the children’s writer Vsevolod Nestaiko in an interview with the “Day” newspaper rightly emphasized: “Don’t our authorities understand that the independence of Ukraine, oddly enough, depends on Ukrainian children’s literature. If children do not read books in Ukrainian, they will not know their mother language, they will not become Ukrainians, and they will not give a hoot about independence”²⁵. An abecedary is one of the first books of a child. It is traditionally produced in a book format with illustrative and text elements, but other variants of production are possible: in the form of cards, interactive posters, jigsaw puzzles, toy blocks, magnets, etc. One of the latest things

²⁴ Фіранка. Словник української мови: в 11 т. Київ, 1979. URL: <http://sum.in.ua/s/firanka> (дата звернення: 27.05.2018).

²⁵ Нестайко В. Незалежність України залежить від української дитячої літератури. *День*. 2003. 29 січ. № 16 (1517). С. 6.

on the publishing market are publications, created with the help of AR-technologies, or technologies of augmented reality.

Analysis of the abecedaries from the Ukrainian publishing houses, such as “A-ba-ba-ha-la-ma-ha”, “Ailes”, “Veselka”, “Old Lion Publishing House”, “Publisher FO-P Zalohin S. O.”, “Krystal-Buk”, “Mamino”, “Mango”, “Pehas”, “Pero”, “Ranok”, “Talanta”, “School”, “Yunisoft”, “Vivat” shows that in prepublication it is necessary to consider the following: correspondence to the declared genre (abecedary); correspondence of the issue title to the content; representation of all letters in the alphabet; careful selection of lexical material; correspondence to the norms of modern Ukrainian literary language; emphasis marking in words; highlighting of the corresponding letter in a different color; careful selection of illustrative material considering educational potential and national traditions; correspondence between written and depicted.

In general, we must note that the production of the abecedary requires constant attention of specialists from various fields: educators, philologists, psychologists, designers, publishers, IT specialists, etc. Only their fruitful cooperation makes possible to manufacture a product that will promote the development of a harmonious, nationally conscious personality that respects the achievements of world culture, recorded in the books, and, accordingly, the further progress of the state as a whole.

SUMMARY

The section analyzes the variants of the Ukrainian abecedary. It is one of the first books of a child. Abecedary is traditionally produced in a book format with illustrative and textual parts, but other variants of production are also possible: in the form of cards, interactive posters, toy blocks, jigsaw puzzles, stencils, coloring books, mobile games, etc. One the latest things on the publishing market are publications, created with the help of AR-technologies, or technologies of augmented reality. The prepublication of the abecedary requires constant attention of specialists from various fields: educators, philologists, psychologists, designers, publishers, IT specialists, etc. Only their fruitful cooperation makes possible to manufacture a product that will promote the development of a harmonious, nationally conscious personality that respects the achievements of world culture, recorded in the books, and, accordingly, the further progress of the state as a whole.

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THE PREPARATION OF FUTURE TEACHER FOR THE FORMATION OF THE INTERCULTURAL COMMUNICATIVE COMPETENCY OF PUPILS IN THE PROCESS OF THE STUDY OF FOREIGN LANGUAGE

Diachenko M. D.

INTRODUCTION

In response of globalization and integration of Ukraine into European environment (educational, economic, cultural, legal, etc.), the role of communication in various spheres of social life has increased, that focuses on the need for the development of culture of dialogue among pupils in the process of the study of foreign language, in particular English. The skill of dialogue communication is the basis of human understanding and problem solving. Contemporary realities of the development of society in the context of European integration and globalization processes require special attention to the formation and development of the language personality.

Much attention to the essence of the language personality as the basis for the formation and development of future professional is paid in the research works of educators (I. Bekh, A. Bohush, S. Honcharenko, I. Ziaziun, V. Kremen, S. Rubinshtein, S. Sysoieva, etc.) and linguists (S. Abramovych, Yu. Karaulov, V. Karasyk, V. Redko, O. Selivanova, etc.).

The problem of communicative competence as a component of social and cultural competence is highlighted in the works of such scholars as T. Honchar, K. Moiseienko, L. Fedorova and others. Certain moments of its correlation with social competence were discovered in their scientific researches by N. Kalinina, A. Mudryk, Yu. Polyezhayev and others. The peculiarities of the formation of foreign language competence are outlined in works by V. Barkas, N. Hez, O. Pometun, V. Shliakhova, etc. The process of communicative competency formation was described in research of Ukrainian academicians (S. Doroshenko, Yu. Yemelianov, L. Petrovska, etc.) and foreign scholars (L. Bachman, N. Hez, D. Hymes, M. Canale, R. Milrud, V. Nemushyn, Yu. Passov, M. Swain, etc.). In the framework of

scientific research, communicative competence is regarded as the notion of a language personality (I. Zymnja); as the individual quality and a certain state of people's consciousness in a group (Yu. Yemelianov); as the necessary level of the experience formation and interpersonal interaction skills that help to perform successfully according to the personal abilities and social status (T. Volfovska), etc.

Personality, thus, is the bearer and speaker of philosophy of life that presents a person as a unique individuality. A person exists in the language, manifests himself/herself in the language, and establishes communication with other people. The effectiveness of language and communication depends on the language culture and the level of speech skills development as well as personal skills. Consequently, every human being is a language personality. This concept reflects the essence of the term "personality", but it covers such a facet as the ability to think and communicate with means of his/her native or foreign language.

1. The communicative competence of pupils as a sign of language personality

There are different philosophical definitions of "personality" in various works. For instance, the authors of philosophical encyclopedic dictionary understand "personality" as the aspects of inner world of a human that are distinguished by his/her uniqueness and openness and realized in self-knowledge and self-creation of a person as well as objectified in artifacts of culture¹.

Personality is associated with a language; as a recognized psycholinguist O. Leoptiev notes, a language is, first and foremost, a language of an individual. Therefore, without a language there is no personality, as any language cannot exist devoid of a personality. Language is a kind of guide to the world on the way to oneself. A person can realize and understand himself / herself and the world, and, accordingly, can be actualized only through a language, due to the ability to communicate, to master a huge number of verbal and non-verbal signs².

¹ Соломаха А.В. Взаємозв'язок світу, етносу та мови (до питання про мовну картину світу). *Науковий часопис НПУ ім. М. П. Драгоманова. Серія № 8. Філологічні науки (мовознавство і літературознавство)*. 2005. Вип. 1. С. 117–121.

² Леонтьев А.А. Психолінгвістика и личность. *Основы психолінгвістики*. Санкт-Петербург, 2003. С. 280–282.

According to reference materials, personality is defined as "a person", in the broadest sense, it is concrete, integral human individuality in the unity of his / her natural social skills; in the narrower, philosophical sense "a person" is an individual as a subject of social activity, whose properties are determined by the specific historical conditions of society³.

A language personality is a medium of linguistic consciousness that is articulated through verbal behavior. In psychological studies, a language personality is defined as "a form of existence of individual, cognitive consciousness of an intelligent person, as a person who can communicate and is a social being"⁴. A language personality is an individual who exists in a language environment, where there are norms and stereotypes that are established in a language in forms of linguistic units and contexts of texts⁵.

According to V. Kunicyna, V. Pogol'sha, language culture begins with self-perception of language identity of the speaker. It originates and develops when native speakers who can use literary language care about their oral and written language performance, they care about perception of their communicative activities in various social environments as well as in the context of other languages⁶.

The competence (as a specially structured (organized) set of knowledge, skills and attitudes that are acquired during the learning process) is as an integrated characteristic of personality quality, a productive unit formed through experience, knowledge, skills, attitudes, behavioral reactions⁷.

In the research works of S. Bodnar competence is a general ability and readiness for productive activity, a productive unit formed through experience, knowledge, skills, attitudes, behavioral reactions⁸.

³ Великий тлумачний словник сучасної української мови/уклад. і голов. ред. В. Т. Бусел. Київ ; Ірпінь: ВТФ «Перун», 2009. 736 с., с. 243.

⁴ Зимняя И.А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании. Москва: Исследовательский центр проблем качества подготовки специалистов, 2004. 40 с., с. 23.

⁵ Карасик В.И. Речевое поведение и типы языковых личностей. Массовая культура на рубеже XX–XXI веков: Человек и его дискурс. Москва: Азбуковник, 2003. 368 с., с. 8.

⁶ Куницына В.Н., Казаринова Н.В., Погольша В.М. Межличностное общение : учебник для вузов. Санкт-Петербург : Питер, 2001. 544 с., с. 9.

⁷ Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи / за заг. ред. О. В. Овчарук. Київ : «К.І.С.», 2004. 112 с.

⁸ Боднар С.П. Термінологічний аналіз понять «компетенція» і «компетентність» у педагогіці: сутність та структура. *Освіта і управління*. 2007. Т. 10. № 2. С. 93–99.

The competence is based on knowledge, intellectually and personally predetermined social and professional life human⁹, the readiness and ability of the individual to use theoretical knowledge and practical experience to solve individual problems¹⁰, the ability of a person (specialist) to realize his human potential for professional activity¹¹.

It should be noted that term "competency" is wider than the category "competence". This term is also defines as awareness of abilities and skills to perform certain professional functions¹². The frame of competency is the knowledge, cognitive skills, practical skills, emotions, values, ethics and motivation¹³.

The competency is the sum of skills and abilities needed for effective professional activities – the ability to analyze, the ability to foresee the consequences of professional activities and the ability to use information¹⁴. The competency is an individual characteristic that exist in numerous forms such as the high level of skills, the modus of personal self-realization (habit, way of life, devotion). It is defined as a summary of the individual's self-development, a form of manifestation of abilities¹⁵.

As for that communicative competence, then there are different approaches to interpreting the communicative competence in the scientific world:

– as a sum of knowledge about norms and rules of conducting communication acts – dialogues, debates, negotiations¹⁶;

⁹ Зимняя И.А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании. Москва : Исследовательский центр проблем качества подготовки специалистов, 2004. 40 с., с. 13.

¹⁰ Кенжебеков Б. Т. Сущность и структура профессиональной компетентности специалиста. *Высшая школа Казахстана*. 2002. № 2. С. 171.

¹¹ Татур Ю.Г. Компетентностный подход в описании результатов и проектировании стандартов высшего профессионального образования. URL: http://technical.bmstu.ru/istch/komp/tatur_II.psd.

¹² Маркова А.К. Психология профессионализма. Москва: Знание, 1996. 308 с., с. 31.

¹³ Настільна книга педагога / упорядники: Андреева В.М., Гигораш В.В. Харків : Основа, 2006. 352 с.

¹⁴ Професійна освіта: словник / уклад. С.У. Гончаренко та ін. / за ред. Н.Г. Ничкало. Київ, 2000. 380 с.

¹⁵ Зязюн І.А. Філософія поступу і прогнозу освітньої системи. *Педагогічна майстерність : проблеми, пошуки, перспективи* : монографія. Київ ; Глухів : РВВ ГАПУ, 2005. С. 10–18, с. 17.

¹⁶ Бех І.Д. Особистісно-зорієнтоване виховання : навч.-метод. посіб. Київ : ІЗМН, 1998. 204 с.

- as a possession of complex communicative skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the field of communication, educatedness, orientation in communicative means, inherent in the national mentality that is expressed within a particular profession;
- as a system of internal resources necessary for effective communicative action in a definite range of situations of interpersonal interaction¹⁷;
- as a language skills, interaction with people, teamwork skills, and possession of various social roles (A. Khutorsky)¹⁸;
- as a system of internal resources of effective interaction: communication positions, roles of stereotypes, settings, knowledge, abilities, skills (I. Cherezova)¹⁹;
- as a certain level of personal and professional experience in interacting with others used by an individual in order to function successfully within the professional community and society in the framework of his abilities and social status; as a complex ability of a person whose content is determined by the activity of a specialist and the functionality of language and speech; (M. Vasilik)²⁰;
- as a skills, ability to solve communication tasks, actualize the goals of communication using a language²¹;
- as a human ability to organize interpersonal space in the process of initiative and active communication with people (Yu. Yemelianov)²²;
- as one of the main components of professional readiness, which includes knowledge of the ways of purposeful use of language means for solving communication problems; high level of native and foreign

¹⁷ Жуков Ю.М. Тренинг как метод совершенствования коммуникативной компетентности : дисс. д-ра психол. наук : 19.00.05. Москва, 2003. 356 с.

¹⁸ Хуторской А.В. Ключевые компетенции как компонент личностно-ориентированной парадигмы образования. *Народное образование*. 2003. № 2. С. 58–64.

¹⁹ Черезова І.О. Комунікативна компетентність як інтегральна якість особистості. *Науковий вісник Херсонського державного університету. Серія: «Психологічні науки»*. 2014. Вип. 1. Т. 1. С. 103–107.

²⁰ Основы теории коммуникации : учебник / под ред. М.А. Василика. Москва : Гардарики, 2003. 615 с.

²¹ Tinsley Royal L. Guidelines for college and University programs in translator training. URL: http://www.adfl.org/cgi-shl/docstudio/docs.pl?adfl_login&xurl.

²² Емельянов Ю.Н. Теория формирования и практика совершенствования коммуникативной компетентности. Санкт-Петербург, 1999. 403 с.

languages awareness; possession of communication culture, knowledge of national culture, mentality, knowledge of information and computer technologies, personal readiness, which ensures the cooperation and interaction of the staff²³;

– as the ability to solve problems and readiness for his professional role in one or another field of activity²⁴, etc.

Language personality (according to L. Zasiiekina), can be defined as a set of cognitive, emotional and motivational qualities that provide the linguistic competence of a person as a medium of national and cultural environment²⁵.

Intercultural competence is defined as the:

– an active component of the personality, aimed at the implementation and updating of crosscultural competence, at adequate cross-cultural communication in the context of the dialogue of cultures as well and one of personality's trait, which consists of three components: culturally defined knowledge, adaptive communicative skills and. as a consequence of the ability to intercultural communication (V. Hryshenko)²⁶.

– the common feature of the individuality, which manifests awareness and understanding of his own culture and foreign culture, as well, via a steady interest to multicultural values, the ability to act as an intermediary between representatives of different cultures, the ability to determine the causes of violations of intercultural communication and the ability to overcome the communicative barriers which arise because of crosscultural gaps (Ya. Sadchykova)²⁷.

In the process of studying English defines business linguistic and sociocultural components of foreign communication competence. In the opinion of the scientist they consist of numerous verbal stereotypes and realities, the assimilation of which is necessary for business

²³ Чеботарьова. І.О. Комуникативна компетентність: теоретичний аспект. *Наукові записки кафедри педагогіки*. Випуск XXXVI. Харків, 2014. С. 205–215.

²⁴ Бермус А.Г. Проблемы и перспективы реализации компетентностного подхода в образовании. Интернет-журнал «Эйдос». 2005. URL: <http://eidos.ru/journal/2005/0910-12.htm>.

²⁵ Засекіна Л.В. Мовна особистість в сучасному соціальному просторі. *Соціальна психологія*. 2007. № 5 (25). С. 82–89, с. 83.

²⁶ Грищенко В.Д. Аспекти содержания обучения межкультурной коммуникации в языковом вузе. *Вестник МГОУ*. 2012. № 2. С. 79–84, с. 81.

²⁷ Садчикова Я.В. Формирование межкультурной компетентности студентов в процессе обучения иностранному языку в техническом вузе : автореф. дис. ... канд. пед. наук : 13.00.08. Пенза, 2009. 23 с.

communication in accordance with the norms adopted in a certain language and cultural society to regulate business relationships (in a professional direction (O. Tarnopolsky)²⁸.

Scientists as consider the sociolinguistic competence: knowledge, skills and the ability to interpret and use linguistic units, texts and situations, taking into account linguistic and ethnographic realities and sociolinguistic generic, professional, national and territorial peculiarities of those, who speak²⁹.

The social and cultural education is the key to successful formation of foreign language communicative competence, subjected to the implementation of the principle of didactic culture compliance, which involves the selection and implementation of the educational process of cultural material and forms the social and cultural basis of the teaching and learning complex in foreign language. The social and cultural competence is as the ability of an individual to demonstrate active and responsible livelihoods in society on the basis of democracy, humanism, tolerance, etc., through adequate understanding and respect to other languages (M. Maksymets)³⁰.

The social and cultural competence is interpreted as:

– a system of representations about the main national traditions, customs and realities of the country, being studied, as well as, a system of skills and abilities to coordinate their behavior according to these knowledge (O. Kolomynova)³¹;

– the ability of a person to take into account knowledge of the social and cultural contexts of the country consciously in the process of foreign language communication. All components of social and cultural competence are interconnected through the concept of cultural and social contexts. Their mastery must take place in a comprehensive manner. If the context of culture involves knowledge of realities common to all the native speakers, then the social context is acceptance of the specific

²⁸ Тарнопольский О.Б., Кожушко С.П. Методика обучения английскому языку для делового общения / Учебное пособие. Киев : Ленвит, 2004. 192 с., с. 34.

²⁹ Бех П.І. З позицій комунікативної орієнтації. *Іноземні мови в навчальних закладах*. 2002. № 1–2. С. 34–40, с. 36.

³⁰ Максимець М. Формування соціокультурної компетенції у процесі вивчення іноземної мови. *Вісник Львівського університету. Серія педагогічна*. 2006. Випуск 21. С. 211–218.

³¹ Коломинова О.О. О формировании социокультурной компетенции у младших школьников. *Іноземні мови*. 1997. № 3. С. 39–41.

social conditions of communication adopted in the country of the language being studied³²;

– the level of understanding of the social and cultural context in the use of a foreign language, as well as the experience of communication and use of language in various socio-cultural situations (V. Safonova)³³;

– an ability and willingness to use a set of social and linguistic, social and psychological, ethnographic and intercultural knowledge for reaching mutual understanding between individuals or groups who are representatives of different societies, linguistic means and within the social and cultural context of one of the parties (S. Amelina, L. Azzolini, N. Beniaminova)³⁴.

Foreign language is taught not only as means of communication, but also as means of discovering another cultural world, comprehensive understanding of the complexity and multiplicity of the native language and national culture, national dignity and equality, means of public education, personal development, its individual cognitive abilities, social opportunities, cultural needs. The organization of the studying process must be provided in such a way in order foreign language must be represented as a phenomenon of the national culture of people, as a model of studying the world of these people³⁵.

The socio-cultural competence consists of: 1) socio-cultural knowledge (information about the country of the language being studied, spiritual values of cultural traditions, including representatives of different ethnic groups, features of the national mentality of behaviour); 2) experience of communication (the choice of an acceptable style of communication, the correct interpretation of the phenomena of foreign culture); 3) personal attitude to the facts of culture (including the ability to overcome and resolve sociocultural conflicts in communication);

³² Ларіонова О.І. Особливості формування соціокультурної компетенції у немовному вузі на матеріалі іноземної мови. URL: http://www.rusnauka.com/Page_ru.htm.

³³ Сафонова В.В. Культуроведение в системе современного языкового образования. *Иностранные языки в школе*. 2011. № 3. С. 17–24.

³⁴ Рамкова програма з німецької мови для професійного спілкування для вищих навчальних закладів України / С.М. Амеліна, Л.С. Аззоліні, Н.Є. Беньямінова та ін. Київ : Ленвіт, 2006. 90 с., с. 10–11.

³⁵ Липшиць Л.В. Формування соціокультурної компетентності майбутніх судноводіїв міжнародних рейсів у процесі вивчення англійської мови. Педагогічний альманах. 2012. Випуск 15. С. 178–182, с. 179.

4) mastering the ways of using the language (correct use of nationally-marked linguistic units in speech in various spheres of intercultural communication, susceptibility to similarity and differences between native and foreign-speaking sociocultural fields)³⁶.

The process of the social and cultural competence formation of intercultural communication skills, which are ensured and developed in the process of learning of a foreign language by students, become part of the student's outlook. When they derive linguistic and socio-cultural information. Social and cultural competence is realized in the process of solving a number of linguistic tasks such as analytical-reflexive, constructive, correctional activities. Knowledge and cognitive skills, practical skills, emotions and motivation, values and ethics, are distinguished among the components of competence.

The formation of social and cultural competence of students presupposes the availability of knowledge in the national-cultural peculiarities of the country's language, being studied, the norms of speech and infant behavior of its carriers and the their ability to behave themselves in accordance with these features and norms (A. Murzina, N. Chernukha)³⁷.

Mastering of foreign language is inextricably linked with the mastery of the national culture, which involves not only the assimilation of cultural knowledge, but also the formation of the ability and readiness to understand the mentality of the speakers of the studied language, as well as the features of communicative behavior of the people of this country. Linguistic and cultural competence presupposes the mastery of the equivalent vocabulary (within the framework of the subjects studied, subjects of speech) and the ways of its transmission in the native language; background vocabulary, realities characteristic of the authentic texts used in the teaching process; ways of transferring the realities of the native language in a foreign language (within the framework of the topics studied, subjects of speech) (G. Tomakhin)³⁸.

³⁶ Сысоев П.В. Культурное самоопределение личности в контексте диалога культур. Тамбов : изд-во ТГУ, 2001. 144 с.

³⁷ Чернуха Н.М., Мурзіна А.В. Умови формування соціокультурної компетентності майбутніх учителів філологів. Вісник ЛНУ імені Тараса Шевченка. 2009. № 9 (172). С. 165–173, с. 167.

³⁸ Томахин Г.Д. Реалии в языке и культуре. Иностранные языки в школе. 1997. № 3. С. 13–15.

In order to form social and cultural competence in the process of learning of foreign language, it is necessary to provide comfortable psychological and pedagogical conditions. Firstly, we can distinguish the creation of social and cultural educational environment; the establishment of human interpersonal relations on the dialogical basis of bilingual communication; the simulation of professionally oriented games; the use of innovative methods, in particular, communicative games.³⁹

The communicative competence of a specialist is understood as a socially significant indicator of the level of communicative knowledge, language abilities as well as skills and ability to carry out professional dialogue, to perceive, to understand, to master the content of information, to establish feedback with the interlocutor, to solve specific tasks in professional sphere.

The communicative competence maturity is determined by the following indicators: the ability to understand phonetic and grammatical features of the target languages; the expedient use of language and communicative structures; the desire to improve their own language; the availability of cognitive and communicative needs; the effectiveness of the linguistic and language knowledge; the observance of phonetic, lexical, grammatical and stylistic norms in written and spoken language, the desire and ability to achieve the desired communicative goals.

2. The pedagogical conditions of development of the intercultural communicative competence of pupils in the process of the study of foreign language

The ability of a word to call a notion makes it possible to use a relatively small amount of words in the course of communication. Awareness of the inextricable connection of the word and concept is a guarantee of a successful profound mastery of the language, the ability to accurately express thoughts, finding the appropriate vocabulary for this. To the main characteristics of expressive Language enlist: breathing, voice, diction (pronunciation), intonation (tone), pace, etc. And only the proper mastering of each component of broadcasting

³⁹ Polyezhayev Y., Brutman A., Mantulo N. The Formation of Social and Cultural Competence of Future Journalists in the Process of the Study of Foreign Language: Theoretical Aspects. Педагогіка формування творчої особистості у вищій і загальноосвітній школах: зб. наук. пр. / редкол.: Т. І. Сущенко (голов. ред.) та ін. Запоріжжя : КПУ. 2017. № 56–57 (109–110). С. 441–449.

technology can guarantee the high level of Language culture. The formation of social and cultural competence in the process of learning of foreign language is aimed at mastering not only the language of another country, but it is also oriented to the culture of communication with native speakers in certain conversations; to the assimilation of the system of national and universal values by students; to tolerant attitude to the cultural values of other peoples, to national culture of different countries of the world; to awareness of their national significance; to a manifestation of respect for the cultural heritage of his native country.

The primary role in the individual active vocabulary belongs to words and concepts. The word materializes the concept and forms it, and thus makes the word accessible for perception and assimilation⁴⁰.

The study of new concepts consists of: a) enriching the vocabulary, that is, the assimilation of new words or new meanings of known words; b) refinement of the dictionary, that is, the introduction of individual words into the context, the comparison of the close or opposite of the meaning of words, the assimilation of multi valued and emotionally colored words; c) the dictionary activation, that is, transferring as many words as possible to the passive vocabulary (the student knows the meaning of the word, but seldom or does not use them at all) into the active; d) elimination of non-literary words: dialectic, jargon, spatial, etc⁴¹.

The effectiveness of the acquisition of vocabulary and terminology by students depends on the organizational and pedagogical conditions: considering the communicative needs during the selection of terms for active learning; the selection of such methods and methods of training that will promote the enrichment of the active vocabulary; the development of a system of exercises aimed at the gradual, conscious and profound learning by the pupils terminology units; ensuring the teaching of scientific terminology by appropriate methodological developments; the creation communicative environment in a establishment of education; etc.

The scientist V. Makhinov⁴² offers the author's system of social and cultural communicative tasks which can be expressed in the following

⁴⁰ Мацько Л.І., Мацько О.М. Риторика: навчальний посібник. Київ : Вища школа, 2003. 311 с.

⁴¹ Деркач А.А. Акмеология. Санкт-Петербург : Питер, 2003. 256 с.

⁴² Махінов В. Моделювання соціокультурних комунікативних завдань як засобу формування мовної особистості майбутнього вчителя. URL: https://www.narodnaosvita.kiev.ua/Narodna_osvita/vupysku/15/statti/mahinov.

instructions as tasks for investigations: *a) Say what differences and similarities you can see between the Ukrainian and British tradition of ...; b) Say if any Ukrainian musician had a tragic fate as John Lennon had; c) Look at sights and say where you can come across them in London. Draw similar sights common for Ukraine; d) Look at the sights and guess which of them are likely to be seen at the British Museum. Say what rules they express. How are similar rules expressed in a Ukrainian museum.*

The methods of interactive learning are based on the mutual implementation of problem-oriented tasks by participants of the educational process, which are originally accompanied by foreignlanguage communication. It makes communicative interaction of all participants professionally significant and motivationally backed up. Organization of group forms of work, such as role-playing and businessoriented forms of games, training discussions, round-talk discussions, training, etc., in the process of foreign language activity develops the ability to express their point of view in order to solve a particular production problem, the ability to interpret facts or statistical information, the ability to predict the course follow up actions, the ability to assess the situation through the prism of their own experience and make the right decision. The pragmatic component of interactive learning is the formation of internal motivation in order to master the course of a professionally oriented foreign language, taking into account the cross-cultural features of foreign communication. In addition interactive training updates the complex of professional knowledge and skills of students, forms such skills as readiness to adapt in new environment, the ability to innovate thinking, creativity, responsibility (Y. Semenchuk)⁴³.

Researches interactive learning is a process of interpersonal communication in educational settings, which is characterized by a high degree of intensity of communication, variety of forms, forms and methods of activities, purposeful reflection and the interaction of participants in the pedagogical process (S. Kashlev)⁴⁴.

In order to form social and cultural competence in the process of studying of foreign language, it is expedient to use IT systems, which actively implemented at the Classic Private University (Zaporizhzhia,

⁴³ Семенчук Ю.О. Інтерактивні технології у формуванні соціокультурної компетентності майбутніх економістів-міжнародників. Наукові записки. Сер. : Філологічна. Острог : Вид-во НУ «Острозька академія». 2014. Вип. 42. С. 230–232.

⁴⁴ Кашлев С.С. Интерактивные методы обучения педагогике. Минск : Вышэйшая школа, 2004. 176 с., с. 38.

Ukraine). For example, there was created a virtual audience based on the Moodle platform. This platform provides learning through the using the electronic teaching and methodical complexes of disciplines.

Methodological and technical support of the work of the electronic Internet-resource is provided by the «Institute of Information Technologies in Education» of the University. The main tasks of this «Institute» is organizational, methodological and technical of the educational process; provision of round-the-clock work of servers and channels of the university on the Internet; technical support of work of the information systems, computer classes and the corporate computer network of the Classic Private University.

Systematized electronic teaching and methodical complexes of departments and institutes disciplines are available on the site of the electronic support of the educational process (Virtual auditorium) of the University. The structured teaching and methodological support that corresponds with module technology of teaching is represented according to the curricula of the specialties (in particular, teachers of a foreign language).

Accordingly, our university has created an informational educational and professional environment, which:

- contains electronic resources for each discipline of the curriculum for the preparing the specialists (in particular, future teachers of a foreign language) of a certain educational degree and specialty;
- provides students the opportunity to use educational content at any appropriate time;
- provides students (in particular, future teachers of a foreign language) teaching materials from all disciplines in order to fulfill individual and group tasks of innovative content;
- provides an intensive interaction of participants in the educational process;
- promotes the professional development and self-development of future specialists (in particular, teachers of a foreign language) and their involvement in the information educational and professional environment of the higher educational institution, created on the basis of the electronic portal that is based on the Moodle platform.

Using IT and new forms of organization the educational process in the educational institutions changes the teacher's functions. Teacher becomes

not only the retransmitter but also an organizer of the educational process, a facilitator and a colleague in pedagogical cooperation.

The main advantages of using IT are:

1) providing students (in particular, future teachers of a foreign language) the complete information about professional preparation (curriculum and practical training curriculum, content of the curriculum, forms of final control, electronic educational materials of disciplines: lecture notes, electronic training manuals, individual tasks with methodological recommendations for their implementation; methods of intermediate control of disciplines, evaluation criteria for modules and electronic journals for evaluating student achievements);

2) elimination of duplication the contents of the educational material of different disciplines, quality control of the development of the electronic teaching and methodical complexes of disciplines and the quality of students' mastering of individual disciplines (heads of graduate departments, directors of institutes, vice-rectors of educational work have access to electronic teaching and methodical complexes, analyze the content of educational materials, timely adjust their content);

3) using the interdisciplinary cooperation (the focus of the content of all curriculum disciplines on vocational training, the implementation of interdisciplinary projects, the solution of complex integrated tasks of course, diploma and master's work);

4) providing students (in particular, future philology teachers) the possibility of designing their own trajectory of learning the disciplines (rates and sequencing of studying the theoretical material, performing individual and control tasks of different levels, planning educational and scientific work in an appropriate time due to access to the virtual audience through the Internet;

5) provision of pedagogical support (on-line consultations, forums, sending of messages via internal e-mail).

Thus, the use of a virtual foreign environment in the formation of socio-cultural competence among students of the non-philological profile leads to a qualitative change in the content of foreign language training. The implementation of foreign language training in a virtual educational environment contributes to the effective formation of sociocultural competence among students. In Web-based learning, students demonstrate a high level of foreign language motivation and culture, traditions and customs, critical thinking to evaluate their skills,

participating in the group discussions. The educational autonomy of students provides a transition to the individualization of learning. A variety of electronic resources for teaching a foreign language opens up new opportunities for a polysensory presentation of educational material in a modern, accessible and interesting form. Using the potential of a virtual foreign language educational environment in the process of teaching a foreign language based on the principle of flexibility and variability allows students determine independently the individual trajectory of learning foreign language, contributing to the formation of their sociocultural competence (V. Krasnopolskyi)⁴⁵.

CONCLUSION

Taking into account the above-stated, it can be concluded that for the purpose of development also advisable to use creative tasks, educational communicational games, simulative professional situations, the solution of which is aimed at developing special skills: comprehensive contextual understanding, retelling of the content, operating of synonymic and antonymic notions of language compression of texts, transformation of the grammatical structure of messages for oral expression during reporting, newsreels and interviews, etc. at classes. Considerable attention should be paid to the development of future teachers' skills: to be engaged into conversations, to be a party to bilingual communication, to navigate information freely, to find it, to process and distribute it promptly.

It should be noted that the modern conditions of teaching foreign languages, in order to form social and cultural competence in the process of learning of foreign language, it is necessary to provide comfortable psychological and pedagogical conditions. Firstly, we can distinguish the creation of social and cultural educational environment; the establishment of human interpersonal relations on the dialogical basis of bilingual communication; the simulation of professionally oriented games; the use of innovative methods, in particular, communicative games. Social support of linguistic behavior of individuality is also defined among the conditions for the development of creative abilities of a person.

⁴⁵ Krasnopolskyi V.E. Formation of sociocultural competence of students in the virtual foreign language education environment. *Духовність особистості: методологія, теорія і практика*. 2018. № 2 (83). С. 75–85, с. 82.

One of the important tasks in modern education is the development of creative initiative and independence of pupils, the formation of their social and cultural competence. The application of innovative pedagogical methodic contributes to the formation of critical and creative thinking of pupils (as the central mechanism for the generation of new ideas), the rapid adoption of their independent decisions. The use of interactive teaching methods stimulates cognitive activity of pupils, development of their communicative skills; predetermines successful fulfillment of creative tasks; promotes pedagogical cooperation and equal dialogue of the teacher with pupils. In order to improve speech skills, one must understand the essence of speech and language as a means of communication, knowledge of the peculiarities of the perception of oral speech.

SUMMARY

The article deals the teretic aspects of communicative, intercultural and sociocultural competence. Methodical tools are revealed and practical recommendations are presented concerning the training of future philology teachers to form communicative and intercultural competence in students in the process of learning a foreign language. The pedagogical conditions for the formation of social and cultural competence among future teachers of a foreign language in the process of professional training are determined. It is emphasized that creation of social and cultural educational environment and the establishment of human interpersonal relations on the mutual understanding basis of multilingual communication are of great importance. Noted that formation of the social and cultural competence of future philology teachers in the process of studying a foreign language is aimed at mastering not only the language of another country, but also the culture of communication of native speakers. An example is given of how a virtual audience was created on the basis of the Moodle platform, where learning is being conducted with the help of electronic teaching and learning complexes on disciplines.

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М.П. Драгоманова. Серія № 8. Філологічні науки (мовознавство і літературознавство). 2005. Вип. 1. С. 117–121.

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LINGUISTIC ASPECTS OF EVALUATING THE QUALITY OF EDUCATION ORIENTED TOWARDS MULTIPLYING HUMAN CAPITAL

Grzesiak Jan

INTRODUCTION

The issue of evaluating the quality of education in the context of human capital, as a kind of investment in the development of every person in a given education system, constitutes the subject of studies and academic research. Pedagogical and social literature includes more and more recent studies marked by the concern for improving the quality of education and upbringing in the contemporary education system in Poland and internationally. In this article, our attention will be focused on the issues of conducting evaluation research and implementing pedagogical progress in educational processes while investing in human capital, in particular the education of competent and responsible teachers. It should be emphasized that the classic concept of control and quality assessment is insufficient and requires intensification of actions for diagnosing and then constructing and implementing more effective solutions allowing for the execution of assumed educational goals while limiting capital-absorbency.

Practical procedures for developing so-called reports are assumed to be intended to reflect the quality of work carried out by teachers at every stage of education – in kindergartens, schools, and universities. Studies show that, in fact, they quite often do not present the actual results as measurable effects of the entire educational processes. The essence of a quality analysis, in the sense of analyzing the value of selected structural elements concerning these processes, consists in the search for the most effective and, at the same time, the cheapest methods in the context of their specific functions. Functions and functionality constitute the norms or categories of evaluating the activities of every human being (teacher), as well as human groups (teaching collectives) in the chosen field or a section of the evaluated reality.

In the production sphere, the dissemination of methods concerning value analysis leads to the dynamic development of new construction

and technological solutions, the production of modified products, or completely new ones (clearly improved – fulfilling new functions). This is a characteristic phenomenon in the conditions of competition and free market economy. By analogy, there should be a need to create conditions for achieving significant added value as a measurable indicator of the quality of didactic and educational interactions at all levels of school and out-of-school education.

1. Language education requires measuring and evaluating its quality

The development of science requires searching for and creating more perfect, possibly the most optimal solutions based on the current state of scientific knowledge in a given field, supported by comprehensive practice. In order to meet the requirements posed by pedagogy as a social science, and thus, in order to guarantee dynamic progress and effective activation of mechanisms concerning this progress in education – an increasingly higher priority should be given to procedures for the analysis of pedagogical value in the enrichment of theory within the field of practice. And vice versa – in perfecting practical solutions it is necessary to fully respect the theoretical premises on the two-as-one principle¹.

The fact that many pedagogical concepts have been rightly confirmed in educational practice without the use of value analysis, should be respected. That is because in the traditional education system randomness was sometimes decisive in terms of new and better solutions. There were also such circumstances in which the new, proposed and adopted, didactic solutions were better than the previous ones, although they were not necessarily the best among the constructed concepts concerning possible practical solutions. Such an approach usually becomes the direct cause for making changes by trial and error, and sometimes even rejecting a solution – which after a short-term use in practice turned out to be no better than the previous one. This leads to a conscious, or even worse, unconscious anomie as pathology. Just to mention, for example, the attempts of implementing in Poland the concept of such education which does not include the so-called

¹ Grzesiak J. Kapitał ludzki a jakościowo-aksjologiczne uwarunkowania studiów pedagogicznych nauczycieli. In: K. Denek, A. Kamińska, W. Kojs, P. Oleśniewicz (eds.), *Aksjologia, innowacje i strategia rozwoju*. Sosnowiec, 2011, s. 219-235.

homework under the guise of not assigning the students with excessive duties – otherwise understood as education without stress. Currently there is a disturbing phenomenon of undermining or even a harmful loss of a teacher's rank of authority. This is manifested, for example, by carrying out social (media) discussions concerning education and the quality of teachers' work, in which, surprisingly, teachers themselves do not take part. The actual results of such (pseudo) reforms disadvantageously significantly diverge from the assumed goals. Scientific research carried out at various centers confirms a reduction in the effectiveness of education and upbringing at various stages of education, not excluding teacher education. There is no doubt that only in the course of dialogue it is possible to create conditions for a successful development of education for today and tomorrow – the day after tomorrow².

The shortcomings in searching for better solutions in education through alleged research are described by H. Muszyński in the following words: "...pedagogical research is subject to disturbing phenomena, when without any verification, even on a tiny material, various ideas are directed towards the path of mass implementation.... The mechanism of creating an experiment is usually based on the fact that researchers are looking for good and sometimes very good schools, and carry out studies in them. Then they state what has already been... it is a mechanism that does not require to be launched, because everything was known in advance. The task of the experimenter is to convince that in typical conditions results are achieved proving that what has been done, gives real effects, and is profitable"³.

Quality analysis in pedagogy should become a method of organized search and implementation of new solutions and innovations, and thus becoming a valuable method in creating pedagogical progress. W. Okoń in the "O postępie pedagogicznym" thesis reports that "*... pedagogical progress consists in the transition from a lower to a higher level of development of individual people, as well as educational and upbringing institutions, also the general conditions of educational-upbringing influence. At the same time, the measure of progress consists in*

² Grzesiak J. Ewaluacja w dialogu-dialog w ewaluacji. In: Grzesiak J. (eds.), *Ewaluacja i innowacje w edukacji*. Kalisz-Konin, 2008.

³ H. Muszyński, Pojęcie systemu i jego konsekwencje. In: W. Okoń (eds.), *System dydaktyczny*, Warszawa, 1972, s. 211.

*achieving better and better results in the same or shorter time, using more and more rational methods and means, as well as a reasonable increase in expenditures"*⁴.

The term provided by W. Okoń grasps pedagogical progress in the aspect of taxonomic comparison of measurable effects of work while taking into account better methods and means of implementation, as well as the appropriate financial expenditures. Etymologically, the word "progress" (Latin *progressus*) means moving forward, striving for something better, improvement – and so it expresses one of the basic attributes of the world's existence. Thus, "pedagogical progress" is understood broadly. Speaking of pedagogical progress, it is difficult to underestimate the methods of a qualitative analysis in its creation. Properly conducted quality analysis should completely eliminate randomness, at the same time guaranteeing access to the most optimal solution in the existing conditions, taking into account the current state of knowledge in a given field of science. One of the elements of pedagogical progress is the improvement of the didactic-educational system as a complex and comprehensive whole. All individual elements of the didactic-educational system serve the purpose of achieving a proper goal – a task, meaning fulfilling certain specific or unspecified functions. In contrast to traditional methods of improving and rationalizing activity, focusing on a given item and its individual functions – the value analysis is characterized by a comprehensive assessment of all factors affecting the functionality and effectiveness of school practice. In educational processes as well as the processes of measuring and evaluating the quality of this work's value analysis, complex team work closely related to the individual effort of absolutely all team members, constitutes an essential element, fundamentally different from traditional methods of pedagogical progress⁵.

The result of the work carried out by a team that performs quality analysis should consist in a solution such as a handbook, which would reflect the latest scientific achievements in the field of psychology and theory of education, but also fulfill all the functions determined by the

⁴ W. Okoń, *O postępie pedagogicznym*, Warszawa, 1970, s. 17.

⁵ See. eg. J. Grzesiak, *Przez analizę wartości do postępu pedagogicznego*. In: T. Zacharuk (eds.), *Ciągłość i zmiana w pedagogice XXI wieku*, pt.1. Siedlce, 2007, s. 279-287.

theory of a school handbook, possibly supplemented by the value analysis team⁶.

2. The procedure of value analysis versus linguistics

Above all, we cannot forget that the necessary condition for the effective work of the team performing value analysis is above all the comprehensive and precise knowledge of the structure of the considered component of educational processes subjected to valuation. Connections and interrelations between the quality and the analysis of the value (evaluation) of education indicate the specific relation between the research issues, and even the importance of scientific cooperation between universities conducting such research, be it in evaluation or in the field of measuring and evaluating quality in education⁷.

The orientation of modeling and didactic designing procedures to obtain the highest degree of compatibility between the assumed and achieved effects of the education process on the part of each pupil (student) requires consistent respecting psychopedagogical principles of educational diagnosis. The full cycle of psychopedagogical diagnostics consist of the following stages:

- 1) diagnosing the object (unit, group),
- 2) interpreting the data obtained within the diagnosis,
- 3) drawing conclusions referring to further educational proceedings in the diagnosed case,
- 4) designing programs (new solutions) for the diagnosed object,
- 5) evaluating the proposed proposals and selecting the most optimal program (project),
- 6) implementing the selected (relatively optimal) program⁸.

⁶ See. eg. W. Okoń, *Podstawy wykształcenia ogólnego*, PWN, Warszawa 1968, pp. 235-257; J. Grzesiak, *Metodologiczne uwarunkowania modelowania podręcznika dla klas początkowych*. In: A. Mościcki (eds.), *Teoretyczne i praktyczne aspekty metodologii badań podręczników szkolnych*. Koszalin, 1986, s. 156-171.

⁷ J. Grzesiak, *Założone a rzeczywiste kompetencje nauczycieli wobec poprawy jakości kształcenia*. In: A. Klim-Klimaszewska (eds.), *Kompetencje współczesnego nauczyciela*, tom 1, UPH, Siedlce, 2012, s. 35-46.

⁸ J. Grzesiak, *Modelowanie projektowania poprawy jakości kształcenia wyzwaniem dzisiaj – wczoraj i jutro*. In: J. Grzesiak (eds.), *Ewaluacja i innowacje w edukacji*, Kalisz – Konin, 2013, s. 11-18;

S. Palka, *Wiązanie operacji poznawczych i metodologicznych w pedagogicznych badaniach edukacyjnych*. In: K. Denek, A. Kamińska, P. Oleśniewicz (eds.), *Edukacja jutro, Tradycja i nowoczesność we współczesnej organizacji systemu kształcenia*, Sosnowiec 2013; B. Niemierko, *Diagnostyka edukacyjna*, Warszawa, 2012.

The general analysis of the semantic side and substantive content of successively highlighted stages allows to notice that the keywords used in the formulations of each of points 1) to 6) are inextricably linked to the methodology of social research, and in particular the methodology of pedagogical research. This means that entities undertaking tasks requiring a thorough diagnosis and evaluation of a given facility or educational phenomenon should have comprehensive preparation in the field of educational research methodology.

The success of a value analysis depends to a large extent on the precise determination of the purpose for which the subject of the research is to serve, i.e. to determine its function. The definition of a function cannot be included in a narrower or broader sense. In the first case, the possibilities of finding a better solution are limited, while in the second case, the search for new solutions causes dispersion and ambiguity. After determining the list of functions and necessary, which should be fulfilled in the practical application of a specific solution to the problem, it is possible to assess what functions have not been met in the current solution in practice. Such assessment should be based on comprehensive and exhaustive research on the effectiveness of the current solution. The methodological foundations of such research should take into account the latest achievements in the theory of measurement in pedagogy.

Diagnosing and putting forward proposals regarding the **functioning of the current solution** to the problem requires the provision of comprehensive and reasonable answers to three basic questions:

1. Does the studied solution to the problem meet all the assumed necessary functions?
2. Is the issue currently being considered unnecessary?
3. Is the currently used solution optimal?

Based on the results of empirical research and the results of the analysis relating to specific functions and requirements, it is necessary to determine what unnecessary functions are currently met by the solution to the problem. The removal of unnecessary functions is an indispensable condition for improving efficiency and functionality. The analysis of the value of a certain solution may sometimes be executed already by the elimination of unnecessary functions fulfilled by the currently functioning solution to the problem.

Knowing what essential functions does the solution in the present functioning meet and what functions it does not meet, provides the basis on which the solution can be assessed. Recognizing the current solution as not the best one, not the most advantageous one in the current state of science and technology suggests reflection and forces us to look for new, better solutions to the examined issue.

The search for new solutions to the problem is a very important link in the value analysis. It leads to the formulation of various concepts of new solutions that would meet the assumed necessary functions. The methodological basis of the search for these solutions is captured in the two following phases:

1. Challenging everything that is currently functioning in the field being studied (negation – criticism),
2. Developing the concept of new solutions that meet certain necessary functions.

The creative attitude of the value analysis team is conditioned by a negative and critical attitude to the examined section of reality. Neglecting or questioning the currently functioning solution puts the team members in a problematic situation, and thus is a motive for the team work⁹.

Producing ideas for solving the problem under investigation by each member of the value analysis team enriches the current state of knowledge in a given field and reduces the problem situation to a non-problem one. At this stage of the team activity, any idea, even raised by a non-member of the team, is very valuable. Pedagogical progress can be made with the active participation of eminent practitioners who, based on the experience gained and the conclusions drawn from their practice, can significantly contribute to filling the gaps inherent in the pedagogical theory itself. A general and wide-ranging discussion on a given topic can often provide many very valuable ideas, and can even indicate the most optimal solution to the problem.

The next, third stage consists of the **analysis of the value of newly designed solutions**. The value analysis team first establishes a list of new functions and unnecessary functions contained by each of the new solutions. On this basis, the team analyzes, verifies and corrects new proposals in order to create the most perfect concept of a new, final

⁹ J. Koziński, Rozwiązywanie problemów. Warszawa, 1969, s. 31-35.

solution to the analyzed problem. This requires answering the following questions:

1. What new features are introduced by the new solutions to the problem?
2. Do the new solutions introduce unnecessary functions?
3. What new solution is the most optimal?

As new functions, introduced by a solution to some problem, should be treated only those functions that were not present in the existing solutions, but are not unnecessary functions and have a positive impact on increasing efficiency when the adopted solution is applied in practice. Similarly to the previous solutions to the problem under consideration, also the new ones should be analyzed in terms of fulfilling redundant functions. Freeing the new solution from any unnecessary functions may make it relatively optimal in a given field.

The solution that introduces the largest number of new functions and at the same time does not contain unnecessary functions, or contains the least of unnecessary functions among all the suggested solutions (which for various reasons cannot be eliminated from the qualitative analysis procedures) is considered the most optimal. The solution considered to be the most optimal with the current state of knowledge, after a certain period of its application will require further modifications in practice.

The quality analysis in education must reflect the fundamental principles of operation in a social system. The following principles deserve emphasis: functionality, structurality, activation, design and the principle of flexibility. If we accept the organization of all activities as the incarnation of the goals function, then the analysis of values in pedagogy can be treated as an inspiring, regulating, checking and improving factor that realizes the function of goals in different scopes and multiple perspectives. In the field of education and upbringing, due to the basic conditions and goals and the corresponding tasks, taking into account the distinguished principles is imperative for "contributing to the success of the whole" and for comprehensive pedagogical research.

Rational triggering of conscious activity, supported by knowledge and social experience of every human being, is one of the basic conditions for avoiding mistakes in further actions. Extending the circles of people and organizations can contribute to the realization of socially important pedagogical goals as well as intensifying activities that

promise the achievement of these goals. Cooperation, understood as programming of the activities of the value analysis team, is one of the basic conditions, the observance of which enables efficient and effective execution of the tasks undertaken.

The broadly treated method of value analysis in making pedagogical progress cannot, however, be overly bureaucratic. That is why the principle of flexibility is particularly important in creating pedagogical progress through value analysis.

In striving to improve the quality of functioning of a modern school, the method of value analysis sets the directions for action of many entities, including evaluation and self-evaluation procedures referring to all teachers without exception and to all teaching teams. Only with collective action, commitment and responsibility can the practice in Polish education be improved today and tomorrow¹⁰.

3. Methodological aspects of qualitative research in language education

This part of the article will present a proprietary approach, which was constructed with a focus on the basis of separate subjects of teaching education including, among others: research methodology, psychopedagogical diagnostics (didactics (theory and methodology of education) and didactic design. The participants of the teacher education process have all to face the following task: make a comparative analysis of selected practical or theoretical solutions concerning the same subject in the substantive and methodological aspect.

Due to the limited framework, we will quote here fragments of the content of the instruction addressed to the student of pedagogy:

The comparative analysis should take into account the whole view of the problem by selected (2-3) authors and should not be limited to considering publications separately from a given point of view. The two levels of the content of the publication, which are particularly important to us – the substantive and methodological one – are related to each other. However, they should be distinguished in order to thoroughly analyze the literature and to express our own judgment.

¹⁰ W. Kojs, Funkcje teorii w działaniach edukacyjnych nauczyciela i ucznia – szkic analizy zagadnienia. In: J. Grzesiak (red.), *Ewaluacja i innowacje w edukacji nauczycieli*, tom 1, Kalisz, 2007, s. 59-68.

Analyzing the literature from the substantive side, we should first of all:

- a) pay attention to the terminology used by the authors (including the content and scope of each of the basic terms (or a group of concepts) related to the topic of the work, to emphasize the mutual relations between concepts (supremacy – subordination),
- b) select contents that relate to the topic (goal) of the study,
- c) determine what issues are covered by each of the authors,
- d) extract the judgments and theorems of the authors regarding the analyzed issues.

When analyzing publications in terms of methodology, it is important to pay attention to the way in which a given author has come to his/her own conclusions, and whether and how he / she justifies them. Due to the specificity and complexity of the methodological approach to the chosen topic, one can limit ourselves to the methodological aspects of the compared publications. There may be also publications in which the methodological aspect will not be discussed (in such a case it should be clearly emphasized during the analysis and this fact should be evaluated).

The nature of the literature being compared should be emphasized. Due to the starting point for the authors' reasoning and because of the generality of their statements, one could speak about theoretical publications, publications based on empirical research or about works based on insights and reflections from practice in a specific time or spatial range.

Theoretical considerations, generalizations referring to the surveyed collectivity and observations from the practice may occur to various degrees in individual studies, for example, in theoretical work data from empirical research can be cited as examples illustrating the issues discussed. It is possible to distinguish written works with different scientific values. Therefore, the analysis should distinguish, for example, statements of a general or intuitive nature from generalizations derived from empirical studies (generalizations of varying scope) or from conclusions formulated in the deduction procedure.

In the case of works based on empirical research, the following issues should be taken into account: a) research problems, b) hypotheses, c) variables, d) conditions in which research was carried out, e) research procedure (strategies, methods, techniques),

f) characteristics of the surveyed individuals or collectivities, g) obtained results, h) conclusions derived from these results, i) interpretation of the results and discussion or unexplained issues, as well as j) conclusions, demands and desiderata focused on the real improvement in the examined piece of reality.

In general, attention should be paid to whether and to what extent the authors of the compared works undertake attempts to synthesise and structure knowledge in a given area of reality. The following criteria – questions – can be used for this purpose:

a) on what theory (existing – more or less developed) do the authors base their arguments.

It should also be emphasized whether the authors refer to theorems and hypotheses of a given theory in order to explain the studied processes, whether they use terminology appropriate for a given theory, etc. As a result, orientations and trends in the development of a selected scientific-research area may be noticed and formulated,

b) what is the nature of the research problems deliberately posed by the authors (are they open – complementary – problems, or empirical – verification – problems, whether they concern innovative issues not yet explained or partially confirmed by science, practical problems, theoretical-practical or practical-theoretical problems etc.); The nature of the problem can be determined on the basis of knowledge of the scientific achievements in the field of the analyzed problem. When undertaking research and formulating research problems, the author should stay aware and not "balance the open door", but continue the work of his/her predecessors according to the principles of continuity and change in the development of education and the science related to it,

c) to what extent the results of one's research or analyzes are linked and confronted by the author with the current achievements of science in this area (This is a question related to the evaluation of publications due to the criterion of synthesis and generalization by the author of knowledge in a given subject of research);

After drawing up a sketch of the structure of one's own work and the analysis of each publication, comparisons are made. In situations where differences are found, one should consider their causes, significance and the discrepancies observed. The reasons for possible differences can be seen, among others at the methodological level of the

analyzed studies. The differences in research results may be related to the fact that each of the authors studied the population in a different area, at different times or with other features (e.g. the diversity of students in the class).

It may be advisable to re-check and re-examine the claims formulated by the authors. Maybe they are formulated so precisely, that they should be reduced to certain specific cases – they concern, for example, students with special musical interests, which we could not notice in the current comparative analysis. When making comparisons, it should also be taken into consideration that the same terms in different authors may have a different meaning – and vice versa – the same content may be formulated with different notions. In addition, comparisons must be made for genuinely comparable elements, i.e. for judgments regarding one issue treated by author X and author Y. It is not possible to compare the judgments regarding various issues.

On the basis of a thorough analysis of literature and own reflections, one should try to formulate one's own conclusions regarding the subject being developed. Particular attention should be paid to the construction of the work: the arrangement of individual parts, paragraphs and sentences. It should be a coherent text, without numerous quotes or summaries, and at the same time without any mental leaps, without unnecessary repetitions.

Particular parts of the work must be proportional – without excessively broadened sections or issues treated very briefly in comparison with others. It is necessary to distinguish the subsequent content sequences and parts of the study – paying attention to the flexible transition from previous parts of the work to subsequent ones. Such a solution requires from the academic teachers a frontal approach to education in the aspect of the graduate profile of a particular specialty. Experience shows the need to help students learn in such a problem-based study. This issue requires the development of a specific methodology of studying in terms of vocational education for teachers today and for tomorrow.

The methodological approach presented can also be used in other subjects of education, the essence of which is shaping the key competences of students in the scope of making comparative analyzes of the bibliographic sources they study, including methodological ones.

4. Conceptualization – For a higher quality of qualitative research in language education in the era of the information society

The measure of the social role of pedagogy as a science is always its ability to face the contemporary challenges, or to describe and explain the phenomena that constitute the surrounding reality and directly impact the currently functioning of educational practice. One of the ideas distinguished in pedagogy is to define the process of education as the contact of the human individual with objective values and cultural goods, their intercession, and thus enrichment of the spiritual strength of human being and creation of new values. As B. Suchodolski rightly notes, the vision of the future creates a picture of past times, just as the lasting trend of tradition determines the nature of intentions and the specific style of their implementation¹¹.

In pedagogy there is an increasing dilemma between the relationship between pedagogical theory and educational practice. Many scientific centers and publishing houses clearly deviates from the paradigm of pedagogy, primarily due to the so-called postmodern breakthrough. S.Palka's research has shown that over 80% of teachers with professional pedagogical preparation understand pedagogy as an instrumental discipline with respect to the existing educational practice¹².

The changing conditions for attaining the goals of education and upbringing in the contemporary Polish school entail the necessity of a teacher's creative attitude towards social changes and emerging new educational situations – such statement is obvious and can be often found in pedagogical literature. The creative attitude of the teacher is conditioned by having knowledge and competence in the field of diagnosis, evaluation and didactic planning. Hence, in the process of teacher education, great importance is attributed to such subjects as the psychopedagogical diagnostics, the methodology of social research (especially pedagogical) and seminars related to the construction of an independent thesis (diploma), among others. In addition, student groups and research camps are also a valuable form of education in this field. The education of good teachers should enable the optional gaining in the

¹¹ B. Suchodolski, *Dzieje kultury polskiej*. Warszawa 1986, p. 6; see also: J. Grzesiak, *Autoewaluacja i refleksyjność nauczyciela w pedeutologii*, w: J. Grzesiak (eds.), *Ewaluacja i innowacje w edukacji*. Konin, 2007.

¹² S. Palka, *Teoria pedagogiczna a praktyczne doświadczenia nauczycieli*. Warszawa, 1989, s. 118.

course of study additional skills, which are necessary in the school environment to conduct artistic teams, organise tourist or extra-curricular activities, etc. Many publications draw attention to the need to reform the teacher education system¹³.

School education and learning about it currently faces the need to help teachers, pupils and their parents learn, discover, feel, understand and prefer values as an ethical norm. This in turn drives the increase to a large size of the axiological foundation in the education of teachers and their professional activity, consisting of a triad: knowledge – efficiency – value. As it is rightly pointed out by K. Denek, the category of values occupies the least space in education, and the reliable implementation of the first two (knowledge – efficiency) depends on the criterion of value¹⁴.

The teacher must be aware of the existence of the subject – the pupil, in order to be able to open himself / herself to the pupil's experience. The relations teacher-pupil (and subsequently teacher-pupils) should be based on truth and mutual responsibility for the world of values that constitutes all human activities. This also involves being open to perspectives that exceed stereotypical thinking about difficult current times¹⁵.

The greater appreciation should be given to those teachers who are able to meet the difficult art of valuing in such a way so that the pupils could find sense in the world of different axiological orientations. Therefore, in education, including teacher education, it is impossible to underestimate the importance of value as a categorical norm in school education – their category, classification and interpretation¹⁶.

The analysis of the standards set for teaching studies and for the pedagogy, despite its generality, allows to notice imperfections and threats inherent in the concept of teacher education¹⁷.

¹³ See for ex. K. Denek, *O nowy kształt edukacji*. Toruń, 1998;
K. Denek, *Aksjologiczne aspekty edukacji szkolnej*, Toruń, 1999;
H. Kwiatkowska, *Edukacja nauczycieli*. Warszawa, 1997;
D. Jankowski, *Autoedukacja wyzwaniem współczesności*, Toruń, 1999.

¹⁴ K. Denek, *Wartości i cele edukacji szkolnej*, Poznań-Toruń, 1994.

¹⁵ J. Mastalski, *Etos nauczyciela XXI wieku a stereotypy edukacyjne*. In: J. Grzesiak (eds.), *Ewaluacja i innowacje w edukacji nauczycieli*, vol. 1, Kalisz, 2007, s. 136.

¹⁶ K. Denek, *Wartości ...*, op. cit., s. 36-39.

¹⁷ Rozporządzenie Ministra Edukacji Narodowej z dnia 17 stycznia 2012 r. w sprawie standardów kształcenia nauczycieli.

Teacher's specialization in the course of higher education includes directional education – substantive training in the field of subject matter (classes), conducted within the field of study in such a way that the graduate acquires knowledge and skills appropriate for teaching the subject (classes); teacher education – preparing for the implementation of didactic, educational and caring tasks, conducted in conjunction with directional education and pedagogical practices; education in the field of information technology – preparing for the use of information technology, including its use in teaching a subject (conducting classes); education in the field of foreign language – enabling the acquisition of advanced language skills at least at B2 level and pedagogical practices – serving the acquisition and development of professional skills through practical classes with students, as well as enabling the cognition of the organization and functioning of schools and institutions, implemented in conjunction with teacher education¹⁸.

The introduction of core curricula at the level of school education, as well as education standards and recently the national qualifications framework at the university level is, by definition, an important basis for improving the quality of education. In fact, respecting certain standards in curricula, and even more in school textbooks, raises many doubts and controversies. This is due to the fact that the construction of textbooks and other didactic materials, despite the progress of information technologies, do not reflect the premises of psychological and pedagogical theories¹⁹.

It turns out that in reforming Polish education and in the procedure of creating conditions for the implementation of reforms, there is, in educational practice, a clear gap between the theory and its implementation. This is why it is necessary to conduct wider diagnostic and evaluation tests that require evaluation of didactic and educational effects. For it is only on this basis that it will be possible to construct new rational solutions aimed at improving the state diagnosed in the educational reality.

¹⁸ J. Grzesiak, *Podstawy teorii i metodyki kształcenia praktycznego nauczycieli*. Konin, 2010.

¹⁹ See for ex. K. Denek, *O nowy kształt ... op. cit.*; K. Denek, I. Kuźniak, *Projektowanie celów kształcenia w reformowanej szkole*, Poznań, 2001;

J. Grzesiak, *Rzut oka wstecz wobec edukacji jutra*. In: K. Denek, T. Koszczyk, W. Starościank (eds.), *Edukacja Jutra*, vol. 2, Wrocław, 2009.

My research among students of teaching faculties has shown that too much educational content requires them to laboriously learn by heart, while the expectation of future teachers is eloquently large regarding the content particularly useful for the performance of pedagogical work at school. The respondents did not hide the self-critical attitude towards their own competences shaped allegedly during the studies to prepare oneself to work as a teacher. Almost 40% of respondents did not hide their fears as to whether they are prepared for the direct interaction with pupils in the classroom after graduation.

Conducted analyzes of theses and master's theses led us to the conclusion that qualitative research and interpretations occur only in less than 20% of the cases studied. At the pedagogical faculty, surveying is used as the only research technique, and the analysis of the data obtained in this way is typically quantitative, and therefore very narrow, with low usefulness for practice. In the vast majority of cases studied, tables and graphs are included in the course of data analysis, while the interpretation descriptions are limited. It is also worrying that the presentation of research material carried out in this way very rarely ends with conclusions of evaluation or planning nature. Also the frequent withdrawal from the application of experimental research methodologies is disturbing, as they are crucial in the search for effective paths leading to the improvement of the quality and effectiveness of education. Similarly disturbing conclusions may be drawn from the analysis of many studies found in scientific pedagogical publications, in which the research is often limited to statistical diagnosis, often deprived of interpretation or inference. One may therefore wonder what are the goals in the research characterised by such narrowed diagnostic and carried out without undertaking innovative and verification activities in the educational reality.

The issue of equality in education cannot be limited to talks. The actual quality in education means above all the quality of pedagogical activity and the tangible results obtained by all participants of educational processes. However, it can be seen in the literature that the cases of student failing to obtain minimum competences, reaching even a dozen or so percent of the sample, are often neglected. Meanwhile, every individual in the school class, as an educational subject, expects to experience changes under the influence of interactions caused in the course of the lesson process. Similarly, our research leads to the

conclusion that in the education of students as future teachers, insufficient attention is paid to the independence of all students in the area of required teacher competences, which are supposed to be shaped.

At this point, special attention should be paid to the need to take into consideration the triangulation (selection) of research methods and techniques in teacher education. The dominant number of research works (master thesis and even published papers) that we have studied is characterized by a subjective one-sidedness in the analysis of the pedagogy phenomenon being studied. And this is very worrying as far as the importance of pedagogy as a social and practical science is concerned.

CONCLUSIONS

Analysis of quality in education – understood as a kind of evaluation in dialogue²⁰ – requires from teachers full competence in the areas of self-control, auto-correction and self-assessment, as well as control and evaluation of the effectiveness of pedagogical interactions. Conducted considerations allow for the formulation of a directive requirement, so that each graduate of teacher studies has the competence which allow:

- evaluating of various structural elements constituting the educational system,
- conducting qualitative research, and then developing and interpreting the obtained source data,
- respecting assumptions of "live" teaching in the course of subject teaching on everyday basis,
- diagnosing, evaluating pedagogical phenomena and designing new solutions²¹.

A lot of the content in teacher education should therefore deal with deliberately organized task situations, requiring evaluation on the basis of assimilated psychological, pedagogical, sociological and other theories. This should be the basis to make a good teacher competent for the practical action consistent with the premises of an adequately selected and justified theory²².

²⁰ J. Grzesiak, *Lekcje i diagnostyka psychopedagogiczna dziecka*. Konin, 2014;
J. Grzesiak, *Przez analizę wartości ...*, op. cit. s. 288.

²¹ J. Grzesiak, Projektowanie dydaktyczne jako element kompetencji nauczyciela. In: W. Kojs, E. Piotrowski, T. Zimny (eds.), *Edukacja jutra*. Częstochowa, 2002, s. 528-534.

²² J. Grzesiak, Problemy integracji kultury i edukacji szkolnej. In: J. Grzesiak (eds.), *Edukacja i kultura*. Kalisz, 2002, s. 174.

To improve the work of higher schools and better prepare future teachers to perform their professional duties, it is necessary to conduct systematic research and qualitative analysis. In this regard, there is not only the need, but even the necessity to use educational dialogue on several levels, including:

- between academic teachers and academics,
- between academic teachers and methodological advisers,
- between teachers and students (and their "teachers"),
- between academic teachers and school directors in the aspect of pedagogical supervision,
- between teacher training centers and
- between universities educating teachers and teacher training centers as well as self-government and educational authorities.

The teacher's competences are used to multiply the effects of education and upbringing, however the teacher is by no means limited to act only on the theoretical basis. For this reason, the skills of teachers in the field of evaluation and self-assessment gain a lot of significance, due to their knowledge-creating and implementation dimension²³. Evaluation in education, as a kind of value analysis, requires teachers to perform successful self-control, self-correction and requires also the control and evaluation of the effectiveness of pedagogical interactions. On this basis, self-assessment is also possible and necessary, which in turn is closely related to the teacher's reflexivity and self-esteem. Reflection, on the other hand, is a manifestation of thinking, which is characterized by permanent inquiry, consideration and analysis of a given issue in a multi-aspect approach. The reflection often results from the feeling of uncertainty or non-compliance with specific standards as evaluation criteria. Thinking and reflective action manifest above all such qualities as: openness, responsibility, honesty and reliability²⁴. Reflection in teacher's work is a kind of self-assessment of his/her pedagogical activity. This means that self-assessment is an intellectual process that

²³ J. Grzesiak, *Samoocena ucznia a samoocena nauczyciela*. In: J. Grzesiak (eds.), *Ewaluacja i innowacje w edukacji*, vol. 7, Kalisz- Konin, 2009, pp. 402-403; H. Kwiatkowska, *Pedeutologia*, Warszawa, 2008, s. 102-110.

²⁴J. Grzesiak, *Interdyscyplinarne aspekty kształtowania kompetencji badawczych (przyszłych) nauczycieli*. In: J. Grzesiak, I. Zymomrya, W. Ilnytskyj (eds.), *Paradygmatyczne aspekty i dylematy rozwoju nauk i edukacji*. Konin, – Użhorod – Melitopol – Chersoń – Krzywy Róg, 2019, s. 54-65.

causes specific changes in the sphere of teacher's professional knowledge and experience.

The didactic and educational process at school and at the university is a dynamic and "living" process. The situations it includes require from teachers and pupils ongoing evaluation and independent decision making. Therefore, in any well-organized education process one must not lack the reflexivity for satisfactory evaluation and self-assessment – both on the part of the student and the teacher. The hierarchy of tasks and the gradability of reflexivity in the course of educational situations should be emphasized here, namely:

- reflective academic teacher,
- reflective teacher,
- reflective pupil²⁵.

We therefore come to emphasize particularly important relationships that exist between theory and practice, and indirectly between evaluation, reflexivity and assessment as well as self-assessment in education. All of these relationships have the most-important place in the course of apprenticeships for students preparing to work as teachers.

In the teaching-learning process, the teacher gradually limits the scope of his/her role as person responsible for the transfer of knowledge, and is increasingly becoming a diagnostician, therapist, organizer and consultant. The significant title exposing the one-minute manager results also from the fact that, apart from the mastery in his/her work, he/she is a person willingly introducing others to the secrets of his/her success in wisdom. A one-minute manager can therefore be considered a model contemporary mentor²⁶.

Knowing the individual style allows to better understand one's strengths and weaknesses, and the benefits of knowing the styles of team members' work help to better understand oneself and others and be better understood by them²⁷. Let us mention here for example:

– improving the quality of education of students in the teaching faculties according to the standards defined by the university system and the Bologna process,

²⁵ J. Grzesiak, *Samoocena ucznia...op.cit.* s. 402-403.

²⁶ K. Blanchard, *Przywództwo wyższego stopnia*. Warszawa, 2009.

²⁷ G.B. Moskovitz, *Zrozumieć siebie i innych*, Gdańsk 2009; see also: Karpińska A., *Zapobieganie niepowodzeniom szkolnym*. In: J. Grzesiak (eds.), *Ewaluacja i innowacje w edukacji. Autoewaluacja i refleksyjność nauczyciela*, Konin, 2007, s. 17-24.

– acquiring by students practical skills necessary in the teaching profession in close connection with theoretical knowledge mainly: diagnosing students and student teams, selection of content and methods in relation to previously formulated operational goals, implementation of education and upbringing processes based on prepared scenario on diagnosis, evaluation of own achievements and pupils' achievements (in classes or student groups), planning teaching materials that complement textbook materials – to implement live teaching²⁸.

The education of tomorrow relies on teachers²⁹, states rightly professor Kazimierz Denek. Each academic teacher and every teacher is supposed to be the implementer of ambitious and responsible tasks of "education of the future" – but it requires full and consistent integration of pedagogical theory and practice.

SUMMARY

In the article issues of the human capital are being discussed in the education in the face of transformations in the contemporary and future society (of knowledge). The particular relevance is being assigned to categories of the quality of the education, qualities of educational examinations and the dialogue with respect to the improvement of the quality in the education. On that account the accent was put to categories of the human capital – especially in relating the education of teachers to the quality for today and on tomorrow. For fulfilling the common movement of pedagogic progress in the education a close relationship was emphasized between quality inspections and educations in the article formulated also became the quality methodological directives concerning educational examinations, including examinations of future teachers led in the course of studies parallel to processes of the theoretical and instrumental education. Theoretical considerations are illustrated with empirical examples. This refers in particular to the significant relationships emphasised in the text, which occur between theory and practice, as well as between reflectiveness and evaluation or self-evaluation in the process of language education. All of these relationships perform responsible functions in the course of internships

²⁸ J. Grzesiak, *Nauczanie „żywe” i karty pracy we współczesnej szkole*, in: K. Denek, T. Koszczyc, P. Oleśniewicz (red.), *Edukacja Jutra*, vol. 2. Wrocław, 2006, s. 209–217.

²⁹ K. Denek, *Edukacja pozalekcyjna i pozaszkolna*, Poznań, 2011; K. Denek: *O powodzeniu reformy edukacji zadecydują kwalifikacje nauczycieli*, „Ruch Pedagogiczny” 1998, no 3-4; K. Denek, *Aksjologiczne aspekty edukacji szkolnej*, Toruń, 1999.

done by students preparing to work as teachers – in every case of a language teacher and the native country teacher. At the end, the author puts forward desiderata towards education – also in relation to language education and the studies of it.

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ACMEOLOGICAL FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS OF NATURAL SUBJECTS IN TERMS OF PROBLEM-CONTEXTUAL EDUCATION

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INTRODUCTION

According to the technological approach of V. Bespalko¹, the pedagogical system should be given a new technological orientation, such as preliminary design of the learning process with an emphasis on the educational and cognitive activity of the student, the diagnostic of the target component and the associated objectivity of monitoring the results. In this regard, one of the most important areas of research in the field of higher pedagogical education is the development of technological characteristics of the teacher, ways, means and forms of development of students' professional skills. N. Kuzmina, carefully analyzed the activity of the teacher, identified three interrelated components in the structure of pedagogical activity: constructive, organizational and communicative². Constructive activity is divided into constructive and meaningful (selection and composition of educational material, planning and construction of the learning process), constructive and operational (planning their actions and actions of students) and constructive and material (design of educational and material base of the pedagogical process). Organizational (management) activity involves the implementation of actions aimed at the inclusion of students in various activities, the creation of a team and the organization of joint activities. Communicative activity is aimed at establishing pedagogically appropriate relations of teachers with students, other teachers of the school, members of the public, parents. The ability to effectively use these components is a professional readiness for teaching.

¹ Беспалько В. П. Слагаемые педагогической технологии. Москва : Педагогика, 1989. 302 с.

² Кузьмина Н. В. Предмет акмеологии. Санкт-Петербург : Питер, 1995. 158 с.

In modern conditions of modernization of higher education in Ukraine the readiness for pedagogical activity is provided by formation of a complex of General and professional competences. An important component of the teacher's professional readiness is the ability to implement a particular learning technology. After all, the technology of training contains a coordinated combination of forms, methods and means of training, so and its design and implementation require future teachers of natural science subjects to master groups of competencies indicated by descriptors: knowledge, skills, communication, autonomy and responsibility³. The formation of these competencies is based on the study of the features of the process of teaching natural subjects as a link in the pedagogical process, teaching its construction and driving. Under the concept of technology of teaching natural subjects we understand a systematic way of organizing the subject-equitable activity of teachers and students, for which the implementation of the diagnostic goal is achieved reproducible under these conditions, a consistent combination of organizational forms, methods and means of teaching natural subjects. The problem of educational technology in the high school has two important aspects. The first of them is the implementation of learning technologies in the classroom directly by the teacher. The second aspect is the special training of future teachers of natural science subjects for the implementation of learning technologies in their further independent work in the high school. This training is comprehensive, systematic and based on a systematic approach to the learning process on the basis of a common methodology of targeting. The application of the system-activity approach to the training of future teachers of natural subjects in the high education has its own specific features which are determined by the characteristics of natural subjects as a science and educational subject. They are primarily determined by the content of natural objects and the structure of their study, model and symbolic representation of knowledge, a significant proportion of demonstration and frontal experiment, high emotionality of study, opportunities for the formation of cognitive interest.

³ Іваницький О. І. Формування фахових компетентностей майбутніх учителів фізики в процесі самостійної роботи. *Вісник Запорізького національного університету*. Педагогічні науки. Вип. 1 (30). Запоріжжя : ЗНУ, 2018. С. 107-113.

1. Professional training of the future teacher of natural subjects as a system

According to the draft standard of higher education of Ukraine of the first (bachelor) level of high education specialty 014 Secondary education (subject specialties) (one of the developers of which is the author of this section of the monograph) identified General and professional competence common to the all subject specialties⁴:

General competences (GC)

GC1. An ability to realize your rights and obligations as a member of society, to realize the values of civil (free democratic) society, the rule of law, human rights and freedoms and citizen of Ukraine.

GC2. The ability to generalize the main categories of the subject area in the context of the historical process.

GC3. The ability to learn and acquire modern knowledge.

GC4. The ability to work in a team.

GC5. The ability to communicate in the state language both orally and in writing.

GC6. The ability to communicate in a foreign language.

GC7. The ability to apply knowledge in practical situations.

GC8. Skills in the using of information and communication technologies.

GC9. The ability to act on ethical grounds (motives).

GC10. The ability to adapt and act in a new situation.

Professional competences common to all subject specialties (PC)

PC 1. The ability to form students' key and subject competencies and implementation of interdisciplinary connections.

PC 2. Knowledge of the basics of goal setting, planning and design of the learning process of students.

PC 3. The ability to exercise objective control and evaluation of the level of educational achievements of students.

PC 4. The ability to find effective ways to motivate the child to self-development (self-determination, interest, conscious attitude to learning).

⁴ Іваницький О. І. Формування фахових компетентностей майбутніх учителів фізики в процесі самостійної роботи. *Вісник Запорізького національного університету*. Педагогічні науки. Вип. 1 (30). Запоріжжя : ЗНУ, 2018. С. 107-113.

PC 5. The ensuring the protection of life and health of students (including those with special needs), their physical activity in the educational process and extracurricular activities.

PC 6. The ability to carry out education in the classroom and in extracurricular activities, to perform pedagogical support of the processes of socialization of students and formation of their culture.

PC 7. The ability to critical analysis, diagnosis and correction of own pedagogical activity, evaluation of pedagogical experience.

This is reflected in the educational and professional training programs for bachelors and masters of subject specialties 014.08 Secondary education (Physics), 014.05 Secondary education (Biology), 014.06 Secondary education (Chemistry), 014.07 Secondary education (Geography), 014.15 Secondary education (Natural Sciences). It gives reason to talk about the General approaches and features of the training of future teachers of these natural subjects.

The difficulty of the process of training teachers of natural subjects to the implement innovative learning technologies is primarily due to the variability of these technologies in the training of natural subjects⁵. How to help, on the one hand, the teacher to act consciously and optimally in different situations of teaching natural subjects in secondary education, on the other hand, to prepare future teachers of natural subjects in the high education institutions for the using of variable technologies of different levels in professional activities? The style of professional activity of the future teacher of natural subjects can be considered, in general, as a rather persistent individual a kind of activity organization which is created as a result of the student's efforts to achieve the best learning goals under these conditions. However, the goals and conditions of teaching natural subjects are characterized by certain uniqueness, repeatability, resulting in the appearing of validity, the relative stability of individual style of activity of each student (future teachers of natural subjects) and allow to talk about technologic training of future teachers of natural science subjects. One of the productive directions of solving this problem is the allocation of invariant and variable parts not only in a particular technology of teaching natural science subjects, but also in the activities of the teacher of natural subjects for the design and

⁵ Справочник учителя физики. Приложение к сборнику «Проблемы формирования теоретических обобщений и вариативных технологий обучения физике». Вып. 1. Москва : МПУ, 1999. 59 с.

implementation of these technologies⁶. But firstly you need select the generalized invariant actions of the teachers of natural subjects which is the sequence of specific steps required in the scopes of any learning technology of natural science subjects. This is a base in the work of the teacher, a generalized algorithmic instruction, performing which the teacher will be able to find within each stage options for organizing educational interactions, due to both the content of the educational material and the learning objectives in the specific conditions of the educational process. Thus, the sequence of stages of the teacher's activity is an invariant, and the operational composition of these stages is a variable component which is designed by the teacher in accordance with the conditions of training. Let's imagine these steps in their logical sequence:

1. Scientific and methodological analysis of educational material, its structuring and selection of elements of assimilation, the construction of iconic models, such as structural and logical schemes (SLS) of varying degrees of generality, the allocation of scientific and methodological ideas.

2. A goal setting – selection and formulation of the system of goals of educational activities in a diagnostic way.

3. Modelling activities of teachers and students on the basis of the allocation of stages of the study of this piece of educational material on natural subjects.

4. Construction of a system of didactic materials necessary for coordinated feedback in the systems of “teacher of natural subjects – student” and “student – class team” to ensure effective and efficient independent work of students to control, self-control and correction of the educational trajectory of the student on the basis of diagnostic of the goal setting and its hierarchy.

5. A planning of educational experiment system (demonstration, front, workshop, individual experimental tasks).

6. The planning of work with educational tasks.

7. Construction of the technological line of study of the topic (creation of a technological map of the topic) – a sequence of training

⁶ Іваницький О. І. Сучасні технології навчання фізики у середній школі [Монографія]. Запоріжжя : Прем'єр, 2001. 266 с.; Іваницький О. І. Інноваційні технології навчання фізики. Навчальний посібник. Запоріжжя : Диво, 2007. 99 с.; Іваницький О. І., Ткаченко С. П. Технології навчання фізики. Навчальний посібник. Запоріжжя: ЗНУ, 2010. 252 с.

sessions of various forms in accordance with the specific conditions and objectives of training.

The stages of activity of the teacher in their logical sequence are allocated the technology of design of its activity which can be called “didactic technology”. Its development by the teacher of natural subjects will allow him to work consciously and effectively in variable conditions of training of natural subjects in modern secondary school. On the other hand, this invariant, due to its universality, is a reference point both in the preparation of the future teacher of natural subjects for the using of innovative learning technologies, and in the development of criteria for the effectiveness and efficiency of this training. Guided by the general scientific theory about the function of social systems, we give the different approaches to the study of the functions of professional training of teachers in the theory of high pedagogical education, we consider the training of teachers of natural subjects at the university as a complex dynamic system which is inherent in certain functions that ensure its sustainable existence. These functions can be divided into two groups: internal (educational, developmental, educational), reflecting the possibilities of the system of vocational training, the relationship and interdependence of its individual components, and external (coordinating and integrating), reflecting the ratio of professional training of teachers of natural subjects to the components of the education system as a whole, their interaction and natural connections. In this regard, professional and pedagogical training of teachers of natural science subjects in higher education is a multi-faceted system that combines a relatively independent, but interrelated and interdependent system of training: special-scientific, psychological, pedagogical and methodological. For the effective functioning of the school, professional and pedagogical training of a specialist, among other things, should have a prognostic, leading character, be focused on the school of the future. Special scientific training of the future teacher of natural subjects is aimed at mastering by him deep and versatile knowledge and skills from the main subject, knowledge of the content and methods of the natural science subject as a science, relevant practical skills and abilities. Psychological and pedagogical training provides students with knowledge on the basics of pedagogy, psychology, age physiology and school hygiene, inclusive education, creates the basis for comprehensive methodological training of future teachers of natural subjects.

Methodical training of the teacher is aimed at mastering the relevant knowledge, skills and abilities in the theory and methodology of teaching a natural science subject⁷.

The basis of methodological training are the following factors:

1) the study of methods of teaching natural subjects is preceded by the study of students of the general course of natural subjects. It means that future teachers have a systematic knowledge of the main sections of the course of natural subjects as a science;

2) courses of pedagogy and psychology have studied;

3) the passive pedagogical practice is carried out, and therefore the corresponding motivation of studying of a course of a technique of training of a natural-science subject is provided.

Due to these factors, in the process of studying the methods of teaching a natural subject it is necessary to implement a next program of action:

- to ensure the adaptation of student knowledge obtained during the study of the university course of a natural subject before the school course;

- to carry out a psychological reorientation of the educational orientation of students, putting at the forefront is not gaining knowledge but and the formation of the ability to give the knowledge to others;

- to implement the integrative content of the method of teaching a natural science subject as an applied didactics which uses the achievements of pedagogical psychology, pedagogy and other sciences.

It is necessary to supplement it with special training for the assimilation, use and introduction of new learning technologies to ensure the prognostic nature of the basic training of teachers of natural science subjects. The need for special training of the future teacher of natural subjects is determined by the underlying reasons which, as shown by V. Sergeev and V. Cybulski, caused by a single cognitive mechanisms of decision making⁸. Let's consider the cognitive model of design and selection of technologies for teaching natural subjects (fig. 1), built on

⁷ Іваницький О. І. Професійна підготовка майбутнього вчителя фізики в умовах інформаційно-освітнього середовища. Запоріжжя : Запорізький національний університет, 2014. 230 с.

⁸ Сергеев В. М., Цыбульский В. Л. Когнитивные механизмы принятия решений: Модель и приложения в политологии и истории. *Компьютеры и познание*. Москва, 1990. С. 105-124.

the basis of the general model⁹, as amended in accordance with the specifics of our study. On the basis of this model, we analyze the influence of the subjective factor on the design of technologies for teaching natural subjects. In the diagram 1.1 the development of a technology of training of the teacher of the natural object is showed. Even if he uses a ready-made technological scheme, he still needs to perform the entire cycle of actions presented in the scheme. Objective factors are in this case:

- objectives of the study topics arised the objectives of natural subjects and submitted to the program;
- model of the world, adopted in the study of the school course of a natural a model of the world which is accepted when we are studying subject (we pay your attention that it does not coincide with the model of the world produced by the appropriate science!);
- invariants of activity of the teacher of natural subjects on design of technology of training;

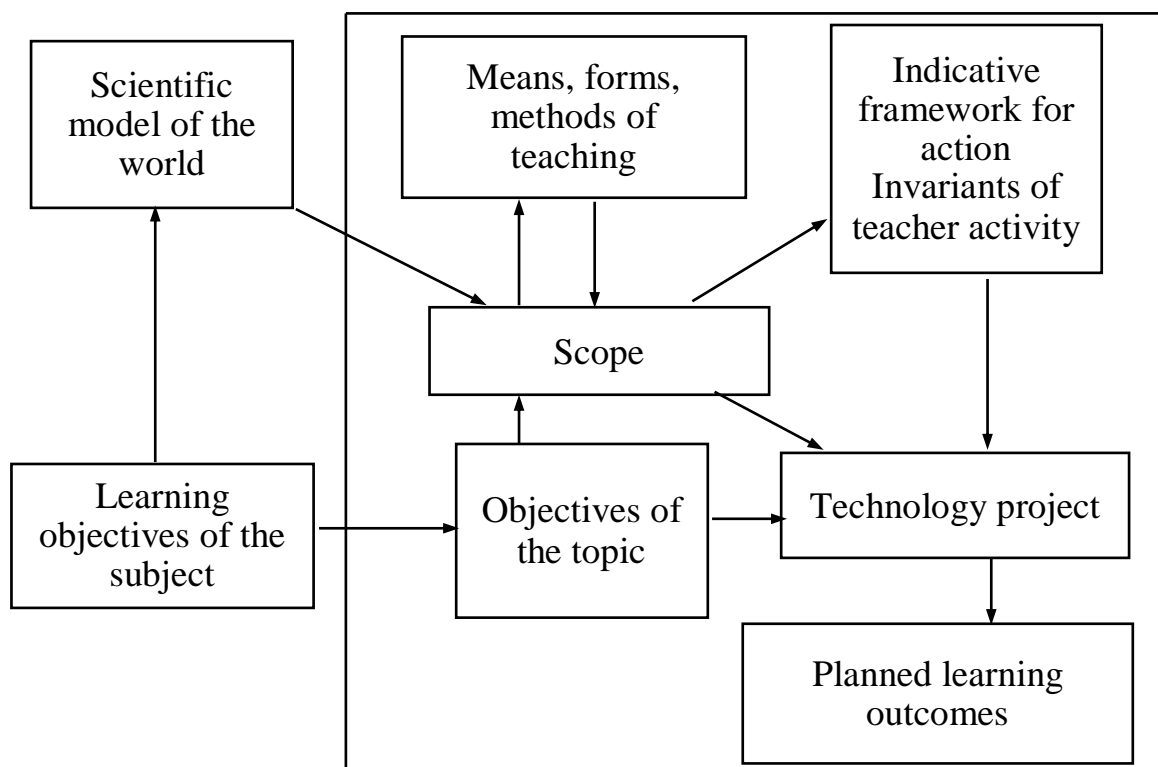


Fig. 1. A cognitive model of design learning technologies natural object

⁹ Ішмуратов А. Т. Конфлікт і згода. Основи когнітивної теорії конфліктів. Київ : Наукова думка, 1996. 190 с.

- invariants of the activities of teachers and students when studying the topic;

- means, forms and methods of teaching natural science subjects presented in the block, which we will call “Means”. We have introduced the block “Opportunities” as a set of factors that express the subjective characteristics of a particular teacher of natural subjects. In the real process teaching natural subjects in many cases and the model of the world, and the means, and forms, and methods of training depend on the personality of the teacher. Also this unit reflects the cognitive capabilities of students in the class which the teacher must consider. Full devaluation of subjective factors is not possible, but their impact can be reduced and even minimized. Fundamental training of the teacher of natural science subjects is designed to ensure maximum approximation of the subjective model of the world of the objective analogue, psychological, pedagogical and methodological training should provide science based choice and application of forms, methods and means of education. Special training gives future teachers of natural science subjects a reliable indicative framework for action (IFA) in the form of assimilation of invariants of activity of the teacher of natural subjects. The scheme implements the theoretical provisions are considered, postulating the presence at the heart of any decision on the design or use of technologies of teaching natural subjects, three fundamental cognitive blocks: inherent to the teacher ”Model of the world”, his ideas about his “Means” and “Indicative basis of activity”.

On the basis of these three basic units, the technology of teaching natural subjects is eventually built, taking into account the central block of the teacher's “Ability” in relation to this class. Let’s emphasize the key position of this unit in the scheme 1. It determines the “freezing” of goals or turning them into planned learning outcomes, for which the development of a specific technology of teaching natural subjects begins. The unit “Opportunities” controls the prerequisites for the creation of learning technology, arising from the comparison of units of “Goals”, “Scientific model of the world” with the unit “Means”. Types of can be different solutions during the comparing unit “Goals” and “Opportunities”, the common is that the unit “technology design” is determined taking into account the unit “Opportunities”. Only after that “Goals” actively encourage “IFA” and the formation of projects of learning technologies begins. So, the technology of training is, in fact,

what we can be done with these conditions of training and available means. The methods of construction of technology of training of natural subjects and their comparison among themselves were studied by means of methods of the system analysis. But from the point of view of cognitology regarding to the technologies of teaching natural subjects, several circumstances can be noted. Firstly, among the invariants of the activity of the teacher of natural subjects there are always invariants of evaluation activity. They include methods of evaluation, taking into account their feasibility, optimality, “correctness”, etc.¹⁰. We can assume that on the basis of such invariants are constructed “meta technology” that allow you to compare learning technology to the natural objects among themselves and to reject some solutions as unproductive. Secondly, the problem is the way of organizing the procedure of choosing the technologies that match the goals with available opportunities¹¹.

Empirical observations of students' activities allow us to talk about the existence of individual cognitive styles that reflect the characteristics of these procedures among the different students (teachers of natural subjects). First of all, it should be note the variety of criteria by which the technology can be recognized as acceptable. It can be, for example, a criterion of sufficient proximity when the first available technology is chosen, which “externally” promises success. It can be the criterion of the greatest proximity when from a number of technologies selected the most reliable. Thirdly, the structure of the project of any technology of teaching natural subjects contains an idea of the possibility of its modification in the process of implementation. In this way, the control and evaluation component of the training technology, designed to detect “failures” in time and raise the question of correction, is so important. Fourthly, the choice of technology of teaching natural subjects is affected by the significant influence of stereotypes of the methodical system of work of the teacher, formed at the time of choice. So, the

¹⁰ Атаманчук П. С. Інноваційні технології управління навчанням фізики. Кам'янець-Подільський: К-ПДПУ, 1999. 174 с.

¹¹ Іваницький О. І., Ткаченко С. П. Технології навчання фізики. Навчальний посібник. Запоріжжя: ЗНУ, 2010. 252 с.; Іваницький О. І. Сучасні технології навчання фізики у середній школі [Монографія]. Запоріжжя : Прем'єр, 2001. 266 с.; Іваницький О. І. Інноваційні технології навчання фізики. Навчальний посібник. Запоріжжя : Диво, 2007. 99 с.; Іваницький О. І. Професійна підготовка майбутнього вчителя фізики в умовах інформаційно-освітнього середовища. Запоріжжя : Запорізький національний університет, 2014. 230 с.

choice of alternatives at the level of projects of technologies of teaching natural subjects is determined, in particular, by: a) the importance of the indicative basis of the teacher of natural subjects, taking into account personal and social experience; b) assessment of the situation and their own funds; c) the type of technology to the goal; d) the pressure of stereotypes of the methodological system of the teacher of natural subjects. In such conditions, the preparation of the future teacher of natural subjects to the using of innovative learning technologies in secondary education should have a special nature and the devaluation of the influence of subjective factors in the block “Opportunities” provide as much as possible and form a stable IFA in the form of invariants of educational activities of teachers of natural subjects and invariant for the design of technologies of teaching natural subjects.

2. Acmeological approach to professional training of teachers of natural subjects

Besides the technology of teaching natural science subjects, which are actively used in secondary education, technologies for training teachers of natural subjects in high education are important. These learning technologies have their own specifics and differ from those, involved in high school, technologies primarily focus on a mature person who has a more pronounced motivation for his own learning and development. This motivation is supported by a conscious choice of the area of their professional and personal development. Incentives that provide conscious choice can be social necessity (the need to be competitive in the labour market) and the need to achieve the necessary level of importance of their personality for themselves and for others (I-concept).

The acmeological approach, which has been intensively applied since the 90s by the acmeological school of N. Kuzmina, has become a productive area of research of teaching technologies in high education institutions¹². Acmeology (from ancient Greek – “acme” – “the highest point, flowering, maturity, the best time”) – a new interdisciplinary field of knowledge in the system of human sciences. It explores the whole person as a subject of creative, educational, professional (including

¹² Деркач А. А., Кузьмина Н. В. Акмеология: пути достижения вершин профессионализма. Москва : Просвещение, 1993. 188 с.; Кузьмина Н. В. Предмет акмеологии. Санкт-Петербург : Питер, 1995. 158 с.

teaching) and managerial activities¹³. Acmeological learning technology is a systematic method of training future specialists in the design, creation and partial verification of highly productive models of author's activity systems (AAS)¹⁴. So, the subject-methodical training of the teacher of natural subjects includes acmeological technologies of formation of students' professional knowledge and skills in the formulation of the experiment; problem solving; the using of multimedia in the process of teaching natural science subjects; psychological and methodological support of the lesson; management of the motivational side of classes, etc. the basis for the classification of acmeological technologies are¹⁵: 1) age factor: 18-25 years, 26-40 years, 41-50 years, 51 and older (their change depends on the age of both the teacher and the student); 2) direction development (on B. Ananyev): the individual personality, the subject of activity of individuality (the web – from creative potential to creative readiness); 3) form of training: individual, group, collective; 4) the level of productivity of activity of the teacher (according to N. Kuzmina): reproductive, adaptive, locally-modeling the knowledge system-knowledge of modeling, system modeling activities; 5) the level of educational-cognitive activity of students: the reproduction, partial search, creative search; 6) procedural characteristics of students: modeling, design, construction and others. The concept of acmeological technologies of the professional training acquired its contemporary meaning, too, in the 90 years due to the application of acmeological approach to professional (subject-methodical) training teachers in higher education. Acmeological technology of vocational training (ATVT) – a set of scientifically based and proven methods, forms and means by which the teacher productively solves acmeological problems of training, education and development of the person of Mature age, contributes to his self-improvement and professional development¹⁶. The peculiarity of ATVT, which distinguishes it among the many technologies of vocational

¹³ Кузьмина Н. В. Предмет акмеологии. Санкт-Петербург : Питер, 1995. 158 с.

¹⁴ Энциклопедия профессионального образования: В 3-х т. / Под ред. С. Я. Батышева. Москва : АПО, 1998. 568 с. Т. 1 А-Л.

¹⁵ Деркач А. А., Кузьмина Н. В. Акмеология: пути достижения вершин профессионализма. Москва : Просвещение, 1993. 188 с.

¹⁶ Професійна підготовка майбутнього вчителя фізики в умовах інформаційно-освітнього середовища. Запоріжжя : Запорізький національний університет, 2014. 230 с.; Энциклопедия профессионального образования: В 3-х т. / Под ред. С. Я. Батышева. Москва : АПО, 1998. 568 с. Т. 1 А-Л.

training, is that its implementation involves the education of students the desire to learn a profession, this type of activity at the highest level. Regarding the training of the future teacher of natural subjects, it means the development of its methodical system of activity which will further allow to reach the heights of pedagogical skill, the heights of professionalism. Subject-methodical training of teachers of natural science subjects combines acmeological technology with the formation of students' professional knowledge and skills in the formulation of physical experiment, problem solving, the using of multimedia in the learning process, psychological and methodological support of the lesson, management of the motivational side of classes and others. Acmeological technologies of preparation of the future teacher of natural subjects is a system way of training of future specialists to design, creation and partial approbation of elements of methodical system of work of the teacher of natural subjects. The preparation of future teachers of natural science subjects for the using of innovative learning technologies (based on acmeological technologies) involves the design by the student under the guidance of the teacher of theoretical and experimental models of its follow-up as a teacher of natural subjects. Acmeological technologies of training teachers of natural subjects are based on a specific method of acmeology as a science. It is a comparative method of studying different levels of productivity of professional activity and identifying essential features of the highest level. In practice, the design of theoretical and experimental models of future professional activity of the student is based on comparative observation, analysis and evaluation of high, medium and low-productivity real systems of activity of teachers of natural subjects or students acting as teachers. To do this, the teacher provides students with acmeological methods of studying the level of effectiveness of the results of the teachers of natural science subjects, performance criteria and indicators of development of subjects of the educational process. With the help of this acmeological research tool of professional and pedagogical activity, the student himself reveals the patterns, conditions and factors that stimulate and impede the effective interaction of participants in the educational process. The search for the most suitable forms and ways of effective professional activity is carried out by the student independently and makes a creative decision on what, why and how to involve in their own methodical system of work. As mark

M. Kolotilova and A. Shmeleva¹⁷, acmeological learning technologies differ from pedagogical technologies in that they are focused on an adult who has a more pronounced motivation for their own learning and development. This motivation is supported by a conscious choice of the area of their professional and personal development. Developing in cooperation with teachers of higher education, teachers of natural subjects, methodologists of the model of the educational process in the form of course work and theses, the student substantiates and protects them as his own author's system of activity (ASA) of the teacher of natural subjects, which guarantees the achievement of high professional results in future professional activities, the quality control criteria of which should be presented in this ASA. The student (future teacher) of natural subjects already carries out partial check, approbation of the created model of ASA during the training in high educational institution: both on seminar, practical, laboratory occupations, trainings, on consultations with teachers, etc., and in the course of active pedagogical practice. This approach to the preparation of a competitive teacher of natural science subjects with university education contributes to the formation of its general and professional competencies. The formation of professional competence of a specialist is one of the main goals of training a teacher of natural subjects. An achieving of this goal requires the development and application of appropriate acmeological technology of teaching in high pedagogical school which can be implemented as a result of the integration of three factors: concentration, problem and contextuality. The concentration is aimed at ensuring the mobility of communication in the structure of professional competence of the specialist, the problem is primarily focused on the development of his critical thinking, and the problem in combination with the context provides flexibility in the application of methods of professional activity. For A. Verbitsky context training is a conceptual basis for the integration of educational, scientific and practical activities of students¹⁸. Highlighting the educational activities of the academic type, quasi-professional and educational activities as the main organizational forms

¹⁷ Энциклопедия профессионального образования: В 3-х т. / Под ред. С. Я. Батышева. Москва : АПО, 1998. Т. 1. А-Л. С. 25.

¹⁸ Вербицкий А. А., Дубовицкая Т. Д. Контексты содержания образования. Москва : РИЦ МГОПУ им. М. А. Шолохова, 2003. 80 с.; Вербицкий А. А. Активное обучение в высшей школе: контекстный подход: Метод. пособие. Москва: Высшая школа, 1991. 207 с.

of contextual learning, he emphasizes the special role in contextual learning the active forms and methods of learning. The specifics of contextual learning technology reflect the following basic principles of its construction.

1. The principle of concentration follows from the requirements of the theory of concentration of educational information. According to this principle, it is necessary to take into account a number of psychological and pedagogical laws: 1) the training material of a large volume is difficult to remember; 2) the training material, compactly located in a certain system, facilitates perception; 3) the allocation of the material that is studied, semantic reference points contributes to the effectiveness of its memorization. The requirements of these laws should not run counter to the principles of science and functionality and thus violate the logic of the subject. The principle of concentration is provided by appropriate structuring of educational information.

2. The principle of motivation based on modelling of professional activity is dominant. It is aimed at stimulating educational and cognitive activity. This motivation is one of the leading links of fraudulent synthesis in the architecture of the functional system of educational activity of students at this stage of training. In the structure of the problem module to ensure this principle are two blocks: input and problem.

3. The principle of the problem reflects the requirements of didactic regularity, according to which the introduction of such stimulating links as the problem situation and practical orientation increases the efficiency of learning. This principle is implemented in the formulation and solution of major problems, as well as it is the source for the construction of the logic of the problem module and its elements, in particular in the construction of elements of the author's system of professional activity of the student. The requirements of the problem principle are reflected in almost all stages of application of acmeological technologies of professional training of future teachers to the using of innovative technologies of teaching natural subjects.

4. The principle of visualization is a consequence of the pedagogical regularity, according to which the effectiveness of assimilation increases, if the visibility in training performs not only illustrative, but also cognitive function. The importance of this principle is emphasized by the presence of two aspects of its

application: on the one hand, direct cognitive visualization is a necessary component of the technologization of the educational process by teachers of natural subjects in secondary education, on the other hand, there is the need for special training of students to implement this principle in a professional environment. This principle has particular importance in the information and educational environment.

5. The principle of cognitive dissonance is aimed at systematic creation of a situation in the process of learning to find errors. The requirements of this principle are reflected at different stages of training. This principle is also aimed at the development of didactic materials and tools aimed at the formation of the apparatus of activity of those who study. The role of the principle of cognitive dissonance is to focus learning on the formation of critical thinking which is an integral component of professional competence.

6. The principle of unity of integration and differentiation involves the processes of integration, interpenetration and synthesis of various educational components and at the same time different levels of differentiation in the study of these components by students¹⁹.

The construction of the process of training the future teacher of natural subjects on the problem-context basis, the systematic application of these didactic principles allows:

- to implement the focus on the formation of knowledge mobility, flexibility of the method and critical thinking of the future teacher of natural subjects;
- to integrate and differentiate the content of training by grouping problem modules which will ensure the development of the course in full, shortened and in-depth versions;
- to carry out, using the variability of the structure of the problem module, the independent choice of the course options by students depending on the level of training and to provide an individual rate of progress in the program;
- to use problem modules as scenarios for the creation of pedagogical software;
- to emphasize the work of the teacher on the consultative and coordinating functions of management of cognitive activity of students;

¹⁹ Козловська І. М. Теоретико-методологічні аспекти інтеграції знань учнів професійно-технічної школи: дидактичні основи. Монографія / За ред. С. У. Гончаренка. Львів : Світ, 1999. 302 с.

- to apply an effective system of rating control and evaluation of students' learning.

As noted by E. A. Klimov²⁰, from a psychological point of view, a reasonable tactic in the teacher-student relationship (including the student's attitude to himself) should be that when calculating the educational trajectory of the future teacher of natural subjects, we take into account possible typical variants of contradictions that can give rise to a situation of acute crisis. During the preparing a future teacher of natural subjects for the development and using of modern teaching technologies in secondary school, the following variants of contradictions can be identified.

A. The contradiction between the characteristics of a particular student – the future teacher of natural subjects and the educational environment:

a) the situation of competition between students at the undergraduate level and the underdeveloped ability or desire of the student to get a future profession and make informed professional choices in a timely manner;

b) between the situation of the usual status of the student as a subject of learning, and the need for psychological reorientation to the role of the one who teaches – the teacher of natural science subjects (for most students this contradiction is the most tangible and requires significant efforts to overcome it. For some students the help from teachers, involvement in contextual training is extremely necessary);

c) between the high demands made by the profession of a teacher of natural subjects and knowing his own low technological level.

B. The contradictions within the structure of the future teacher of natural subjects as a subject of training: a) in the structure of technological competence:

- between a technological competence and social (he knows invariants of professional activity of the teacher of natural subjects, is able to design educational process on natural science subjects, but badly, incorrectly understands people – teachers, students, pupils; unsuccessfully builds with them the relations; isn't focused in questions of social psychology, isn't interested in them);

²⁰ Климов Е. А. Основы психологии: Учебник для вузов. Москва : Культура и спорт, ЮНИТИ, 1997. 295 с.

- between one-sided technological competence and social (giving importance to his mental states, experiences, the student poorly imagines the inner world of students, attributing them to their possible states and taking without noticeable criticism for the truth that he will come to mind; all this happens unconsciously, unwittingly, and therefore the student can be sincerely convinced of the correctness of his thoughts about others, without subjecting them to revision);

- between the uneven development of student individual skills, actions related to technologization of the educational process, with its invariant, general and technological training (some of the invariants can be learned very well, causing the student based on individual success the illusion of his high technological success; however, in general, the system invariants and nanotechnology learned worse later make themselves known);

b) in the structure of personal values of the future teacher of natural subjects, his “value” orientations:

- between the orientation “on learning” and “learning in itself” focus on the “show” itself as a technological sample, can too dominate whereas the real level of pedagogical skills and the impact as teacher of natural subjects can little worry, because the true causes are not too high success may see in a wrong way; as a consequence there is a reduction in work, slowing of technological formation;

- between a focus on self-development and self-preservation-setting on self-development can cause excessive stress, fatigue and neurotic conditions which will cause reduction of efficiency);

- between a business focus on the specialization of a physicist and a teacher of natural subjects;

c) in the structure of the future teacher of natural subjects as a subject of activity:

- between the pace of development of motivational and operational components of technological activities (the student hasn't mastered even a single invariant and nanotechnology learning natural subjects yet, and already wants to “grab the stars”, takes on a creative function and results in a high probability of failure with attendant worries and lack of faith in themselves and in their technological abilities);

- between the processes of development and compensation of personal qualities that contribute to or hinder the successful application of elements of technology (awareness or not, the use or not of their strong qualities and, accordingly, overcoming or ignoring the weak).

The using of acmeological technologies of training of future teachers of natural subjects shows that most of these contradictions are solved or partially removed provided the contextuality of training of students, with the consistent development of the author's system of activity by each student and testing in the real conditions of teaching natural subjects in secondary school. However, the using of these technologies is variable and has its own characteristics.

CONCLUSIONS

The formation of general and professional competencies of these competencies is based on the study of the features of the process of teaching natural subjects as a link in the pedagogical process, teaching its construction and setting in motion. The main uniting semantic core of professional training of teachers of natural subjects is chosen design and application of technologies of training by students.

Generalized invariant actions of the teachers of natural subjects selected. It which is a sequence of seven steps that are required in any learning technology natural science subjects, such as scientific-methodical analysis of materials; goal-setting; a modelling activities of teachers and students; the design of the system of teaching materials; planning of an educational experiment; planning to work with educational tasks; construction of a technological line of studying the topic. The cognitive model of design and choice of technologies of teaching natural subjects, implementing the theoretical provisions, postulating the presence at the base of any decision on the design or using of technologies of teaching natural subjects three fundamental cognitive blocks: inherent to the teacher “Scientific model of the world”, his ideas about his “Means” and “Indicative basis of activity”, is constructed.

The possible typical variants of contradictions that can create a situation of acute crisis in the process of training future teachers of natural subjects are identified and the ways to overcome them by means of acmeological approach are outlined.

Acmeological approach to the formation of professional competencies of future teachers of natural science subjects is that developing in cooperation with teachers of higher education, teachers of natural subjects, methodologists of the model of the educational process in the form of course and qualifying works, the student substantiates and protects them as his own author's system of activity

(ASD) teachers of natural subjects, which guarantees the achievement of high professional results in future professional activities. The student (future teacher) of natural subjects carries out partial check, approbation of the created model of ASD already during training in high educational institution: both on seminar, practical, laboratory occupations, trainings, on consultations with teachers, etc., and in the course of active pedagogical practice. This approach to the preparation of a competitive teacher of natural science subjects with university education contributes to the formation of its general and professional competencies.

SUMMARY

The study considers general common approaches and features of professional training of future teachers of natural subjects. The main uniting semantic core of professional training of teachers of natural subjects is chosen design and application of technologies of training by students. The generalized invariant of actions of the teacher of natural subjects is allocated. The cognitive model of design and choice of technologies of natural subjects teaching is constructed. The acmeological approach to the formation of professional competences of future teachers of natural subjects is concretized.

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MECHANISMS AND MEANS OF TRAINING IN FINANCIAL AND ECONOMIC ISSUES FOR MASTERS IN MANAGEMENT OF EDUCATIONAL INSTITUTIONS

Kuzmenko Yu. A.

INTRODUCTION

In the current context of reforming higher education, our country faces the need to improve the quality of training academic elite, which includes future leaders of educational institutions currently trained in Management (Specialty 073). At the same time, the challenges of informational and capitalist society require new approaches and principles for solving the problems of management of institutions and organizations in the field of education and vocational training, in particular certain objectives and commitments should be changed.

One of the points is of utmost importance, namely the fact that educational institution needs a modern leader, able not only to "survive" in today's competitive conditions and maintain sustainable financial independence of educational institution, but also direct all the efforts and resources at the development and prosperity of this institution in the long term, which will give more freedom of action and space for the implementation of the latest, creative ideas in education. Consequently, heads of educational institutions face the problem of providing multi-channel financial support and reasonable allocation of funds.

At present, managerial financial and economic activity (hereinafter – FEA) is built on the legal and regulatory framework of the economy, based on such documents as the Constitution of Ukraine, the Laws of Ukraine "On Education", "On Higher Education", "On General Secondary Education ", Presidential Decrees, the Decrees of the Verkhovna Rada and the Cabinet of Ministers in the field of education, decisions of the Constitutional Court, rules, regulations and instructions of the Ministry of Education and Science, Regional City and District Administration, Taxpayer Code of Ukraine, etc.

Meanwhile, the documents mentioned are too abstract to determine managerial financial and economic activities in a capitalist system. As a result, the issue of training future managers of educational institutions is

in the priority on the agenda in general, and the formation of their entrepreneurial culture, in particular.

From various perspectives different authors described, explained and analyzed efficient financial and economic activity of heads of educational institutions, but mostly on a spontaneous, chaotic, uncoordinated basis, and a lot of issues have remained unclear. Among the scholars involved in the development and implementation of standards for the training of masters in management of educational institutions, we note significant asymmetry in relation to the problem of increasing the role of economic aspect.

Until recently, the main component of the branch standard of higher education (educational-professional program and educational qualification characteristic), guiding universities that train masters in management of educational institution, were developed by the specialists of the Ministry of Education and Science of Ukraine. For these reasons, the analysis of the documents is of both theoretical and practical interest.

It shows that managerial economic component as a prerequisite for the successful management activities in professional training has been accorded low priority.

Therefore, in order to increase economic competence of educational institution heads, some adjustments should be made to professional training curriculum, namely: to pay more attention to the subjects that shape managers' abilities to finance cash flows, save school resources, supplement staffing resources and strengthen material potential, as well as to provide an impetus for identifying leadership skills of future masters in management of educational institution in the process of practical training and internship.

1. Modern Entrepreneurs Expertise in Professional Training of Managers of Educational Institutions

The analysis of the training programs for future masters in management of educational institutions suggests that the current version of professional education does not pay much attention to the issue of the development and formation of entrepreneurship culture and their capacity for financial and economic activity in educational institutions. As a result of such low priority of entrepreneurship in education sector, educational institutions often experience stagnation and staff

demotivation, which is unacceptable in the context of capitalist-oriented standards of living.

Among the circumstances that obviously affect the ability to overcome this disadvantage is financial and economic training for students majoring in management through updating certain courses in their curriculum.

Among the 15 recommended courses included in the recent version of educational-professional program (hereinafter – EPP) for students getting master's degree in specialty 8.000009 "School Management" of the Branch Standard of Higher Education of Ukraine¹, developed by a group of specialists of the Ministry of Education and Science of Ukraine in 2006, we can specify "Financial and Economic Activity" and "Audit and Evaluation of Management" with modules, reflecting the possibility of masters' acquiring economic and financial education.

Unfortunately, the period of validity for specialty state standards expired, thus, institutions of higher education, using the right of more free academic freedom in training programs, significantly reduced, and sometimes completely abandoned the above specified disciplines in favor of purely pedagogical and administrative subjects.

Such reduction can be explained by internal university struggle for the teaching load, which correlates with salaries of academic and pedagogical staff.

Our selective analysis of educational programs and interviewing the guarantors of educational programs confirm this idea and give a possibility to conclude that financial and economic training of future masters in management of educational institution deteriorated significantly, showing tendencies of reduction.

Thus, in Semen Kuznets Kharkiv National Economic University in the EPP, the course "Management of Financial and Economic Activity" is artificially combined with the legal aspects of management, as can be seen from the title: "Legal, Financial and Economic Aspects of Management of Educational Institution". Meanwhile, even a superficial analysis of the content of this course shows that it is not directly related to the person's ability to freely navigate in the aspects of purposefulness, motivation, planning, organization, ordering, control, exchange,

¹ Освітньо-професійна програма підготовки магістра за спеціальністю специфічних категорій 8.000009 "Управління навчальним закладом". Київ: Міністерство освіти і науки України, 2016. 61 с.

material, intellectual-informational, personnel, aesthetic, image and other values both inside educational system and externally. Of course, certain competencies seem rather weird without any connection with the name of the course. For clarity, we give a quote from EPP, where the final competence of the course is presented: "the ability to manage developing educational institution (establishment)"; "the ability to conduct highly effective management, even in emergency situation"². As we see, the authors of EPP do not reveal the essence of the course, nor do they tackle legal management aspects, legal restrictions for managers, except for the name, the FEA line is not followed.

Further analysis of EPP for another specialty (namely, "Management of Organizations and Administration"), developed by experts of Semen Kuznets Kharkiv National Economic University, resulted in certain positive aspects that are worthy of extrapolation. In particular, we find valuable the content of such courses as: "Financial Management"; "Reengineering Business Processes"; "Enterprise Potential Management", which provide the development of the following abilities:

- ability to develop efficient functionally oriented schemes of financial management, enterprise long-term and short-term financial policy, to assess entrepreneurial, investment and financial risks;
- ability to develop both short-term and long-term budgets, as well as various other forms of financial plans, to assess effectiveness of financial activities; ability to manage capital and investment portfolio, assess their profitability;
- ability to substantiate a complex of managerial decisions on creation, successful operation, support and development of enterprise potential as a system;
- the ability to identify opportunities and develop measures to mobilize them³.

This list of competencies clearly demonstrates that such training for managers has become a reliable basis for future heads of educational institutions since 2015, in compliance with the decision of the Ministry

² Освітньо-професійна програма підготовки магістра за спеціальністю 073 "Менеджмент". Харків: Харківський національному економічному університеті імені Семена Кузнеця, 2016. 79 с.

³ Там само.

of Education and Science to introduce a new system of ciphers and specialty titles in Ukraine⁴.

Review of similar EPP in other universities in the country shows similar situations. For example, National University of Bioresources and Natural Resources of Ukraine included in the curriculum "Financial and Economic Management" and added "Strategic Management", which offers studies of external environment evaluating, organizational goals, taking decisions aimed at creating and maintaining competitive advantages to provide business profits in the long run⁵.

The next institution that we have considered is Ukrainian Engineering and Pedagogical Academy, which replaced the courses "Management of Financial and Economic Activities" and "Audit and Evaluation of Management" with one – "Financial Management in Education". Although, in our opinion, such competence as "ability to plan and manage educational institution by means of innovative technologies"⁶ seems rather strange, it needs at least a strategic goal for effective cash flows financing and efficient functioning of educational institutions.

We see a similar situation in Kherson State University, which also lacks the abovementioned courses, but introduced "Business Organization and Planning", although the competence, stated in EPP – "to establish the criteria for further development of organization, to develop and implement relevant strategies and plans"⁷ is not entirely consistent with the content of the course and appeared to be rather superficial.

⁴ Про особливості запровадження переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти: наказ Міністерства освіти і науки від 06.11.2015 №1151 України 2015 року № 266. URL: <https://imzo.gov.ua/2015/11/06/nakaz-mon-vid-6-11-2015-1151-pro-osoblivosti-zaprovadzhennya-pereliku-galuzey-znan-i-spetsialnostey-za-yakimi-zdiysnyuyetsya-pidgotovka-zdobuvachiv-vishhoyi-osviti-zatverdzheno-postanovoju/> (дата звернення: 30.07.2018)

⁵ Освітньо-професійна програма «Управління навчальним закладом» за спеціальністю 073 «Менеджмент». Київ: Національний університет біоресурсів і природокористування України, 2018. 28 с.

⁶ Освітньо-професійна програма підготовки магістра за спеціальністю 073 «Менеджмент», освітня програма «Управління навчальним закладом». Бахмут: Навчально-науковий професійно-педагогічний інститут Української інженерно-педагогічної академії, 2017. 23 с.

⁷ Освітньо-професійна програма підготовки магістра за спеціальністю 073 «Менеджмент», за спеціалізаціями «Бізнес-адміністрування», «Управління закладом освіти». Херсон: Херсонський державний університет, 2018. 11 с.

The abovementioned enables us to confirm the conclusion that developing the curricula for specialty 073 "Management", specialization "Management of Educational Institution", administrators and guarantors of educational programs did not pay sufficient attention to courses related to entrepreneurial, financial, and economic activity. Although, we have repeatedly pointed out that modern education manager should always take care of the financial stability and welfare of employees in educational institution in competitive environment in educational services market.

Thus, one of the important organizational and pedagogical conditions for obtaining entrepreneurial skills results from the need of introduction into curriculum educational programs with courses covering the above specified issues, i.e. introduction of entrepreneurial professional education modules.

We identified 4 courses obligatory for all institutions of higher education offered for masters in management of educational institution.

First of all, to obtain the desired results, we need to introduce module "Entrepreneurship Culture" in the course "Management of Financial and Economic Activity". It will develop relevant students' competences due to the intensive training in solving practical economic problems that arise in daily practice of the heads of educational institutions.

Conceptually, this module should ensure the formation and development of entrepreneurial culture in future masters in management of educational institution, which in turn will result in their productivity, give their institutions financial and economic freedom, and provide profit growth through additional opportunities and means of capital accumulation. This is obviously a prerequisite for successful day-to-day managers' activities which involves communication with potential investors.

The main task of this module is to give managers a relevant vision for the future, direct them to innovation and sustainable development, improve the status of educational institution and provide its continuous updating.

Parents will also approve of the idea as they want their children to be taught by the best educators, extrapolating their life experience and knowledge, and learning conditions are important as well.

For example, landscaping, new sports grounds, recreation rooms, computer classes, etc. are also of great importance for social school

image, as it helps to create such place where children feel comfortable and attracts social interest.

The next course to be amended is "Management of Labor Resources and Performance". The introduction of module "Methods of Motivation and Stimulation of Personnel" for masters of specialty 073 – "Management", educational program – "School Management" is essential to train them in modern means of stimulation and motivation of personnel. As practice shows, the issue of motivation is always a priority if it is aimed at increasing the income of any enterprise, or there is a need to replenish the potential of the enterprise through internal reserves, such as creativity of business entities, their responsibility for the results of their performance.

We agree with O.V. Zemka's opinion, who said that "positive motivation of modern entrepreneurship is not limited to purely financial interests and needs, and is as a complex of socio-economic and personal-value orientations, which direct the activities of entrepreneur to the channel of increasing the material by enhancing its competitive advantages and overcoming deficiencies, implementing new ambitious ideas for developing its own business and implementing socially significant projects. It involves the choice of independent activity for achieving economic independence and self-improvement of material well-being, realization of beliefs and leadership potential, based on a conscious internal desire of the individual for professional and social self-realization"⁸.

Creating by managers supportive motivational environment and effective system of assessing their subordinates' performance gives them opportunity to make their interests meet the interests of educational institutions.

Another important course under study "Head of Educational Institution and Management Psychology" should include module "Psychology of Entrepreneurship".

Thus, effective influence on subordinates' performance requires from managers understanding of psychological mechanisms of human behavior.

⁸ Земка О. В. Формування підприємницької компетентності в майбутніх учителів технологій у процесі професійної підготовки : дис....канд. пед. наук: 13.00.04. Глухів, 2018. 340 с.

Clearly defined and well-known to each teacher requirements, rewards for their achievements, valuable to teachers, dependence of teachers' status on their team performance, objectivity of results evaluation, appropriate requirements to teachers, fairness in rewards distribution – all these are important conditions for the productive work of subordinates.

Regarding educational institution as an enterprise with life-forms typical for any organization suggests that the content of the manager's work should include an understanding of situational tasks, namely: labor division between the members of administrative, teaching and maintenance staff, taking into account functional duties in school statute; professional training of school employees, their individual psychological characteristics; abilities to work creatively; interest in their own and school successes; ability to work collectively; ability to manage a team of teachers in accordance with official duties; ability to adhere to professional ethics.

We should also keep in mind that efficiency and coherence of managers' performance is greatly influenced by the relations between the employees. Therefore, managers' professional and psychological qualities are equally important, as they charge positively their teams.

These and other examples and arguments confirm the view of powerful prospects of introduction financial and economic component into professional training of future masters in management, which should create substantive basis for our courses – lectures or practical classes. Thus, the courses and modules introduced are as follows:

- Course "Management of Financial and Economic Activity" will include module "Entrepreneurship Culture",
- Course "Social and environmental safety of activities" will cover module "Property Insurance and Liability to Third Parties",
- Course "Management of Labor Resources and Performance" will include module "Methods of Motivation and Stimulation of Personnel",
- Course "Head of Educational Institution and Psychology of Management" will cover module "Psychology of Entrepreneurship".

2. Leadership in Practical Training of Managers in Education Institutions

In the conditions of social and political instability in Ukraine, the number of educational managers who “feel at a loss” is increasing, i.e. managers, who lose usual set of targets and are not able to give appropriate response to numerous problems, financial and economic in particular.

At the end of the twentieth century, the problem was latent, it didn't affect heads' formal status and authority. In socialist society, money and material values were declared in general as minor things, excessive personal and communal enrichment was subjected to merciless public criticism. And only recently there have appeared real needs and formal claims to those managers who are not able to provide sufficient material wealth and financial support for their educational institution.

On the way to achieving such financial and economic well-being, according to the conclusions of the majority of experts of informal education of entrepreneurs, there is a problem of lack of leadership skills of current executives and insufficient attention to their formation in future specialists. Obviously, managers, who are capable of conducting powerful autonomous financial and economic policy, are those individuals our Ukrainian pedagogical teams need to rely on in recession. Consequently, there is a new important "option", ignored by most scholars by this time.

Thus, according to D. V. Alfimova, "efficient leader" is a person who has a significant influence on the behavior of group members, a person, who plans, organizes, and controls subordinates' performance in order to solve the tasks assigned to the group, giving them their vision of the future and helping them adapt to the new environment⁹.

Unfortunately, the definition lacks any mention of unpredictable nature of modern managers' activities, and we believe that entrepreneurial culture should be considered in the structure of leadership.

The opinions of other authors on leadership can be divided into several vectors, in which emphasis is placed on the achievement of

⁹ Алфімов Д. В. Зміст феномену «лідерські якості особистості». *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*. Запоріжжя, 2010. Вип. 11 (64). С. 44-51.

common goal, though the main problem of current leaders of educational institutions – poverty and economic stagnation is shamelessly silencing:

- leadership is related to the influence on people, pursuing the achievement of a common goal (G. Kunts and S. O'Donnel);

- leadership is a force that facilitates the formation of the ability of groups of people to do something better realizing a common goal (S. M. Sobol);

- leadership is the ability to rise above the situation, to see and appreciate the overall picture, as well as the ability to organize people to achieve a common goal (Mary Parker Follett).

The following scholars attribute leadership in their essence and form to the phenomenon of power, emphasize moral and human qualities, and are more philosophical:

- leadership is a form of power, because it suggests the ability of one person to force others to do something positive or negative that they would not do or eventually could not do at all (J. Blondel);

- leadership is management at a higher level, the process of achieving meaningful results with respect, care and honesty for the well-being of all participants (O. Bila);

- leadership is achievement of humanity that is completely natural, without which the shifts, improvements and competitiveness of individuals in civil society and human civilization as a whole will be impossible (O. Polisaiev).

The abovementioned results in at least two conclusions. The first concerns the idea that leadership is not common to all managers, and the second – in the general outline of this phenomenon, almost no scholar distinguishes financial and economic component or competence.

For these reasons, the appeal to classic pedagogical school, who have been working out for many years the characteristics of successful teachers, teachers and managers in education, gives grounds for reflection and effective use of the already developed algorithms and schemes for the formation of the necessary set of knowledge, skills, practical skills and values of the participants of pedagogical processes.

In particular, let us pay attention to the methodical ideas of the prominent Ukrainian philosopher in the field of education I. A. Ziazun¹⁰.

¹⁰ Педагогічна майстерність: Підручник / І. А. Зязюн, Л. В. Крамущенко, І. Ф. Кривонос та ін.; За ред. І. А. Зязюна. 3-тє вид. допов. і переробл. К. : СПД Богданова А.М., 2008. 376 с.

The author articulated his philosophical principles, suggesting certain recommendations among pedagogical skills related to the leadership component of educators and managers in the field of education:

1) in each minor task, you should see a great purpose that in terms of financial and economic activity provides careful and respectful attitude to any material, economic or financial “victory” of institution, ability to build on this basis a fascinating "vision" of future success and prosperity;

2) optimistic forecasting is of utmost importance, as success requires positive mood to self-improve, dream of financially independent future, work for the future and be a leader;

3) leaders should be responsible for their influence, as each action entails consequences (both positive and negative), and leaders “have their cross to bear” and they should react with dignity.

It is clear, therefore, that among the qualities of modern successful leaders, material financial and economic skills take precedence over moral or humanistic. Thus, these skills should be included in the general picture of professional competences and occupy top positions. At the empirical level, such a generalization becomes more and more promising, because the overall managers style of leadership should be a model of entrepreneurship, innovation and risk aversion; a model of efficient organization and performance profitable in the market of educational services.

It is obvious that future managers can acquire relevant leadership qualities provided they get realistic practical experience through taking independent managerial decisions in the field of financial and economic relations of the institution.

Therefore, such experience should be provided to undergraduates of specialty 073 – Management (Educational Program – Management of Educational Institution) in the framework of practical training and internship. In the role of heads of structural unit, future Masters develop organizational, communicative, entrepreneurial abilities, taking responsibility for management decisions and “immersing” in the area of unfamiliar business. Thus, competences of utmost importance are as follows: stress tolerance, initiative, creativity, humanity, determination, ambition, mobility. Students work out and apply their own approaches to solving tasks, consider alternatives, evaluate their own capabilities, which should have positive result and will be reflected in the financial

and economic "picture" of educational institution and determines strategies for the future.

A preliminary analysis of the feasibility of implementing this idea indicates that most heads of educational institutions do not allow students to act in administrative and managerial positions freely, as it is always risky. Frequently, masters are charged with responsibilities that do not require risky actions (as a rule, these are paper tasks, secretarial, routine work, typical actions and transactions limited by traditional system). Analysis of practice and internship of future masters in specialty 073 "Management" makes it possible to conclude that students have no possibility to practice taking independent management business decisions.

Another problem is that it is easier to get positive assessment for practical training and internship than real experience. The fact is that heads of educational institutions are often not motivated to provide efficient internship and rarely build realistic professional relationships with undergraduate students, except when students are already working in managerial positions at the institution and study part-time. In such cases, "connections" help to get an excellent internship reference without "extra effort".

The abovementioned arguments allow us to confirm the need to improve the practical training and internship, enhance both students' and teachers' motivation, by expanding the rights of graduate students, giving them a cautious permission for short-term domination in the team. But how can this be done in the realities of Ukrainian tradition, when future specialists merely imitate management activity in schools without any possibility of real influence on the staff or procedural aspect? Another problem is to insure future specialists against failures and gross mistakes at the stage of their actual start of professional manager's career.

The main idea in this regard is strengthening of the role of personal and official links between guarantors of educational programs, scientific and pedagogical staff of graduate departments with their graduates who have already become leaders in the market of educational services, occupy top positions of managers of educational institutions or work in public administration in the sphere of education.

In such cases, between participants in practical training and internship, there is a special type of relationship that is governed by a

non-imperative, democratic approach based on a high degree of trust and influence. In fact, educational subculture creates conditions “to immerse competitors in professional activity”, tests them from different sides and angles, and at the same time corrects patterns of professional activity or rejects people who are not able to lead pedagogical teams.

The formal side of such relationships is any interaction on the basis of cooperation agreements, which allows collective work (scientific conferences, round tables, participation in city projects aimed at identifying potential leaders of educational institutions, etc.), immersing future managers in the real environment, providing efficient interaction with experienced specialists in management.

An example of such interaction giving possibility to discover leadership qualities can be the project "Personnel Reserve of One Hundred Managers in Education for Zaporizhzhia", which allowed dozens of talented and promising young pedagogues to maximize their capacities and show their potential due to fair competition and transparent conditions.

There are other examples of cooperation on the basis of trusting relationships, mutually beneficial conditions, where the function of the head of educational institution is to create conditions for the adaptation of a young specialist due to personal interest. The interest is in the prospects of recruiting a young specialist who has already been tested and adapted to specific conditions. Leaders in this case willingly explain, teach and generously share their own experience in financial and economic sphere for further cooperation.

In such a model, students are also eager to participate and cooperate with experienced managers, since in the future they will apply for work in this educational institution. Such a trainee will be perceived as a prospective employee, potential head of a structural unit, and not as a competitor to the position of director. According to our observations, this kind of interaction will lead to mutual trust and respect (team spirit) in which both parties are interested in positive result and sustainable partnership.

Considering practical training and internship as a medium enabling to discover leadership, initiative and responsibility in the financial and economic field of future specialists, we would like to draw your attention to the need for prior awareness and knowledge of interns in the following topics:

- enterprise as an entity (definition, goals and activity core, legal bases of functioning);
- management and structure (concepts and functions of management, general, organizational and production management);
- external environment of management (influence of external environment of enterprises, establishments and organizations (in the field of education and vocational training), macro environment and its factors, market and its economic entities);
- resources (personnel, labor productivity, production funds – basic and circulating, intangible resources and assets, financial resources, investments);
- activities (innovative processes, production process and its organization, infrastructure);
- planning and motivation (state economic regulation, planning of enterprise activity, motivation and payment of labor);
- results and efficiency of production (production, quality, cost of production, financial results, integral efficiency).

Efficient practical application of knowledge and skills regarding the listed topics during practical training and internship is a guarantee of readiness for the FEA, but its logical conclusion should be summing up and personal reflection.

This procedure looks like self-examination of performance and evaluation of the decisions taken by a trainee in different situations. Trainees present reports on their practical training and internship. The main key to success of reflexive phase of practice and internship is adequate assessment of strengths and ability to accept critical remarks from head and teacher of the institution of higher education, willingness for further self-development, career development and constant self-improvement of business manager.

The following idea, which is relevant in reference to leadership during practical training and internship, is students' academic mobility, in our case we deal with students getting their master's degree. According to the Law of Ukraine "On Higher Education", academic mobility is an opportunity for participants in the educational process to study, teach, practice or pursue scholarly activities in another institution of higher education (academic institution) on the territory of Ukraine or abroad¹¹.

¹¹ Закон України "Про вищу освіту" від 01.01.2019 № 1556-18. URL: <http://zakon3.rada.gov.ua/laws/show/1556-18/page5> (дата звернення: 18.02.2019).

For these purposes, there is a large range of international student exchange programs with EU countries and US Department of State programs, for example: Exchange for Future Leaders (FLEX), Teachers' Teacher Training Program (TEC), G. Humphrey Program, AIESEC Scholarships for Students, SUSI for Student Leaders, Erasmus + Program Guide, etc. In all of these programs, great attention is paid to leadership in education, economic development in the field of education management, planning and management.

The most valuable for our study is the international program Erasmus +, which offers opportunities to stimulate entrepreneurial skills, creativity, innovation in education and business. In the section "Alliances of Knowledge" the emphasis is on developing entrepreneurial mindset and skills:

- creation of a framework for the acquisition of transversal skills and their application in tertiary curricula developed in cooperation with enterprises, aimed at efficient employment, creativity and new professional trends;

- studying entrepreneurship incorporated in any discipline to provide students, researchers, academic and teaching staff with knowledge, skills and motivation to participate in entrepreneurial activity;

- opening new learning opportunities through practical application of entrepreneurial skills, which may lead to commercialization of new services, products and prototypes, startups, etc.¹².

The potential of these programs is great, they offer possibility of doing 2-12 month traineeships abroad, stimulate critical thinking and promote innovative ideas, though, unfortunately, their extrapolation to Ukrainian realities is rather challenging.

Analyzing the above-mentioned programs, we face a number of problems: applicants willing to get master's degree in management (Educational Program "Management of an educational institution") are adult or elderly people. Meanwhile, most programs have age limitations for their participants. In fact, project developers see target audience as 1st-3rd year students getting their bachelor's degree, which can be explained by the policy of European Union countries giving priority to young students' emigration. This process, alongside with the decision on

¹² Міжнародна програма Еразмус +. URL: <http://erasmusplus.org.ua/erasmus/ka2-proekty-spivpratsi/aliansy-znan.html> (дата звернення: 18.02.2019).

visa-free regime between the countries of the European Union, is gaining popularity. The only obstacle on the way to undergraduates' emigration is their poor knowledge of English, English language proficiency is a prerequisite for all programs. Even masters majoring in management of educational institution lack the course of Foreign Language in their curriculum, and don't have a possibility to improve their foreign language skills. It should be noted that the problem can be solved gradually through systematic work of English language agents, a network of certified English language courses, which prove the applicants' knowledge with the certificates.

The abovementioned arguments and facts about practice and internship of masters majoring in management (Specialty 073 – Management, Educational Program – Management of Educational Institution) in the field of Financial and Economic relations and a brief outline of international expertise prove the necessity to include certain pedagogical features in professional training of masters: stimulating the development of leadership traits (initiative, responsibility) in context-based practical training and internship of future Masters in school management.

CONCLUSIONS

As can be seen from the above, professional training of future managers of educational institutions is one of the priority issues. Efficient managers should possess not only administrative skills, but also have relevant expertise and skills in solving problems in financial and economic sphere, be able to apply their knowledge. In view of this, it is necessary to improve the process of training at higher school in general and future managers training in particular.

The presented arguments demonstrate the need to modify professional program for future masters majoring in management (Specialty "Management", Educational Program "Management of Educational institution") Amendments, offered by the author, i.e. introduction of certain modules, will allow to see the prospects for forming entrepreneurial competence in future specialists. After all, all managers' activities should be directed towards saving, multiplication and accumulation of material wealth through enhancing competitive advantages of their institutions in the market of educational services and overcoming shortcomings, implementing new ambitious ideas for

developing their own business and implementing socially significant projects.

Leadership life-style settings of future managers of educational institutions are developed in the process of practical training and internship. Pilot pedagogical experiment has shown that graduate students starting their careers as heads of educational institutions face a number of difficulties, which become a barrier to their further steady progress. They are as follows:

- impossibility of rapid adaptation to the new environment;
- lack of resistance when under attack, pressure from authority (including teachers, parents, heads of structural units);
- poor awareness of the role of manager in financial and economic sphere;
- lack of creative ideas for improving the territory;
- lack of involvement and interest in the chosen profession.

In spite of all of the above-mentioned problems, young and ambitious leaders often successfully adapt to the environment, they obtain a desire to do their best and at a high level, they get involved in the process and direct all their efforts to create the ideal conditions for the functioning, development and prosperity of educational institution.

Only on condition of these goals activated, modern educational institutions will update their priorities, focus on financial and economic sphere and improve it in general.

SUMMARY

The research presents mechanisms and means of training future masters majoring in management of educational institutions. The main focus is on their financial and economic activity.

It was stated that taking advantage of academic freedom in building professional training programs Specialty 073 "Management" (Educational Program – Management of Educational Institution), institutions of higher education significantly reduced, and sometimes completely abandoned such disciplines as "Management of Financial and Economic Activity" and "Audit and Evaluation of Management Performance", which for a long time were mandatory in the professional training. The courses were excluded from the curricular in favor of purely pedagogical and administrative subjects. It was proved by the analysis of educational and professional programs developed in Semen

Kuznets Kharkiv National University of Economics; Ukrainian Engineering and Pedagogical Academy; Kherson State University and others.

We suggest curricula reforming, i.e. introduction of certain modules that provide cognitive basis for future heads of educational institutions in financial and economic sphere. These changes are as follows: course "Management of Financial and Economic Activity" should contain module "Entrepreneurship Culture", course "Social and Environmental Safety" should include module "Property Insurance and Responsibility to Third Parties", course "Management of Labor resources and Performance" should cover module "Methods of Personnel Motivation and Stimulation", and course "Head of Educational Institution and Psychology of Management" should include module "Psychology of Entrepreneurship".

It is proved that the formation of leadership qualities in future masters majoring in management (Specialty "Management", Educational Program "Management of Educational Institution") depends on obtaining relevant practical experience through the adoption of independent managerial decisions in the field of financial and economic relations of the institution. The main area for such a guarantee is practical training and internship of graduate students, when the official opportunity is given to plunge into the plane of unfamiliar but productive work with the possibility to take financial and economic decisions.

It is emphasized that managers are capable of conducting powerful autonomous financial and economic policy and they are those individuals who Ukrainian pedagogical teams are willing to rely on to overcome recession.

The main challenges of practical training and internship in modern educational institutions are highlighted and ways of solving the problems and dealing with complications are presented.

The issues of academic mobility of students and the list of international programs for exchanging students of the European Union and programs of the State Department of the United States, which allow getting international experience, promote innovative ideas for the economic independence of educational institutions and their development, are listed. In spite of great potential of these programs, there is a number of difficulties Ukrainian people and future masters in management are facing and they are analyzed in our research.

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**PERSPECTIVES AND ACCENTS OF TRAINING
OF THE FUTURE MASTERS IN PSYCHOLOGY FOR
PROFESSIONAL ACTIVITIES IN THE CONDITIONS
OF NONFORMAL EDUCATION**

Ponomarenko O. V.

INTRODUCTION

In the early 20s of the XXI century, Ukrainian society demonstrates increasing interest in obtaining educational services in the conditions of nonformal education. Its accessibility, comfortability and individually oriented nature provides the opportunity of life-long education of all groups of the population and the empowerment of ordinary individuals due to the logistics and aesthetically attractive form of pedagogical and andragogical interaction creates a convenient and high-margin educational environment where little could be fixed and regulated.

At the same time, one of the most popular requests of the market of such services is the psychological knowledge and the practical skills that enable the most complete realization of natural potentials for each person in the reality of Ukrainian social medium. Unfortunately, owing to an almost total lack of any State and professional communities control over the subjects of such activities, people without classical psychological education and superficial understanding of the possible consequences of their commercial activity for the mental health and physical well-being of citizens appear on the market and sometimes dominate in a certain way.

This tendency is gradually changing the "rules of the game" in nonformal education in the direction of uncontrolled and unskilled charlatanry on the part of its subjects, when the purpose of "educational activities" is the maximum profit, obtained mainly on the painful problems of people, sometimes deepen mistrust of psychological science and its professionals – psychologists, psychotherapists, psychiatrists etc.

Normalization of the situation is possible by active intervention or better yet market of nonformal education services dominance of professionals in their field, their increased popularity and their productivity.

The purpose of this subsection of the monograph is the formulation of the problem related to formation of readiness for professional activity of the future masters of Psychology in the conditions of nonformal education.

1. Problem related to formation of readiness for professional activity of the future masters in psychology in the conditions of nonformal education

As per List of branches of learning and specialties for which training is given for applicants of higher education in Ukraine since 2015 specialty 053 "Psychology" assigned to the branches of learning 05 "Behavioral and Social Sciences" and, in our country, the status of the future master have the persons who are enrolled in institutions of higher education by order of the head which has all the formal grounds for the organization of such training. In the academic and legislative language, the future master is a person who wishes to receive an “educational degree obtained at the second level of higher education and awarded by institutions of higher education (academic institution) as a result of a successful completion of relevant educational program by an applicant of higher education”¹.

What then is the imperfection of such program in its modern traditional version and if there is, any real basis for doubt about the readiness of future masters to work effectively in the nonformal, i.e it is almost free, market of educational services?

It must be recognized that pragmatic pessimism has all the necessary methodological, theoretical, empirical and even regulatory reasons.

For example, in the regulatory aspect we are witnessing the following situation: according to article 8 of the Law of Ukraine "On education", nonformal education is acquired, in general, by educational programs and does not provide for the award of state-recognized educational qualifications by levels of education but professional and/or the award of partial educational qualifications may be granted at the end².

¹ Про затвердження переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти : постанова кабінету міністрів України від 29.04.2015 р. № 266. URL: <https://zakon.rada.gov.ua/laws/show/266-2015-%D0%BF> (дата звернення: 21.08.2018)

² Про освіту: Закон України від 05.09.2017 р. № 2145-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2145-19> (дата звернення: 21.08.2018)

Thus, at the legislative level, nonformal, and, hence, uncontrollable in fact by anyone, including the State, education has right not only to acquire to anybody and any education, but, in some cases, to receive partial educational and professional qualifications. At the same time, the only criterion (measure) of the quality of such activities is the demand of the population. There is nothing to discuss of what kind of mass manipulations subjects of psychological and pedagogical activity in the market of nonformal educational services can resort, because psychological and pedagogical Sciences are not STEM, which means the insufficiency of knowledge of mankind, their dialectical nature and the complexity of the objective operationalization of the results of such education.

In particular, as was known, the representatives of psychological science, the developers of its philosophical and methodological principles, have built an ambiguous theoretical foundation, sometimes proven by prolonged large-scale experiments, confirmed by reliable empirical results, and sometimes existing only in the imagination of the authors as an abstract idea that explains successfully the social and individual behavior and human nature.

For example, among the most influential and respected founders of psychological science, whose thoughts are now meaningful basis of University textbooks of practical psychology, it must be recognised almost indefinite polyvariability of theoretical positions (A. Adler, W. James, E. Erickson, S. Kierkegor, A. Maslow, R. May, B. Reich, K. Rogers, B. Skinner, V. Frankl, Z. Freud, E. Frohm, K. Jung etc.)³.

The authors had tried to determine the essence of human life and its motive power, trying to "present" to the society the universal technology to ensure a happy and productive life. At the same time, the understanding of humanity in each individual scientific school was considerably different, adjusting the patterns of social relations and individual senses at a particular point of history. It is interesting that most of these scientists, especially foreign, had a considerably commercial success as psychologists-practitioners, working right in nonformal environment.

³ Фейджер Р., Фейдимен Д. Личность. Теории, эксперименты, упражнения. 5-е международ. изд. Москва : ОЛМА-ПРЕСС, 2001. 864 с 4. Про вищу освіту : Закон України від 01.07.2014 р. № 1556-VII. URL: <http://zakon2.rada.gov.ua/laws/show/1556-18> (дата звернення: 21.08.2018)

The comparative analysis of the theoretical generalizations which left behind them gives the chance to make sure that psychological science in the fundamental plan is enough far from complete of construction of own theory that would meet the representatives of all existing recognized scientific schools. The diversity of behavioristic, humanistic, cognitive, transpersonal, religious, logotherapeutic and other concepts confirmed that.

It must be said that modern scientists are well ahead of their predecessors by level of intensity and quantitative objectives despite the fact that psychology, as a science, remained open on the issue of its subject by keeping the ordinary professional – graduate of institutions of higher education, among the many subjective and non-sufficient generalizations that do not allow full trust of itself as an expert nor any scientific school or paradigm, in principle.

Meanwhile, such critical observations do not reduce the role and importance of the scientific generalizations received to date of scientists who continue the hard way of conceptual and experimental work, trying to obtain universal laws and regularities of the existence of the human psyche in conditions when even the definition of the term "psyche" is ambiguous in each individual scientific subculture.

This problem has in many cases been the reason for situation when the majority of young professional psychologists, understanding the complexity and responsibility for the results of their professional activities in conditions of nonformal education, often abandon the practice of large-scale activities in nonformal education of the population completely in favor of well-tested and proven models of client's individual counseling which generally resembles the classic "revolutionary situation" when professionals can't yet work "in a new way" and the population does not want to receive educational services "as before" – that is in traditional universities and other formal educational institutions.

Of these obvious reasons it is necessary exactly to review certain aspects of professional education of psychologists, namely in the context of the formation of the readiness of future specialists in the field of mental health for responsible and effective competitive activity in nonformal education.

In favour of the importance of this task evidenced and advocated by the powerful democratic processes in society that has finally touched the

sphere of real education. The Laws of Ukraine "On higher education" (2015)⁴, "On education" (2017)⁵, the Concept of the new Ukrainian school (2017)⁶; the National Policy for the Development of Education⁷ and other legal and ideological documents demonstrate not only the tendency for the population to choose more freely educational programs and institutions provide general, vocational or higher education but also the promotion and recognition of nonformal education as an important part of the system as a whole.

These documents with their content have expanded the opportunities for freedom of every individual, have become an important factor in optimizing the activities of the nonformal educational sphere of Ukraine, bringing the moment when adequate requirements for its quality will be put forward and the initiative of all its subjects will also increase with responsibility for the education of the population during life.

The defined problematics was the subject of studies of number of humanitarian nature sciences that considered nonformal education of the population and professional education of future psychologists from different perspectives and from different points of view – psychological, pedagogical, sociological etc. At the same time, the basic conclusions and generalizations of scientists lived often together peacefully in framework of dissertation ideas but encountered aggressively in practice, demonstrating too weak linkages to it. In particular, in the Ukrainian scientific discourse on professional education of future psychologists, we are even witnessing the certain competition between two scientific specialties that overlapped and complemented each other: 19.00.07 – pedagogical and developmental psychology and 13.00.04 – theory and methodology of professional education.

⁴ Про вищу освіту: Закон України від 01.07.2014 р. № 1556-VII. URL: <http://zakon2.rada.gov.ua/laws/show/1556-18> (дата звернення: 21.08.2018)

⁵ Про освіту: Закон України від 05.09.2017 р. № 2145-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2145-19> (дата звернення: 21.08.2018)

⁶ Про схвалення Концепції реалізації державної політики у сфері реформування загальної середньої освіти «Нова українська школа» на період до 2029 року : розпорядження Кабінету Міністрів України від 14.12.2016 р. №988-р. URL: <https://zakon.rada.gov.ua/laws/show/988-2016-%D1%80#n8> (дата звернення: 21.07.2018)

⁷ Національна доктрина розвитку освіти. URL: <https://zakon4.rada.gov.ua/laws/show/347/2002> (дата звернення: 21.08.2018)

The first is presented by scientists who consider the sources, motive power, psychological mechanisms and regularities of formation and development of the personality of future psychologists, by focusing usually on the themes of their intellectual and emotional growth in the learning process, the regularities of learning by subjects of psychological practice of the necessary knowledge, skills, development of motives for professional self-realization etc⁸.

The second scientific specialty explores the purposes, content, methods, organizational forms and means of professional education of future psychologists, focusing on the issues of theoretical and methodological nature, the development of standards, models and pedagogical technologies, the search for meaningful innovations in vocational education on both at the level of teaching certain disciplines of professionally-oriented cycles, the development of high-quality educational and methodological support and at the level of organization of field attachment, manufacturing and educational practices.

Analysis of academic publications, electronic resources of the National Academy of pedagogical Sciences of Ukraine⁹ led to the identification the directions of research that were held in Ukraine over the last 10-15 years and included professional training of future psychologists. It is impossible into one article to even list all aspects of the development of professional competence of this category of specialists but we will name some objects of research, in particular: the development of professional motivation and identity (values-based orientations and value-semantic sphere T.A. Viluzhanina¹⁰, personal maturity of future psychologists

⁸ Паспорт спеціальності 19.00.07: педагогічна та вікова психологія: [електронний ресурс]. Режим доступу: <https://www.pdpu.edu.ua/nauka/180-naukova-diyalnist/spetsializovani-vcheni-radi/spetsializovana-vchena-rada-d-41-053-03/chleni-radi-ta-pasporti-spetsialnosti/810-pasport-spetsialnosti-19-00-07-pedagogichna-ta-vikova-psikhologiya> (дата звернення 10.08.2018 р.)

⁹ Протоколи міжвідомчої ради НАПН України з питань координації наукових досліджень в галузі педагогіки та психології URL: <http://naps.gov.ua/ua/iccr/protocols/> (дата звернення: 21.07.2018).

¹⁰ Вилужанина Т. А. Динаміка образу “Я” студентів-психологів // Теоретико-методологічні проблеми генетичної психології: Матеріали Міжнародної наукової конференції, присвяченої 35-річчю наукової та педагогічної діяльності академіка С. Д. Максименка. Київ, 2002. С. 46-49.

N. M. Didik¹¹, I.A. Druzhinina¹², professional thinking T.E. Gura¹³ etc.

Unfortunately, the diversity and large number of studies for the training of future psychologists was too slow transformed into a high quality of their professional activities, especially in the market of nonformal educational services that a combination gives opportunity to declare as a progressive and relevant the next scientific idea – the development of the author's version of training for professional activities of future masters of psychology in the conditions of nonformal education.

Its perspective viability is confirmed that there was, in the theory and practice of professional education of masters of psychology, contradiction between:

- objective requirement of society in highly professional masters of psychological education of the population in the conditions of nonformal education which would in harmony combine in their nature the high level of professional and pedagogical competences and insufficient level of theoretical and methodical base for development of such skill in institutions of higher education;

- understanding of specificities of professional activity of psychologists in the conditions of nonformal education and insufficient level of density of process of professional education by adequate means and methods of quasi-professional character;

- requirement to introduce individualized technologies of the development of readiness for professional activity in nonformal education and the use of standardized tools and methods of

¹¹ Дідик Н. М. Дослідження професійно значущих характеристик особистісної зрілості майбутніх психологів. Проблеми сучасної психології. 2014. Вип. 23. С. 160-170. Режим доступу: http://nbuv.gov.ua/UJRN/Pspl_2014_23_16 (дата звернення: 21.08.2018).

¹² Дружиніна І. А. Розвиток професійної ідентичності майбутніх практичних психологів засобами активного соціально-психологічного навчання. Актуальні проблеми психології: зб. наук. пр. інституту психології ім. Г. С. Костюка АПН України / за ред. С. Д. Максименка, М. В. Папучі. – Київ-Ніжин: Видавництво НДУ; ДС "Міланік", 2007. – Т. 10, Вип. 1. – С. 74–76.

¹³ Гура Т. Є. Психологічні закономірності, механізми та принципи розвитку професійного мислення у майбутніх психологів у процесі фахової підготовки. Науковий часопис НПУ імені М. П. Драгоманова. Серія 19: Корекційна педагогіка та спеціальна психологія. 2014. Вип. 25. – С. 266-272. – Режим доступу: http://nbuv.gov.ua/UJRN/Nchnpu_019_2014_25_37 (дата звернення: 21.08.2018)

professional education of future psychologists which block the improvement of their qualifications.

The wish to eliminate the presented contradictions by optimal use of pedagogical reserves of institutions of higher education, determines the necessity of theoretical justification and empirical validation of the defined concept of the readiness formation of future masters in psychology for professional activity in the conditions of nonformal education. It led us to the choice of relevant themes of the dissertation "Theoretical and methodological backgrounds to train the future masters in psychology for professional activities in the conditions of nonformal education".

The purpose of this study is to justify the theoretical and methodological backgrounds to train the future masters in psychology for professional activities in the conditions of nonformal education.

At the level of previous, intuitively appealing forecasts at this stage of the study, we have only projects of general and partial hypotheses.

Thus, the general hypothesis is based on the assumption that the preparation of future masters in the specialty 053 "Psychology" in institutions of higher education will be more effective in the context of the formation of students' readiness for professional activity in nonformal education, if it is implemented according to the developed theoretical and methodological backgrounds of the pedagogical process, the meaningful basis of which will be the author's concept and pedagogical technology that will find its objectivization and detalization in *partial hypotheses*, according to which:

- project-purposeful cluster will be based on the understanding of readiness for professional activity in the conditions of nonformal education as an integrative professional quality that provide to achieve promising private purposes and meanings in the market of nonformal educational services without excessive psychophysiological, intellectual and emotional stresses and strains and with minimal loss of time and finance. At the same time, the efficient parameters of the designated quality should be based, on the existing social demand, on the one hand, and on the other – on the need of the future masters of psychology in professional and personal self-realization;

- procedural cluster of formation of readiness for professional activity of future masters of psychology in the conditions of nonformal education reflects the adequate picture of full-time and

remote interaction of subjects of the andragogical process, during which it's continuing: to determine the level of readiness for professional activity in the conditions of nonformal education and to provide the initial recommendations on the development of this professional quality based on the results of this procedure; to build personal "startups" to enter the market of nonformal educational services and to construct individual trajectories of development of relevant competencies on the basis of established behavioral, internal-reflective and intellectual characteristics of the human, the degree of his personal motivation, as well as analysis of difficulties which it faced at the time of training pedagogical and psychological practice;

– efficient cluster of formation of readiness for professional activity of future masters of psychology in the conditions of nonformal education materialize via access to autonomous cognitive interests of students which ensure full subjectivity of professionals in the choice of options of self-identification and self-realization, intensive study of the nature of actual educational services.

2. The contradiction and complexity of nonformal education as a platform for professional self-realization of specialists in psychology

As previously stated, among the priority tendencies of the development of education in Ukraine in the XXI century, the processes conducive to satisfying any educational needs of citizens in nonformal way become important.

At the same time, the study of the content of such requests demonstrates a significant increase in the demand for psychological knowledge and elementary competencies of citizens of Ukraine, which confirms the need to form the readiness of present and future professional psychologists to various activities in nonformal education. Among the main contradictions which is the substantive basis of this problem – the contradiction between the obvious need to concentrate training courses for improve the competitiveness of future psychologists in the market of nonformal education and superficial understanding of the essential characteristics of students' readiness in educational programs for professional self-realization in unpredictable conditions of this environment, low understanding level of the nature of difficulties

which are awaiting graduates-psychologists who want to materialize their competencies in conditions of nonformal education.

It is true that the modern world requires the majority of specialists of permanent professional competitiveness and in terms of professional activity of the psychologist in the market of nonformal education, this quality is the main measure of the effectiveness of professional education.

In the scientific and pedagogical discourse, the phenomenon of nonformal education is unpopular and the study in this area is significantly inferior in the number of scientific publications and defended dissertations. Analysis of the content of the protocols of the inter-agency Coordinating Council for the scientific research in the field of pedagogy and psychology of the National Academy of Pedagogical Sciences of Ukraine indicates that, over the last seventeen years, the authors of Ph.D. and doctoral dissertations have chosen themes, directly or indirectly related to nonformal education, only 51 times!

Most of the works are devoted to the study of general tendencies in the development and organizational and pedagogical foundations of nonformal education in various countries of the world, namely Sweden (V. D. Davydova, U.Y. Derkach, M. I. Kolodko), Germany (O. V. Zunkina, V. M. Soloshchenko), UK (Sesay Mohamed), Belgium (O. V. Zakrevska), Czech Republic (V. V. Strizhalkovska), USA (N.O. Terekhin, O. V. Vasilenko), Canada (U. I. Shustak), Finland (I.V. Meleshko), Belarus (O. A. Isaeva), Ukraine (L. I. Vashchenko, O. L. Samodumska, L. I. Bryn)¹⁴.

One of the few scientists who the closest come to the problem for the training of humanitarian professionals to work in conditions of nonformal education, can be called V. Kabatska who has chosen to study the theme of formation of readiness of charity workers to provide educational services in the context of nonformal education, O. Polivka who concentrate discussion on the process of training of future teachers of expressive arts to training of the pupils of folk arts in conditions of nonformal education and O. Samodumska, the development of the theoretical and methodological backgrounds of training of future

¹⁴ Самодумська О.Л. Підготовка науково-педагогічних працівників до діяльності у неформальній освіті дорослих: реалії та перспективи : збірник наукових праць. Вісник Житомирського державного університету ім. І. Франка : зб. наук. пр. [редкол.: П. Ю. Саух (голов. ред.) та ін.]. Житомир, 2018. Вип. 4 (95).

andragogists in adult education in conditions of nonformal education became objective of her scientific activity.

At the same time, scientists have not yet been able to complete their research and, judging by leave the "marks " in open sources, they are still at the stage of pilot pedagogical experiments and at the formation of methodological and theoretical basis for further scientific activity.

Nevertheless, O. Samodumska already presented to the public the justification of the severity and urgency for problem of training of future or existing andragogists to adult education in conditions of nonformal education. The author singles out some contradictions in the pedagogical processes of higher education, presents preliminary hypotheses of the formative work, carried out the formulation of the problem in general terms etc. The author confirms the opinion that the purpose of nonformal education is the realization of the human right to life-long education, its active inclusion in professional and public life through obtaining the necessary and efficient appropriate educational services. Such services, according to O. Samodumska, are provided by groups of citizens at different levels-national, confessional, professional or otherwise, corporate entities, private individuals and their families that have the legal right to provide such educational services in Ukraine. Basic education and the qualifications of service providers of adult nonformal education are often inadequate to the requirements associated with teachers and educationalists in formal education institutions.

The authors have reviewed and brought forward the foreign experience for regularization of nonformal education, described its pros and cons, the essence and methodological basis, characterized the organizational and procedural conditions for its functioning, the mechanisms of state support, the ways of using of civic initiative, the dominant requests and the most popular forms and methods of their implementation. At the same time, we have not found substantive achievements of pedagogical science in the aspect of correction of professional education of specialists in psychology associated with intensive development of the market of nonformal education.

The purpose of this paragraph of the monograph is to highlight the perspectives and difficulties of training of future psychologists for professional activities in conditions of nonformal education.

In people's everyday experience, nonformal education is provided as education options for the population that is not culminating in the qualification, formal recognition of competencies or professional skills.

The Law of Ukraine "On education" defines nonformal education as such, which "is usually acquired by educational programs and does not provide the award of state-recognized educational qualifications by level of education but may culminating with the assignment of professional and/or the award of partial educational qualifications".

It is obvious that the main characteristic of nonformal education according to this definition is that it is an alternative application to formal education in the process of human life-long education and it is being implemented in order to guarantee the right to free access to education in convenient way and in comfortable conditions.

The society, at a certain stage of development of nonformal education, has decided that it provides the opportunity to obtain qualifications but the persons, who obtained it, are not officially recognized as specialists according to the existing standards of recognition by national education authorities.

Such a state of affairs is being adjusted progressively by the circumstances of objective reality that requires an absolutely adequate recognition of person's competence without any consideration for his formal education. Naturally, when in the world the lectures and public discussions of the majority of Nobel laureates are at free access, when many universities and colleges provide to use at no cost of the content developed by scientific and pedagogical workers – the right of academic education to a monopoly on the recognition of professional qualifications is gradually becoming nonsense.

Already today in Ukraine, subjects of recognition of qualification are approved (alack a day, still at the level of working professions¹⁵, list of working professions for which formally recognized qualifications is provided¹⁶).

It is obvious that this process will continue to receive the support of civil society which requires transparency and pragmatism in matters of development of the educational sphere, the withdrawal of the so called "Soviet type of thinking", one of the major weaknesses of which was the

¹⁵ Про внесення змін до Переліку суб'єктів підтвердження результатів неформального професійного навчання осіб за робітничими професіями : Наказ МОН України № 466 від 03.04.2018. URL: <https://zakon.rada.gov.ua/laws/show/z0491-18>

¹⁶ Про внесення змін до Переліку робітничих професій, за якими здійснюється підтвердження результатів неформального професійного навчання осіб за робітничими професіями : Наказ МОН України № 783 від 13.05.2017 URL: <https://zakon.rada.gov.ua/laws/show/z0665-17>. (дата звернення: 21.08.2018)

cross-regulation of most of the procedures and stages of education, the presence of a system of control over compliance with the formal signs of the quality of the organization of educational processes etc.

As opposed to this Soviet tradition, other system of values are at the top of the agenda, in particular setting on academic freedom, in Article 1. of the Law of Ukraine "On education" ' shall mean the self-dependence and the independence of the participants of the educational process during the implementation of pedagogical, scientific-pedagogical, scientific and/or innovative activities which carried out on the principles of freedom of speech, cogitations and creativity, dissemination of knowledge and information, free disclosure and use of the results of scientific research taking into account the restrictions, established by law.

The last sentence of the article on "taking into account the restrictions, established by law" is a key difficulty for all subjects of pedagogical and administrative processes because it requires them clear understanding of the existing legislative and regulatory restrictions in their pedagogical creativity.

At the same time, most of the possible restrictions are practically smooth away in the conditions of nonformal education any pressure from the quality of educational services control authorities, on the one hand, and on the other – by placing customers outside the protection from poor quality services or immodest charlatanism. Such services have a particularly strong presence in the "pedagogical" activities of "specialists" in finance and psychology.

Among the examples of such abuse it can be cited intense, vivid and strong advertising supply on the market of nonformal education which propose to present to clients "therapy of sacred alignment", "mental cleaning", "astral settings" etc.

These and other innumerable examples proved that the modern market of nonformal education is indeed characterized by the lack of any control over the subjects of educational services in which the people without classical psychological education and superficial understanding of the possible consequences of their commercial activity for the mental health and physical well-being of citizens appear and sometimes dominate in a certain way. At the same time, the possibility of the most complete embodiment of the potentials of graduates is observed in nonformal educational services areas where the necessary

conditions were spontaneously or purposefully created for the financial and social success of professionals in the sector.

Examples of making of successfully personal "startups" of market entry and designing of individual trajectories of development of individual professionals in the field of behavioural sciences allow to predict a further increase in the interest of graduates with master's degrees in psychology and expanding the range of services and themes of interaction with potential customers through the establishment of their behavioral, internal-reflective and intellectual needs, actual motives for ordering services, overcoming the difficulties of personal and professional life through psychological support etc.

The included monitoring of the peculiar workings of psychologists in the conditions of nonformal education in its modern version allows to explicate the following important characteristics: accessibility, comfort, personality-oriented character, logistic and aesthetic appeal of forms of pedagogical and andragogical interaction. At the same time, psychological knowledge and practical skills are one of the most popular requests that enable the most complete realization of natural potencies of each person in the reality of Ukrainian society.

Among the negative circumstances of existence of market of nonformal psychological and educational services – uncontrolled and sometimes low-skill "service" and sometimes charlatanism on the part of its subjects when the purpose of "educational activities" is the maximum profit obtained largely from the painful problems of people. It does make the distrust of psychological science and its professionals-psychologists, psychotherapists, psychiatrists etc.

Normalization of the situation, we believe, is possible by active intervention or better yet market of nonformal education services dominance of professionals in their field, their increased popularity and their productivity.

We shall note, that the majority of young professional psychologists, understanding the complexity and responsibility for the results of their professional activities in conditions of nonformal education, often abandon the practice of large-scale activities in nonformal education of the population completely in favor of well-tested and proven models of client's individual counseling which generally resembles the classic "revolutionary situation" when professionals can't yet work "in a new way" and the population does not want to receive

educational services "as before" – that is in traditional universities and other formal educational institutions.

In favor to remedy such shortcomings advocated by the strong democratic processes in society, that has finally touched the sphere of real education.

The Laws of Ukraine "On higher education" (2015), "On education" (2017), the Concept of the new Ukrainian school (2017); the National Policy for the Development of Education and other legal and ideological documents demonstrate not only the tendency for the population to choose more freely educational programs and institutions provide general, vocational or higher education but also the promotion and recognition of nonformal education as an important part of the system as a whole.

These documents with their content have expanded the opportunities for freedom of every individual, have become an important factor in optimizing the activities of the nonformal educational sphere of Ukraine, bringing the moment when adequate requirements for its quality will be put forward and the initiative of all its subjects will also increase with responsibility for the education of the population during life.

CONCLUSIONS

The arguments presented in the article prove the currently forward-looking of scientific research of the problem of professional training of future masters in psychology for professional activity in the conditions of nonformal education.

Concrete definition of shortcomings and empirical characteristics of the traditional pedagogical process in higher education institutions, search and justification of indicators of readiness said specialists to work successfully in circumstances of uncertain nature need to be further addressed.

Identification and highlighting of the more popular and better ways of nonformal educational business which potentially includes psychological and pedagogical services of future masters of psychology is also the significant problem.

Forward-looking theme for addressing is the analytical work on the content of the most constructive proposals of Ukrainian and worldwide researchers of the problem, looking for ideas to extrapolation from related sectors and areas in which the issue of increasing the competitive

advantages of specialists in the market of nonformal educational services has become the subject of research or empirical success.

The defined problematics was the subject of related attention of a number of humanitarian nature scientists that considered nonformal education of the population and professional education of future educationalists and teachers from different perspectives and from different points of view – psychological, pedagogical, sociological etc. At the same time, the basic conclusions and generalizations of scientists lived often together peacefully in framework of dissertation ideas but encountered aggressively in practice, demonstrating too weak linkages to it. In particular, in the Ukrainian scientific discourse on nonformal education at the level of previous, intuitively appealing forecasts at this stage of the study, we have only projects of general and partial hypotheses.

Perspective for further study is: identification and highlighting of the more popular and better ways of nonformal educational business which potentially includes psychological and pedagogical services of future masters of psychology is also the significant problem; analytical work on the content of the most constructive proposals of Ukrainian and worldwide researchers of the problem; looking for ideas to extrapolation from related sectors and areas in which the issue of increasing the competitive advantages of specialists in the market of nonformal educational services has become the subject of research or empirical success.

SUMMARY

The article deals with perspectives and accents of training of the future masters in psychology for professional activities in the conditions nonformal education

The article emphasizes one of the most popular requests of the market – psychological knowledge and the practical skills that enable the most complete realization of natural potentials for each person in the reality of Ukrainian social medium. Unfortunately, owing to an almost total lack of any State and professional communities control over the subjects of such activities, people without classical psychological education and superficial understanding of the possible consequences of their commercial activity for the mental health and physical well-being of citizens appear on the market and sometimes dominate in a certain way.

Thus, the general hypothesis is based on the assumption that the preparation of future masters in the specialty 053 "Psychology" in institutions of higher education will be more effective in the context of the formation of students' readiness for professional activity in nonformal education, if it is implemented according to the developed theoretical and methodological backgrounds of the pedagogical process, the meaningful basis of which will be the author's concept and pedagogical technology that will find its objectivization and detalization in partial hypotheses

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THEORETICAL ASPECTS OF INNOVATIVE PROJECT ACTIVITY

Pushkarova T. O., Blahun N. M.

INTRODUCTION

The concept “quality of education” has become a key one as it determines the vector of development of education in the modern world. One thing is for sure, the whole education strategy is based on this concept: both the position of the domestic education system on the international stage and the performance of education institutions and the evaluation of funds invested in education. If we want our school provides quality education, it is essential to reach an understanding: how today to integrate traditional approaches to education with modern information technologies, ideas about the further development of education under international quality assessment systems. “It is quite obvious that mankind evolution is becoming increasingly dynamic. The fact is proved by the analysis of any sphere of public life. The change of ideas, knowledge happens faster than the change in human generation. And it means that it is impossible to provide a person with a traditional education for the life term not only in a good school but also in the best university”, the President of APS of Ukraine V. Kremen wrote in 2006. What is to be done? The substantive answer to this question is indicated in the Law of Ukraine “On the Basic Principles for the Development of an Information-Oriented Society in Ukraine for 2007–2015”: “One of Ukraine’s top priorities is the striving to build a people-oriented, open to all and development-oriented information society where everyone could create and collect information and knowledge, have free access, use and share it to enable everyone fully realize own potential contributing to social and personal development and improvement of the quality of life”. Further, it is stated that today there are all “... reasons to believe that the domestic market of ICT is in a state of active formation and, under certain conditions, may become the basis for the development of the information society in Ukraine”.

Education policy is a socially-oriented direction of the life of the population, which has to fulfill its needs to obtain the necessary knowledge, skills and abilities freely and use them to support their life activity worthily. The main task of the state's education policy is to create that sort of education system that would harmonically dovetail with the international education system and form a well-developed personality.

The social need drives the modern school, its teachers, to new pedagogical ideas and technologies, the dissemination and introduction of advanced pedagogical experience. At the same time, it should be noted that the reform of education will reach its goal only when the modernization of education gathers features of an evolutionary-prognostic process. The education innovation activity is the way to achieve a more effective development of our society.

In modern education, innovations are becoming more widespread. In fact, innovations are intended to harmonize relations in the educational process, to bring its results in line with the requirements of society and individual human needs, to solve the problems of forming a socially useful and successful personality.

Innovation management in modern school is a complex multifunctional activity, which is influenced by many problems that accumulated in the education environment in the last century: poverty of physical and information resources, inertia, and lack of qualified pedagogical and managerial staff.

The use of ICT is one of the most important courses of development of information society. Informatization is a necessary component and condition of the general *modernization* of education, renewal of the content and forms of educational activity, education management. In this context, the school should develop new skills of students: to adapt and find their mission in the life, the ability to collect information independently, to analyze, summarize and pass it along to other people, to embrace new technologies. An adequate response to the challenges of time is the implementation of a new model of teaching and learning process focused on the independent work of students, group mode of study, the formation of necessary skills. The active use of information and communication technologies (ICT) in the teaching and learning process can and has to play a significant role in this transformation.

1. Innovative education project

An innovative project is a conceptual program document of the complex of social and pedagogical projecting of innovative development of education. The socio-pedagogical project is presented as an innovative form of organization of the educational environment based on the complex nature of the activity of the temporary team of experts, which takes place in the conditions of active interaction with the environment aimed at fulfilling a specifically reasonable goal and a specific outcome (changes), an action plan, and limited by a particular time term and physical-financial resources.

According to a relevant interpretation of the “project” as a socio-pedagogical category, which requires a comprehensive approach in achieving certain results (changes), the issue of project management at different levels of the educational hierarchy needs an individual analysis. Under such conditions, the author considers the education project management system as a kind of structure (or ideal model), which reflects the priority areas, characteristics of the future management system.

In Ukrainian pedagogical practice, the project became a widespread form of organization of an innovative environment in the last decade. However, domestic experience gained in project activity has not become the subject of study and generalization at the scientific and theoretical level. Some issues of project management were covered in professional editions, Ukrainian periodicals. Among fundamental papers, a study guide of I. Pidlasyi deserves special attention; it focuses on the subject of pedagogical diagnostics, methods of logical analysis and expert evaluation of teacher’s activity, prediction of its consequences. However, the concept “pedagogical project” is not developed in the paper of the scholar but only mentioned in the context of the need for its expert examination “at the stage of design” and diagnosis “when it refers to the real process”.

Projects are a hands-on example of a project form of organization of education environment. The form of the project makes it possible, following each idea, to develop a modern concept whose integrity was provided by statistics on the state of regional education, to justify the target prospects, to determine the range of measures needed to achieve the goal.

Taking into account the latest approaches in the practice of project activity, it is necessary to consider education project management as the development (designing) of an ideal model of the management system where its priority areas (or main characteristics) are concentrated. The following advantages, which have been proven its capabilities, support that sort of approach: to respond to environmental changes (advancements in information technology, orientation on subject-object interactions in the education process, ideological changes in society as a need to review the content-related component of learning, etc.) flexibly; to focus efforts of professionally active experts in different branches of scientific and practical knowledge for simultaneous “breakthrough” (achievement of optimal results) in several priority areas; raising personal responsibility of each member of the temporary team for the results achieved; attraction and distribution of the physical and financial resources directly in the implementation of an individual project.

Arrangement of innovative projects management creates comfortable conditions for joint productive activity of different experts. Therefore, it is especially important to focus on such a management system which would take into account not only individual factors (financial, physical, information, human) but also their integrative interaction.

In our country, project management became widely used in the sixties and was called a network system of planning and control. The fact is that project management methods are based on the presentation of a project in the form of a network diagram which shows a link between different activities (operations) of the project.

In the seventies, the interest in networking methods of planning and management declined as the causes of the low efficiency of many projects are deeper – in the foundations of the socio-political and economic mechanism of the state.

Nowadays, great attention is paid to the management of innovative education projects. Many academic projects are introduced in education institutions. But despite the abovementioned facts, most projects are often implemented in a wide range of industries based exclusively on the experience of those people who are responsible for the project. The situation worsens when one has to work on several large-scale projects at the same time, 4 or even one but very complex, that is important for the further functioning of the education institution. In such a case, it is

necessary to use an innovative project management system based on optimization models for the best distribution of resources (financial and physical) both between several projects and within one project.

Innovative project management is the art of managing and coordinating labor, physical and other resources throughout the lifecycle of a project by applying systems of modern management techniques and methods to achieve the results defined in the project in terms of structure and scope of work, cost, time, quality of the project. Using control technology of innovative education projects, many techniques and principles have been developed to assist project managers.

At the same time, new problems appeared in the last decade due to the need in involving academic teams of education institutions in active innovative activity. Thus, the study of experience in implementing innovative projects in schools revealed the following problems:

- a poor account of the specifics of a particular school, special aspects of its experience, problems, resources.
- Forced implementation of an innovative project, the tendency to get faster growth of indicators from the renewed areas of work.
- Lack of focus on the outcome (the project is implemented “for the sake of the project”, for the “innovation” report).
- Sub-optimal distribution of work among project participants.
- Lack or low quality of expertise of the innovative project.
- Excessive strict managing, or vice versa, the administration is disengaged from project management limiting by pro forma control of the outcome.
- Lack of a unified system of organizational-management activity in the process of preparing, testing and consolidating innovations in the operation of a school.

Leading experts in education system management mark the following stages of the development and implementation of the innovative project:

- 1) substantiation and advancement of innovative ideas;
- 2) development of an innovative project;
- 3) appraisal of the innovative project;
- 4) local implementation of innovative ideas (their experimental testing);
- 5) control of innovation;
- 6) analysis of control results;

- 7) updates;
- 8) amplification and improvement of innovative experience;
- 9) the transition of innovation to the category of traditions.

It is determined the sequence of organizational stages of innovation activity. Moreover, in the process of development and implementation of innovation, there is a need to make managerial decisions on the prolongation or termination of work, on its regulation and update. Managerial decisions are made based on reliable and complete information – they allow regulating the innovation process preserving its integrity and purposefulness, stimulating the most successful and up-to-date innovations and timely stopping the development of ineffective, unpromising ideas, which are unfeasible in this school by this group of innovators.

Participation in the innovative project management of all its subjects allows carrying out adaptive management of innovations ordering the activity of participants of the innovation process. In case of that kind of organization of innovation activities, the introduction of the new takes place as a process of change of formal and informal structures.

2. Control technology of innovative education project

The innovative education project is a cycle of scientific, teaching and other activities which is purposely designed to solve a specific problem in the education system with a planned time-table for implementation, requirements for results, relevant resources and specifics of its organization.

The education system is a set of factors specially created for the realization of educational functions. The problem specified in the project is a contradictory situation in a specific component of the education system. The overall objective of the project is to amend a relevant component of the education system that results in the elimination of a certain contradiction. The components of the overall objective of the project are tasks, and the result of the project is a product (training programs, study guides, academic, methodical, information resources, etc.) or a service (training, resource support) that provides a solution to a defined problem in the education system and determination of the conditions for effective use of such a product (service) and its implementation in the education system.

In terms of duration, an innovative project can be short-term (up to two years, medium-term (from two to five years), long-term (more than five years).

The principal stages of the implementation of an innovative education project are as follows:

preparatory (organizational measures and development of a complex of guides (scientific, methodological, experimental, diagnostic, etc.) for the realization of a conceptual model of the project (hereinafter referred to as conceptual model);

technological (implementation of the conceptual model, control over the implementation of Project program, generation of intermediate results, their update (if necessary), the achievement of the results following the overall objective of the Project);

summing up (generalization, systematization, evaluation and approval of the results of the Project).

Project team establishes interim (additional) stages of the project.

The project initiator is a legal entity that submits the project proposal to the project management board and is responsible for the implementation of the Program under the project order. The initiator may be presented by an education institution regardless the type, level of accreditation and affiliation, scientific, scientific-methodological or methodological institution, R&D enterprise, the institution of postgraduate pedagogical education, state education management bodies. The project management body may be represented by authorized state education management body (or other executive authority) which gives consent to involve an education institution (establishment, organization) in the project base, agrees terms and conditions under which education institutions (establishments, organizations) are involved in the project base (legal, organizational, financial) with head of education institutions (establishment, organization) and the initiator, controls the impact of the project on the educational process following the powers defined by the current legislation.

The project management body is an authorized state education management body that decides on the implementation of the Project.

If an initiator is a state agency of education management, the decision on the project implementation is rendered by its collegial body. Project management board admits letters and documents regarding the development, organisation and implementation of the project (proposals,

reports, detailed plans, complaints etc.) for examination from project participants, education institutions (establishments, organizations) and the public and facilitates to the achievement of an overall objective.

To organize the evaluation (expert examination) of the document regulating the development and implementation of the project, the initiator, project management body define: purpose and characteristics of document evaluation, method of organization of document evaluation (involvement of independent experts, relevant scientific, research, scientific-methodological and methodological institutions and organizations, educational establishments, etc.; individual or group discussions, meetings; presentations or competition; presentation of the document for public discussion; creation of expert group, commission), the conditions of performance of document evaluation and the requirements for its results. The complex conclusion on the document includes general evaluation of the document, justification of conclusions, requirements and recommendations for improvement of the document and determination of further actions according to the content and conclusions.

The relations between the project participants are regulated based on concluded agreements and the current legislation and come into force from the date of issuing the order on project implementation. Professional personnel are a specially created team for the development of the conceptual model, the Program and the implementation of stages of the innovative project, the working group and the responsible persons. Employees of different organisations and other physical persons are included in the professional personnel under the terms of mutual agreements. The working party may involve research supervisor(s) of the project, coordinator(s), and other responsible persons (if necessary).

The project coordinator or another person responsible for the scientific level and performance may be a scientific supervisor of an innovative education project. Coordinator of the project may be presented by the research supervisor of the project or another person who is responsible for the organisation of Program implementation.

The base of the innovation project is the institution (establishment, organization) or their branches providing the research object(s) and (or) appropriate resources (human, information, physical, etc.) to implement the project stages. An education institution, establishment, organization

of the education system, organization of another branch may be a participant of the project base regardless of the type of legal entity.

Confirmation of the consent to engage the above education institutions (establishments, organizations) in the project base is the corresponding letter to the initiator from the body (bodies) managing the project base (in the form specified by the initiator) to which the decision of the collegiate body of the education institution (establishment, organization) on participation in the project is attached. In the process of the implementation of the education project, the Initiator can make changes in the body and conditions of the functioning of project base, and working group or project management body (bodies) can initiate them by submitting a substantiated proposal to the Initiator, who decides on amendments to the body and conditions of the functioning of the project base.

Participation in the project does not change the subordination, type, level of accreditation, organizational and entity form of the education institution. The reason for initiating the project is the defined problem in a specific component of the education system, the availability of a conceptual model of the relevant project and the decision of the collegial body of the Initiator.

The specification of a conceptual model includes:

- full name (topic) of the project;
- problem statement and substantiation of its relevance;
- overall purpose, objectives and expected results of the project;
- theoretical and methodological regulations on the implementation of the project objectives (source base; description of the structure of organization, content, methods and means of activity stages, the value of the expected results (theoretical, practical, innovative), functions of staff, project base, etc.);
- description of the criterion apparatus for project effectiveness (methodological approaches to performance evaluation, quality indicators of results, qualimetric tools, etc.);
- description of the possible negative consequences of the project implementation and ways of their elimination;
- other components of the conceptual model, which are defined by the supervisor(s).

The program reflects the overall plan for the implementation of its conceptual model and contains:

- overall purpose and results of the project;
- the purpose, objectives, expected results and timing for each stage of the project;
- a list of didactic tools, training facilities, other materials and resources that are essential for the implementation of the tasks of a particular stage of the project.

A comprehensive plan for the project phase is drawn up in accordance with the Program and reflects the progress and logic of tasks execution, use of resource and cost. The comprehensive plan is also supplemented by plans of research and projects for the period of stage implementation, list of education institutions (establishments, organisations) which compose the base of the project stage and confirmation of the consent to their participation. During the consideration of proposals, the following should be evaluated: relevancy of the defined problem, correspondence of the conceptual model, compliance of the Program with its overall purpose, scientific and human potential of the project, expediency of the functions of project base, use of didactic tools, training facilities, other materials in teaching and educational process (availability of expert results, the relevant stamp of the Ministry), motivational factors of activity of project participants, balance of positive and negative impacts of project results in the education system, efficiency of resources consumption (financial, physical, human resources, etc.), compliance with the current legislation and public norms. When considering the comprehensive plan of the project stage, it is necessary to evaluate: the correspondence of the objectives of the stage to the overall purpose and objectives and scientific and human potential of the stage, the expediency of the basis for the project execution, compliance of the sequence and content of the tasks and activities of the stage with a logic for achieving a goal of the stage, the optimality of the plan of resources, evaluation criteria the quality of the results, other parameters of the comprehensive plan of the stage defined by the project management body.

During the consideration of the report on the results of each stage of the project (according to the comprehensive plan of a relevant stage), the following are evaluated: completeness of the tasks execution of the stage and achievement of the goal of the stage, quality of the achieved results of the stage, adherence to the plan of expenditure of resources (financial,

physical, personnel, etc.), other parameters of the report specified by the project management body, comprehensive plan of the next stage.

The complex conclusion of the report(s) on the results of each stage(s) of the project includes:

- generalized evaluation of the report;
- justification of the conclusion;
- conclusion.

Depending on the outcome of the evaluation of report(s) on the results of the stage (s) and comprehensive plan (s) of the next stage (s), the project management body provides the initiator with a comprehensive conclusion or decides and issues an executive document to approve the results of that stage (s) and confirm the next stage (s) of the project. Based on a relevant comprehensive conclusion about the report on the results of the last stage, the project management body issues a regulatory document approving the results of the last stage and compiling the final report (within the specified deadlines).

All rights of ownership of research and development information, innovative product and other particular results of the project are originated, realized, conveyed and protected under the current legislation. During the consideration of the final report, the following are evaluated: completeness of the tasks and achievement of the common goal, quality of the obtained results, adherence to the plan of expenditures of resources (financial, physical, human, etc.).

Based on a comprehensive conclusion on the final report, the project management body makes the decision on the project finish and issues an order which determines the basis for the decision to complete the work, provides an assessment of the work of the project participants, determines the follow-up activity on the results and measures (promulgation, presentation, dissemination etc. of project results, measures of encouragement (collection) for participants of the project, start of a new project, etc.).

CONCLUSIONS

In our country, project management became widely used in the sixties and was called a network system of planning. The fact is that the basis of project management methods is the presentation of the project in the form of a network diagram that reflects the relationship between the various activities (operations) of the project.

In the seventies, interest in networking methods of planning and management declined as the reasons for the low efficiency of many projects are deeper – in the foundations of the socio-political and economic structure of the state. But despite the abovementioned facts, most projects are often implemented in a wide range of industries based exclusively on the experience of those people who are responsible for the project. The situation worsens when one has to work on several large-scale projects at the same time, 4 or even one but very complex, that is important for the further functioning of the education institution. In such a case, it is necessary to use an innovative project management system based on optimization models for the best distribution of resources (financial and physical) both between several projects and within one project.

Based on the previous definitions, one can assert that an innovative project is a system of activities, which are interdependent and interrelated in the context of resources, timing and executors aimed at achieving specific goals (objectives) in the priority areas of the development of education and science.

The level of significance of the project determines the complexity, duration, team of contractors, scale, nature of promotion of the results of the innovation process that affects the content of project management.

SUMMARY

In modern education, innovations have become more widespread. In fact, innovations are designed to harmonize relations in the educational process, to bring its results in line with the requirements of society and individual human needs, to solve the problems of forming a socially useful and successful person.

In modern school, innovations management is a complex multifunctional activity, which is influenced by many problems that accumulated in the educational environment in the last century: poverty of physical and information resources, inertia, lack of qualified pedagogical and managerial staff.

Innovation management in modern school is a complex multifunctional activity, which is influenced by many problems that have accumulated in the education environment in the last century: poverty of physical and information resources, inertia, and lack of qualified pedagogical and managerial staff.

The use of ICT is one of the most important courses of development of information society. Informatization is a necessary component and condition of the general *modernization* of education, renewal of the content and forms of educational activity, education management. In this context, the school should develop new skills of students: to adapt and find their mission in the life, the ability to collect information independently, to analyze, summarize and pass it along to other people, to embrace new technologies. An adequate response to the challenges of time is the implementation of a new model of teaching and learning process focused on the independent work of students, group mode of study, the formation of necessary skills. The active use of information and communication technologies (ICT) in the teaching and learning process can and has to play a significant role in this transformation.

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PRIORITY VECTORS OF MUSIC-PEDAGOGICAL REFLECTON IN THE FEDERAL REPUBLIC OF GERMANY AT THE TURN OF XX – XXI CENTURY

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INTRODUCTION

The humanistic orientation of the pedagogical science and practice development, the requirements of increasing the spiritual sphere as a strategic resource for the further development of mankind, actualize the systematic scientific and pedagogical search for ways of optimizing music education area as an important factor in the spiritual development of personality from early childhood to old age.

As you know, the definition of music education as one of the main means of forming the spiritual culture of mankind took place in ancient times. Ideas and practical activities of prominent personalities of various national cultures contributed to the formation of ideas about the positive influence of music and music education on personality and society in various aspects (religious, ethical, aesthetic, patriotic, emotional, intellectual, therapeutic, etc.): Confucius, Socrates, Plato, Aristotle, Guido of Arezzo, Ya. A. Komensky, J.-J. Rousseau, H. Skovoroda, J. Pestalozzi, H. G. Nägeli, M. Lysenko, E. Jacques-Dalcroze, R. Steiner, B. Yavorsky, B. Asafyev, Z. Kodaly, C. Orff, D. Kabalevsky and many others.

And today the problem of the functional significance of music and music education attracts the attention of various professional circles of humanity: philosophers, culturologists, educators, musicians-performers, composers, psychologists, sociologists, doctors, state figures, and others.

Prominent role of music education in the transfer of music and cultural traditions, the formation of the music culture of the younger generation, as well as the influence on the spiritual development and humanization of society determines the relevance of studying and implementing the best achievements of world music pedagogy, in particular, Germany, whose musical and educational traditions originate from the earliest times of Charlemagne reign (742-814) by the Frankish Empire, and the music and pedagogical theory in the process of

historical development has evolved from applied knowledge to an independent scientific branch thanks to the efforts of many generations.

1. Cultural-anthropological aspects of music-pedagogical reflection in Germany at the end of the XX – the beginning of the XXI century

Music pedagogy of modern Germany is an open system, the characteristic feature of which is the pluralism of musical and pedagogical positions, which, on the one hand, promotes the democratization of the music and educational space, and, on the other hand, creates the basis for a permanent scientific and practical discussion on the problems of musical education, upbringing and development.

One of the major tasks of music-pedagogical science in the Federal Republic of Germany at the turn of the second and the third millennium is the study of the cultural and anthropological foundations of music education: the essence of music and its place in the inner and outer world of personality, the phenomenon of music influence and the functional significance of music education in various spheres of human activity and society, the natural music human makings and the factors of their development.

Music in German scientific literature is considered in different perspectives: as an acoustic phenomenon, an acoustic-symbolic system, an aesthetic object – a work of art, language of feelings, historical document, subjective self-expression of the composer, a means of symbolic reflection and knowledge of the inner and outer world of the person, processes and results of social relations, means of communication, education, self-expression and self-realization of the individual, a source of aesthetic pleasure, a cultural phenomenon, which has its own autonomous value, and which every person accepts and understands subjectively based on its own vital (cognitive, emotional, psychomotor, etc.) experience, and so on¹.

Researchers in the Federal Republic of Germany are investigating a wide range of music influences on human mood and behavior by

¹ Günther G. Die gesellschaftliche Relevanz außerschulischer Musikbildung : quantitative Untersuchung zu Entwicklungschancen und –problemen musizierender Jugendlicher im aktuellen gesellschaftlichen Kontext. Frankfurt am Main: Lang. 2002. S. 14; Kaiser H. J. Zur Bedeutung von Musik und Musikalischer Bildung. *Ästhetische Theorie und musikpädagogische Theoriebildung*. Mainz. 1998. S. 98–114.; Kraemer R.-D. Musikpädagogik – eine Einführung in das Studium. Augsburg: Wißner. 2004. S. 63.

empirical and theoretical methods: in public places, for example, in shops, music stimulates the desire to buy, entertains, reduces the risk of theft; in the workplace – increases or decreases productivity; in the process of intellectual activity – helps or disturbs; in the process of watching movies, video clips, and advertising– reinforces the emotional influence of the pictures line; in medicine – affects the autonomic nervous system: changes in the heart rate, rhythm of breath, blood pressure, chemical composition of blood, muscle tension, reduction of pain, sensation of fear, for example, during a visit to a dentist or in preparation for surgery; in psychotherapy – relieves stress, improves mood, normalizes the mental state, etc.²

A broad scientific discussion was caused by the problem of the music influence music on the development of cognitive human abilities. Empirically, German scientists also came to the conclusion that, although music has a special emotional and expressive potential, it appears as an intermediary between rational and irrational, conscious and unconscious, thinking and action. In the process of creating, representing, perceiving and playing music, an equal role is played by cognitive, emotional and practical-activity factors, and therefore the music activity is recognized as a means of mental, emotional and physical development of the individual³.

As shown by the results of the analysis, the common for the publication of the Federal Republic of Germany is the recognition of multifunctional importance of music in the life of a person and society. At the same time, scientists point to the impossibility of always accurately predicting the impact of music due to the fact that different individuals in different situations react differently to the same musical composition. It is also stated that the music influence can be both positive and negative depending on the music itself, the situation in which it perceives, the degree of intellectual and emotional development of the individual, his past life experience and personality (for example, extravert, introvert, melancholic, choleric, etc.), music experience, ideas and knowledge of a person about the specific music that he/she perceives, and so on⁴.

² Behne K.-E. Wirkungen von Musik. *Kompendium der Musikpädagogik*. Kassel. 1995. S. 339.

³ Günther G. Die gesellschaftliche Relevanz außerschulischer Musikbildung : quantitative Untersuchung zu Entwicklungschancen und –problemen musizierender Jugendlicher im aktuellen gesellschaftlichen Kontext. Frankfurt am Main: Lang. 2002. S. 21.

⁴ Behne K.-E. Wirkungen von Musik. *Kompendium der Musikpädagogik*. Kassel. 1995. S. 333–348.

In this regard, a problem of personality music socialization becomes relevant in German society. In the new theories of music socialization, the emphasis is not just on adapting the individual to the music life of society, but on the formation, as a result of taking or, conversely, the rejection of various “offers” of music life, individual style and forms of interaction with music based on knowledge of the positive and negative possibilities of its impact. The concept of “musical self-socialization” emphasizes self-choice role and independent active participation of the individual in the process of involvement in music culture and the formation of the music environment⁵.

Concerts, the music industry, the music interests of parents, relatives, friends, etc., music education activities of mass media, music associations, churches and especially organized music education in kindergartens, comprehensive and music schools, higher educational establishments are determined as important factors in music socialization of a person, in addition to his/her own music activity⁶.

Since the mid-1990s, the concept of “key competencies” or “key qualifications”, which define as the ability to solve the problems and gain new experience in the relevant sphere, is becoming popular in the pedagogical circle of the Federal Republic of Germany. And in the late 1990’s, a musical-pedagogical discussion on the orientation of the music-educational process to the formation of key competences that will enable the individual to solve the problems in music art and enrich music experience began⁷.

Music competence perspectives are distributed according to the main types of music activity (music reception, production, reproduction,

⁵ Müller R. Selbstsozialisation. Eine Theorie lebenslangen musikalischen Lernens. *Empirische Forschungen – Ästhetische Experimente*. Wilhelmshaven. 1995. S. 63–75; Pape W. Perspektiven musikalischer Sozialisation. *Musikpädagogische Biographieforschung. Fachgeschichte – Zeitgeschichte – Lebensgeschichte*. Essen. 1997. S. 140–167; Rösing H. Musikalische Sozialisation. *Kompendium der Musikpädagogik*. Kassel. 1995. S. 349–372.

⁶ Pape W. Perspektiven musikalischer Sozialisation. *Musikpädagogische Biographieforschung. Fachgeschichte – Zeitgeschichte – Lebensgeschichte*. Essen. 1997. S. 158.

⁷ Bastian H. G. Musik(erziehung) und ihre Wirkung : eine Langzeitstudie an Berliner Grundschulen. Mainz: Schott. 2000; Bimberg G., Bimberg S. Musikwissenschaft und Musikpädagogik: Perspektiven für das 21. Jahrhundert. Essen: Die Blaue Eule. 1997. S. 25; Gruhn W. Wie entsteht Musikalische Bildung? Von den Chancen und Schwierigkeiten des Musikunterrichts heute. *Musik & Ästhetik*. 1999. № 12. S. 52; Kaiser H. J. Kompetent, aber wann? Über die Bestimmung von „musikalischer Kompetenz“ in Prozessen ihres Erwerbs. *Musikalische Bildung*. 2001. № 3. S. 5–10.

reflection, music transformation into other arts), more than according to the components of musicality (an ear for music, sense of rhythm, music memory, etc.), that is, pragmatic question of preparation for real musical practice becomes relevant: deliberate listening, making music, music discussion, using of media technologies, etc. and, thus, the competent use of music for personal and social purposes. At the same time key elements of music competence include not only specific music knowledge, skills and abilities, but also such personal qualities as creativity, readiness for communication and cooperation, ability to concentrate, initiative, etc.⁸

In connection with awareness of the multifunctional music significance, German researchers seek to empirically bring music education value and the indispensability for the development of various spheres of human life and society. The study of so-called “transfer-effect”, or “transfer-influence”, music education in psychological, social-integrative, moral, therapeutic and other contexts is becoming relevant⁹.

In 1992, a long-term pilot project (1992-1998) on the basis of Berlin’s primary schools began; leading to sensational results and received a broad resonance both in Germany and abroad¹⁰.

The experiment involved pupils from advanced music teaching and regular classes for comparison. The detailed documentation of the study proves that in the pupils of the first group at the fourth year of study observed an increase in the general level of intelligence, success, motivation to study, the ability of creative thinking, concentration, cooperation, communication, integration in the team, objective self-esteem, endurance, readiness for positive interpersonal relationships at school and others. The results of the study allowed his author (H. Bastian) to assert that music education is an ideal means of effective development of the key qualifications required in a modern society: apart from the development of specific music abilities, in the process of

⁸ Bastian H. G. Musik(erziehung) und ihre Wirkung : eine Langzeitstudie an Berliner Grundschulen. Mainz: Schott. 2000. S. 305; Gruhn W. Wie entsteht Musikalische Bildung? Von den Chancen und Schwierigkeiten des Musikunterrichts heute. *Musik & Ästhetik*. 1999. № 12. S. 52.

⁹ Bimberg G., Bimberg S. Musikwissenschaft und Musikpädagogik: Perspektiven für das 21. Jahrhundert. Essen: Die Blaue Eule. 1997.

¹⁰ Bastian H. G. Musik(erziehung) und ihre Wirkung : eine Langzeitstudie an Berliner Grundschulen. Mainz: Schott. 2000.

music education and upbringing, intellectual, creative, aesthetic, social, emotional and psychomotor personal development is carried out¹¹.

Convincing evidence of music education possibilities in solving socio-cultural problems became the conclusions of six years' experience scientific study under an experimental project program – “Music Against Violence and Aggression” (since 1994), conducted on the initiative of the famous violinist, conductor and music figure Yehudi Menuhin on the basis of 60 schools from 13 European countries, including Germany. The peculiarity of studying in these schools was in advanced music direction of the curriculum: the students were engaged in singing, dancing, creating music, etc. The results of the study prove a real opportunity to educate a civilized and humane generation by means of musical education¹².

On 8-9 September, 2003, an International professional congress “Music for children” was organized in Germany, where representatives of various countries reported on the results of research on the capacities of music and music education. The purpose of this event was to draw the attention of all social forces to the music education problems and to emphasize its global significance for the further existence and development of the society¹³.

The main conclusion of the action was to determine the possibilities of the positive music education influence on the mental, social, emotional, aesthetic, creative, mental and physical development of children, qualitative transformation of various aspects of the person's life (meaning of being, communication, personal and social identification, sense of satisfaction, etc.), achievement and preservation of peace and understanding among peoples¹⁴.

An important conclusion of scientific observation in adult music education was that adult music lessons are not less valuable than in childhood and adolescence to provide a full-fledged life: apart from specifically artistic development, music education contributes to creative potential development, communication skills of an adult person, raises

¹¹ Bastian H. G. Musik(erziehung) und ihre Wirkung : eine Langzeitstudie an Berliner Grundschulen. Mainz: Schott. 2000. S. 624; Bastian H. G. Kinder optimal fördern mit Musik. Mainz: Schott. 2001. S. 101.

¹² Bastian H. G. Kinder optimal fördern mit Musik. Mainz: Schott. 2001. S. 65.

¹³ Musik bewegt. Positionspapiere zur Musikalischen Bildung / [hrsg. von Deutscher Musikrat]. Berlin: Renk. 2005. S. 7.

¹⁴ Ibid. S. 8.

the feeling of life joy, self-esteem, helps to survive crisis situations in life, improves mood, working capacity, develops mental self-regulation skills, initiative, endurance, self-discipline¹⁵.

The results of empirical studies indicate that choral singing in family, church and other public institutions of amateur musicians creates ideal conditions for mutual understanding between different generations¹⁶.

Analysis and generalization of German educators and scientists justifications for the necessity of music education for society and its individual members allows us to present the main theses of German music pedagogy in this context in the following perspectives:

- anthropological: the creation and experience of music is a special way of human existence, and music is the most natural means of human self-realization, communication with music contributes to the harmonious development of natural potential and the full formation of personality;

- cultural and pedagogical: by nature, a person is a cultural and creative being, music is an integral part of human existence and as a manifestation of human culture should be accessible to every member of society; mastering the values of music culture is carried out in the process of music education;

- general pedagogical: a person is subject to educational influence, and music is a means of upbringing; musical education positively affects not only the development of musical abilities, but also the intellectual, creative, aesthetic, social, emotional, psychomotor development of the personality, the formation of his/her intelligence;

- esthetic-educational: a determining role in the knowledge of the world is played by feelings, each of which allows you to get specific information about reality and can not be replaced by others, and various musical activities provide no indispensable opportunity for the development of the sensory sphere, the aesthetic knowledge of the world and the formation of aesthetic attitude to it;

- socio-pedagogical: music education is an effective means of music socialization of personality, humanization of person and society,

¹⁵ Claussen M. Elementare Musikerziehung in Eltern-Kind-Kursen. Augsburg: Wißner. 2001. S. 88–89.

¹⁶ Claussen M. Elementare Musikerziehung in Eltern-Kind-Kursen. Augsburg: Wißner. 2001. S. 38; Gembris H. Grundlagen musikalischen Begabung und Entwicklung. Augsburg: Wißner. 2002. S. 425.

social competence education, which involves communication skills, readiness for social integration and cooperation;

– therapeutic: music education and upbringing create conditions for music-pedagogical therapy¹⁷.

Thus, music and music education are recognized in Germany by the important socio-cultural needs of a person and society, a catalyst for personal and social processes. At the same time, leading German music teachers warn against excessive utilitarian instrumentalization of music education, and note that despite the results of recent research on positive transfer-effects of music activity on the non-music spheres of human development and society, the professional goals and tasks of music pedagogy theory and practice must remain the priority ones¹⁸.

2. Psychological, neurophysiological and didactic aspects of music-pedagogical reflection in the scientific space of the Federal Republic of Germany

An important basis for finding and substantiating the priority ways of music education, upbringing and development considered in the German music-pedagogical literature as components of a holistic music-educational process in their organic unity and interdependence are psychological and pedagogical research, representing knowledge about how in music abilities and human experience change in the process of life – from birth to old age.

According to the empirical studies of German scientists, the music potential is inherent from the birth of virtually all people, with the exception of people with receptive-sensory deviations. Scientific experiments prove that even before birth (approximately from the seventh month of woman pregnancy), the child can already perceive

¹⁷ Bimberg G., Bimberg S. Musikwissenschaft und Musikpädagogik: Perspektiven für das 21. Jahrhundert. Essen: Die Blaue Eule. 1997. S. 29–43; Kraemer R.-D. Musikpädagogik – eine Einführung in das Studium. Augsburg: Wißner. 2004. S. 53; Lexikon der Musikpädagogik [hrsg. von S. Helms, R. Schneider, R. Weber]. Kassel: Bosse. 2005. S. 167–168 and etc.

¹⁸ Bimberg G., Bimberg S. Musikwissenschaft und Musikpädagogik: Perspektiven für das 21. Jahrhundert. Essen: Die Blaue Eule. 1997. S. 308; Günther G. Die gesellschaftliche Relevanz außerschulischer Musikbildung : quantitative Untersuchung zu Entwicklungschancen und –problemen musizierender Jugendlicher im aktuellen gesellschaftlichen Kontext. Frankfurt am Main: Lang. 2002. S. 54–63; Gruhn W. Lernziel Musik. Perspektiven einer neuen theoretischen Grundlegung des Musikunterricht. Hildesheim: Olms. 2003. S. 61–62 and etc.

acoustic, in particular music signals. Babies recognize words and melodies that they have heard for a long time before birth. However, how “music impressions” of the embryo influence further development is still an open question in psychology. Already in the first months of life children show different music abilities, distinguish rhythmic impulses from arrhythmic ones, high and low sounds, distinguish changes in rhythmic pattern, etc. Three-year-old children easily recognize the mood of music, the sound colour of various instruments. Approximately up to the age of six-seven years, the sense of order is stabilized; abilities for singing are greatly enhanced¹⁹. At the same time because of the significant individual difference of children it is impossible to determine precisely which abilities correspond each age. Changes in receptive, productive and reproductive music abilities, music interests and tastes can be manifested as acquisition (improvement, enhancement, deepening, etc.) or as loss (restriction, limitation, reduction, etc.)²⁰.

Individual differences in music development are due to the possibilities of music experience accumulation, which depend primarily on genetic potential and environmental impact, which can stimulate and support the development of this potential, and vice versa – delay it. The earlier the process of music socialization of a person begins, the greater the chances for the development of natural music makings and for that music will be important for his/her throughout whole life.

Particularly favourable for successful music development is the period from birth to the age of nine. The involvement of children in music culture in the first years of life lays the foundation for the music abilities formation in the period of socio-cultural identification of the person (from the age of 10), which determine the types of human music activity in adulthood. In the preschool age, music interests are largely determined by the parents’ influence and preschool educational institutions, in school – the media influence and the same age children. Only after graduation music interests and tastes become stable in most young people and they often remain steady for whole life²¹.

¹⁹ Gembris H. Grundlagen musikalischen Begabung und Entwicklung. Augsburg: Wißner. 2002. S. 98–99; Gruhn W. Lernziel Musik. Perspektiven einer neuen theoretischen Grundlegung des Musikunterricht. Hildesheim: Olms. 2003.

²⁰ Gruhn W. Lernziel Musik. Perspektiven einer neuen theoretischen Grundlegung des Musikunterricht. Hildesheim: Olms. 2003. S. 51.

²¹ Gembris H. Grundlagen musikalischen Begabung und Entwicklung. Augsburg: Wißner. 2002.

German scientists say that in the period from the age of two to five joining the music language can be done like mastering in native language, music classes in this period contribute to the rapid development of a sound perception sense, metro rhythm, dynamics, rhythm deviation. Conversely, if during this period the child musicality is not developed, then it will be much more difficult to fill the existing lacks later: if the possibilities of acquiring music abilities clearly prevail in the childhood and youth development periods, then the number of losses can significantly increase over the years. However, as the results of experiments show, the processes of acquiring and loss of music abilities depend not only on age, but also on the personal character, intensity of classes and types of music activity. In this regard, the musicality that consists of a set of components in each person can be manifested with specific accents: for example, good ear for music and senso-motoric abilities may be accompanied by underdeveloped music memory; the decrease of senso-motoric abilities of an elderly musician, which negatively affects the level of music and technical skills, may be accompanied by the growth of music experience, the level of knowledge and ability to assess music phenomena, etc.²²

According to empirical research, young music talents have a complex of intellectual, sensory-emotional, auditory and instrumental-technical abilities. They reveal such features of character as ambition, activity, good faith, demanding of themselves, self-criticism. One of the key factors in their music achievements is the early start of music development and the daily, multi-hour music classes, the result of which, in turn, depends on the previous life-long and specifically music experience, thinking peculiarities, feelings and actions, the level of motivation, the ability to concentrate and endure, interests, needs, expectations, emotional and physical condition of the person at the moment of educational and upbringing situation, organizational conditions (institutional, time, etc.), conformity of educational strategies (setting up tasks, selecting methods, forms, pace of classes, etc.)²³.

²² Gembris H. Grundlagen musikalischen Begabung und Entwicklung. Augsburg: Wißner. 2002; Gruhn W. Lernziel Musik. Perspektiven einer neuen theoretischen Grundlegung des Musikunterricht. Hildesheim: Olms. 2003; Lexikon der Musikpädagogik [hrsg. von S. Helms, R. Schneider, R. Weber]. Kassel: Bosse. 2005. S. 53–55.

²³ Bastian H. G. Jugend am Instrument. Mainz: Schott. 1991.

The generalizations of German scholars modern ideas about the factors of music development of a person can be divided into five types – genetic, general-individual, music-individual, self-directed and externally-directed²⁴. The genetic type includes the innate general makings and the music potential of a person; the general-individual one – cognitive, creative, psychomotor and social abilities of the individual; the music-individual type – the level of previous music development of the personality: the abilities of acoustic differentiation, perception, emotion and music expression, music memory, internal auditory imagination, etc.; the self-directed one– the emotional and physical condition of the individual at the time of the educational situation, the ability to endure, self-discipline, diligence, curiosity, love of music, motivation to music activity, music needs, interests and tastes, dedication, energy, positive self-esteem, desire for self-realization, etc.; the externally directed type – the music and cultural environment surrounding the personality, family conditions, intensity, quality and early start of music and pedagogical influence, the interaction level between various social institutions (family, kindergarten, school, church, mass media, etc.), the social recognition level of the individual, etc.

Neurophysiological studies became an important contribution to the formation of theoretical foundations of German music pedagogy that presented learning as a process of changing neural connections: depending on the demand of individual nerve cells of the brain, new connections are created between them, and the integrative nature of music activity, in which cognitive , emotional and physical processes are carried out simultaneously, which provides multi-channel sensory and psychomotor stimulation and balanced work of both brain hemispheres, determines the increase of neural links and brain activity optimization²⁵.

²⁴ Bastian H. G. *Jugend am Instrument*. Mainz: Schott. 1991; *Entwicklung und Sozialisation aus musikpädagogischer Perspektive* [hrsg. von Mechthild von Schoenebeck]. Essen: Die Blaue Eule. 1998; Gembris H. *Grundlagen musikalischen Begabung und Entwicklung*. Augsburg: Wißner. 2002 and etc.

²⁵ Gruhn W. *Der Musikverstand, Neurobiologische Grundlagen des musikalischen Denkens, Hörens und Lernens*. Hildesheim: Olms. 1998; Günther G. *Die gesellschaftliche Relevanz außerschulischer Musikbildung: quantitative Untersuchung zu Entwicklungschancen und problemen musizierender Jugendlicher im aktuellen gesellschaftlichen Kontext*. Frankfurt am Main: Lang. 2002. S. 23–27; Kraemer R.-D. *Musikpädagogik – eine Einführung in das Studium*. Augsburg: Wißner. 2004. S. 62.

Compared with musically uneducated individuals, musically educated ones show more effective information processing both in sensory-emotional and intellectual spheres, as well as increased sensorimotoric abilities. Especially scientists emphasize that significant positive changes in the brain structure are possible, if a person began regular music lessons at the age of eight to nine²⁶.

In the process of W.Gruhn scientific research it was revealed that there is a fundamental difference in the power of activating brain activity in verbally declarative mastering of music knowledge and in acquiring music experience through practical music activity. More balanced and intensive level of brain activity is observed in the second variant that determines the quality of preservation, processing and future use of the necessary information. Thus, the key to the effectiveness of music education is the form of music experience acquiring – through a real music action or through cognitive learning of terminology, rules, abstract music structures, etc.²⁷

Taking into account the conclusions of own research, as well as the of the developmental psychology thesis that thinking arises and develops as a result of and on the basis of action, W. Gruhn notes that music education should have procedural, effective character; declarative education (verbal transmission and mastering of music knowledge) must precede the process of forming music representations through active music activity²⁸.

Comparing with verbal language and defining music as a form of human activity, a means of social communication and expression of a person's inner state, similar to a verbal language, the scientist insists that music education should be directed towards the formation of the ability to think musically and “speak” (to express the results of own music thinking through verbal and music performances). He notes, however, that only after the child has learned to speak, he/she can learn to read and write, as well as the sequence of music education should be such

²⁶ Günther G. Die gesellschaftliche Relevanz außerschulischer Musikbildung: quantitative Untersuchung zu Entwicklungschancen und problemen musizierender Jugendlicher im aktuellen gesellschaftlichen Kontext. Frankfurt am Main: Lang. 2002. S. 27, 230–231; Gruhn W. Der Musikverstand, Neurobiologische Grundlagen des musikalischen Denkens, Hörens und Lernens. Hildesheim: Olms. 1998. S. 242.

²⁷ Gruhn W. Lernziel Musik. Perspektiven einer neuen theoretischen Grundlegung des Musikunterricht. Hildesheim: Olms. 2003. S. 103–104.

²⁸ Ibid. S. 97–98.

that the lesson content is mastered musically – through listening, singing, playing the instrument, and only after this they discuss, use terms, fix graphic signs or notes, that is, they connect them with verbal and symbolic associations²⁹.

Consequently, the personal music activity of the individual is recognized in modern German music-pedagogical literature as the determining factor in the formation of music experience.

Compared with the mass music education problems, issues of special vocal and instrumental pedagogy are paid much less attention in the German scientific space of the last decades. Characteristic for the development of this industry was the desire to generalize and systematize the theoretical foundations of instruction in performing arts, covering knowledge of the peculiarities of general and music development and human learning, the psychology of music performance, the ways and the specifics of mastering music-performing experience in different age periods, the methodology of teaching singing and playing music instrument.

The problems of the development of music talent, the formation of internal music and auditory representations, music thinking, the statement of the performing apparatus, the organization of performing movements, breathing, the upbringing of the individual music and performing style, performing art, psycho-training of future performers, performing the interpretation of music works, early instrumental education, group teaching to play instruments, etc. remain relevant for modern music-pedagogical reflection in the Federal Republic of Germany.

The main purpose of vocal and instrumental education in German publications, which reveals the theoretical foundations of teaching the performing arts, is the development of music abilities, the formation of knowledge, skills and abilities, aesthetic orientations and tastes in music performance, the main principles –dedication, consistency, artistic and technical development unity, balance of mental, emotional and psychomotor, productive and reproductive aspects of music education, personal approach, life-long learning, introducing various music styles and genres into the educational repertoire. The vocal and music instrument teacher is required to have a sufficient level of pedagogical

²⁹ Gruhn W. *Lernziel Musik. Perspektiven einer neuen theoretischen Grundlegung des Musikunterrichts*. Hildesheim: Olms. 2003. S. 96–99, 107–119.

and performing skills, as well as personal qualities, which include empathy, respect for students, creativity, initiative, friendliness, self-confidence, willingness to compromise, cooperation, constant professional and personal self-improvement, etc.³⁰

Competition problems of the educational forces of society with the media have become especially relevant in the German-speaking music-pedagogical literature of the late XX – early XXI centuries.

The acute problem is determined by the fact that the media propagate a picture of the world that creates a distorted life perception as a continuous satisfaction that can be achieved without much effort. In this regard, young people are often unable to make realistic assessment of the of the surrounding reality requirements, they are not ready for hard work to succeed³¹.

In addition, an increase time spending by children and young people on a TV or computer leads to a decrease in social activity, psychomotor problems; as a result of prolonged physical rest, mental capacity, concentration is weakened. Besides, audiovisual technologies have their own structure and information presentation dynamics: rapid change of pictures, fragmentation, superposition, variety, the ability to choose at any time more interesting information. The habit of such obtaining method becomes a kind of “antiprogram” for patient waiting, internal concentration, analytical thinking and in-depth reading or listening, without which it is impossible to succeed in the educational process. Unnecessary information overload leads to concentration weakening, a decrease in motivation, difficulties in learning, communication skills are violated; German researchers point it out already in preschool children³².

The negative aspect of the modern media technologies impact in the music and pedagogical aspect is manifested in the promotion of stereotyped, meaningless music, as well as the fact that the prolonged television influence dampens the ability to music perception. According to the German studies results, with the growth of music visualization,

³⁰ Handbuch der Musikpädagogik. Instrumental- und Vokalpädagogik: in 2 Bänden [hrsg. von Christoph Richter]. Kassel: Bärenreiter. 1993. Bd. 1: Grundlagen; Spielen und Unterrichten. Grundlagen der Instrumentaldidaktik [hrsg. von Ulrich Mahler]. Mainz: Schott. 1997 and etc.

³¹ Recum H. Schule in sozialkulturellen Wandel. *Die Deutsche Schule*. 1992. № 4. S. 398.

³² Noll G. Musikalische Früherziehung. Erprobung eines Modells. Regensburg: Bosse. 1992. S. 112.

audio multi-perceptivity is lost. Advertising on television and radio becomes for many children the main means of their music socialization. Getting acquainted with new music achievements is often carried out within the advertising in which the clichés are being promoted. On the one hand, they give high mark to popular classic music, and on the other hand – modern music is associated with the environment pollution, disease, death. In this way, the children “learn to associate classics with money and wealth, modern music with gray, dirt and environmental problems, and the pop music – with good mood and cheerfulness” – a specialist in music psychology and pedagogy Klaus Ernst Bene writes about it with a bitter irony³³.

German specialists define the ability of a person consciously, creatively use new technical means in the process of building own musical space as one of the important music and educational tasks. Taking into account the advantages and disadvantages of new multimedia technologies, educators are aware that, despite the informatization and computerization tendency of educational space, one cannot overemphasize the role of these technologies in the process of music education (for example, to organize the educational process solely through computer programs or listening to music only with the help of sound reproducing hardware), that is, the technique is an integral, but one of the additional auxiliary means of music education and upbringing³⁴.

CONCLUSIONS

The results of the analysis allow noting that the cultural and anthropological, psychological, neurophysiological and didactic aspects of music education, upbringing and development occupy a priority place in the music-pedagogical discussion in the Federal Republic of Germany at the end of the XX and the beginning of the XXI century. The leading trends in the development of the music pedagogy theory in modern Germany are: humanistic orientation; theory and practice integration;

³³ Behne K.-E. Wirkungen von Musik. *Kompendium der Musikpädagogik*. Kassel. 1995. S. 342.

³⁴ Auerswald St. Der Computer im handlungsorientierten Musikunterricht: didaktischer Stellenwert und methodische Konzeptionen. Augsburg: Wißner. 2000; Gerhardt B. Internet und Musikunterricht. Bestandsaufnahme und Perspektiven. Augsburg: Wißner. 2004; Multimedia als Gegenstand musikpädagogischer Forschung [Hrsg. von Rudolf-Dieter Kraemer]. Essen: Die Blaue Eule, 2000 and etc.

music pedagogy cooperation with other scientific disciplines; recognition of music and pedagogical positions pluralism as democratization factor of music and educational space; search for ways of combining the art, general pedagogical and socio-cultural music education perspectives; specialists desire to take into account objective (aesthetic, musicological) and subjective (anthropological, psychological, etc.) requirements, human relationships, music and life, and finding a balance between the guiding principles of music education, upbringing and development.

European countries today have many common social, cultural and educational problems. In this aspect, a positive example is an active and comprehensive German scientist's study of the axiological music education potential as a multidimensional phenomenon that appears to be an effective factor in the development not only of an individual, but whole society.

Cooperation problems of various social institutions in music education (family, musical and general education schools, higher education institutions, music and cultural institutions, professional and amateur bands, enterprises, mass media, music education authorities), issues of searching real possibilities and inhibiting factors of the music-educational process direction at all its links to the formation of both professional (music-immanent) and social, personal, ethical, aesthetic, media and other competences, music preparation problems of adults – music lovers, multicultural orientation of music education and so on still need special attention of scientists.

SUMMARY

The priority vectors of music-pedagogical reflection in the Federal State of Germany at the end of the XX – the beginning of the XXI century are reviewed in the publication. The importance of studying the best achievements of world music pedagogy, in particular Germany, is emphasized. It is revealed that the study of the axiological potential of music education as a multidimensional phenomenon, which is an effective factor in the development of not only an individual, but also the whole society, is particularly relevant in the German scientific space. The views of German educators and scholars on the value of musical education in the following perspectives are generalized: anthropological,

cultural-pedagogical, general pedagogical, aesthetic-educational, socio-pedagogical, and therapeutic.

The scientific representations about features of musical socialization of the personality, formation of musical competence, development of musical abilities and experience of the person in the process of life, formation in personality ability to knowingly and creatively use new technical means in the process of building own music space are considered. It is established that the cultural-anthropological, psychological, neurophysiological and didactic aspects of music education, upbringing and development took precedence in the music-pedagogical discussion in the Federal Republic of Germany during that period. The leading tendencies of the German music pedagogy theory on the verge of the XX – XXI centuries are determined.

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PROBLEMS AND PROSPECTS OF PROFESSIONAL ACTIVITY OF HIGHER EDUCATION TEACHERS

Sushchenko A. V.

INTRODUCTION

At the beginning of the XXI century, in the Ukrainian society there has arisen and is gradually growing the need for the formation of a new generation of higher education teachers, being able to revive the trust in the system of higher education in a long person-oriented interaction with higher education students, to support the harmonious and comprehensive development of youth in the conditions of the information society.

The long and unwarranted ignoring by the state of the pedagogical capabilities of higher education teachers in the formation of a physically and mentally healthy nation has led to the fact that on the background of the socio-political and economic problems in which Ukrainians already live on average 10-12 years less than the citizens of the European Union, the profession of a teacher in higher education gradually acquires the image of a "second-rate" one, and their professional training becomes a technology of «production of specialists in the best traditions of reproductive and supportive education».

Furthermore, in modern Ukrainian higher education there are many habitual and well-established forms, methods and means of teaching, regulated by regulatory and legal documentation and strongly supported by the force of established traditions and standards of the profession. Their creative, sometimes illegal, but evolutionarily inevitable interpenetration, coalescence and modification is a natural process of selecting the best options, determined by the changing tasks and goals of each particular higher educational establishment and teacher.

In this regard, it's worth reflecting on the future characteristics of higher education in Ukraine in order to form a comfortable and well-thought-out position with respect to a possible modification of the role, mission and functions of higher education teachers in the conditions of the information society. The substantive basis of such reflections are some generalizations of the author's pedagogical experience within the

framework of training of higher education teachers, that has been carried out in the Classical Private University from 2004 to 2019 (Ukraine, Zaporozhye).

The purpose of this article is to present the author's forecasts regarding some important trends in the professional activity of teachers in higher education of the future based on the processes that have been already manifested.

1. Important trends in professional activity of higher education teachers

The author's observations of the existing situation in higher education allow us to explicate a number of interesting contradictions that directly relate to our near future, in particular between:

- the traditionally stable desire of the teacher to be the main reliable source of information for the student and the growing technical capabilities due to which his/her immediate presence and contact are often not mandatory;

- the permanent growth of opportunities for an objective assessment of the quality of pedagogical work using statistical analysis of feedback parameters (for example, thanks to click technologies, anonymous sites where every student can leave a real comment about own impressions of the teacher's work) and the absence of a valid mechanism for the correlation of teaching skills with his/her salary;

- the abstract nature of the correlation of the pedagogical work results with the economic benefits of scientific and teaching staff and concrete readiness, interest of business in knowledge, skills, values and competencies of graduates of higher educational establishments;

- declaring in the Bologna agreements the need for a mobile, eventful, mutually beneficial exchange of teachers in the higher educational establishments of the European Union and the lack of a real economic and sometimes regulatory and legal opportunity to carry out a qualitative improvement of own professional skills in the leading universities;

- the growth in the number of multimedia models of higher education in developed and developing countries, the increasing educational role of electronic media and the imperfect legislative basis in this sphere, the inability to quickly learn this skill for all higher education teachers.

The above and many other contradictions generate local energy for overcoming the crisis, in which there is not always a place for the officially declared policy of higher educational establishments, but there is always an opportunity to make a significant correction in the organization of the real pedagogical process.

For example, many experts consider the transfer of energy of pedagogical processes to the zone of autonomous educational behavior of students, their independent work to be among the already long-term trends¹.

In order to, first of all, save money, higher educational establishments are trying to transform many types of students' educational work into an independent plane, using educational platforms such as the Learning Management System (LMS) Moodle, and others.

Their role in education is gradually growing, displacing not only expensive paper carriers, but also many "informative", low-level types of classroom work. Indeed, is there any sense in ineffective reading from a book of new information, during which the teacher did not receive a single question from the audience, did not respond to the obvious loss of interest and a decrease in the level of understanding of information?

Would it not be more effective to replace such a lecture by watching the best analogues in youtube-format, for example, the Nobel laureates recorded on video using expensive demonstration equipment, 3D graphics, etc.?

Taking into consideration the growing sentiments of "saving", such a solution will probably come, perhaps, at the level of state standards, which means that over time, every student, regardless of the country of residence, will be able to have access to the world's best teachers, academic and scholars on any problem or discipline.

It's a matter of fact that that the war for the minds, feelings and attitudes of modern students is gradually moving into the Internet environment – a convenient, capacious, bright, comfortable. It is fair to say that our students "have been living" in it for a long time, and computer processors in various forms gradually become an extension of their body, sense organs and brain.

¹ Солдатенко М. М. Теоретико-методологічні основи розвитку самостійної пізнавальної діяльності майбутнього вчителя : дис. ... д-ра пед. наук : 13.00.04. К., 2006. 427 с.

That's exactly what Ray Kurzweil, one of the most successful futurologists of our time, said, when he foretold that by 2030–2035 there would begin a gradual merging of human organisms with powerful nano-computers, thanks to which our life would last indefinitely long, and most of the processes would be managed by several grams of inanimate matter, created by us and sometimes thinking for us². it is fair to say that it is fair to say that it is fair to say that it is fair to say that it is fair to say that

Clear for professionals, but still latent for the general public, the problem of saving expensive time of teachers, against the background of social, demographic and economic troubles that have plagued our country since its inception, requires an immediate response and a well-thought-out solution right now. At the same time, the need to reduce the cost of the educational product by reducing the share of “manual labor” or its cost becomes natural, as well as replacing a person in all types of industries where it is possible.

Presenting the results of own research, most of which is at the interface between the still unshaped theory and the practice that has not been verified by the prolonged experiment, I would like to outline the essence of possible changes in the work of higher education teacher in the context of globalization and the informatization of the world.

An important change concerns the mission of the higher education teacher's classroom work. In the new conditions it can be expressed in the following hypothesis: a successful teacher in the higher education of 21 century will gradually change the style of classroom work from “informing” to “encouraging,” “advertising,” “motivating,” “inspiring” one.

The main goal of this work will be the student’s desire and ability to act independently. This trend is increasingly noticeable in private higher educational establishments, where there is practically no financial support from the state, and rich investors and mecenats are in no hurry to invest in the future of the educational and scientific sphere, since in the conditions of high competition for the survival and prosperity, people with a limited time resource and relying on their independent work with a predominance of the distance form of interaction have been invited to

² Predictions made by Ray Kurzweil. URL: http://en.wikipedia.org/wiki/Predictions_made_by_Ray_Kurzweil.

study by Ukrainian higher educational establishments over the last 8-10 years.

It is likely that with the liberalization of the regulatory framework for the organization of the educational process, licensing regulations and the rules of accreditation of specialties, the transfer of the function of control over the results of the educational process onto the shoulders of independent and objective professional communities, this solution will become the basis for a substantial modernization of higher education.

Today, unfortunately, there is a growing and expanding category of people who are undecided professionally, who are only interested in obtaining a higher education diploma and obtaining a formal right to hold one or another post.

This phenomenon is peculiar not only to the Ukrainian mentality and is the subject to separate discussion, but already signs of a way out of the current situation are outlined. Market relations in this sense inevitably separate professionals and amateurs with diplomas.

Currently, in general, very few people would think of hiring a person to provide any service, based only on the diploma. As for the survival of higher educational establishments, here, given that in 1995–2001 the birth rate of children in Ukraine at the beginning of the 21 century has permanently fallen³, most likely, it will be decided on the liberalization of state policy in the field of certification of specialists.

Therefore, many other extra-university factors will be involved, and higher educational establishments interested in increasing the value of a diploma will be forced to compete for a client on the basis of proposals of a higher quality of education.

In these conditions, in addition to the usual and well-established forms of academic work, those ones that would have been impossible 20 years ago due to the lack of certain technological resources and not expensive but adequate to the requirements material base, break into the standards of modern professional education.

Trends in the modification of the profession of higher education teacher, observed and understandable on the basis of a real pedagogical experiment in the Classical Private University, allow us at this stage of the experiment to confirm the hypothesis of the reasonability of changing the “informative”, “mentoring” teaching style to “encouraging”, “suggestive”, “persuading”, “advertising” or “inspiring” one.

³ Державна служба статистики України. URL: <http://www.ukrstat.gov.ua/>

This solution will allow most teachers to comfortably fit into the already visible model of the future higher education, in which a significant part of the work will be shifted onto the shoulders of increasingly intelligent, convenient and inexpensive machines, and the main demanded ability of the “classroom” teacher will be the ability to involve students of different specialties in a prolonged self-study on the methodical base of universities.

Thus, to “light the fire” of motivation to study independently, with minimal effort and time in a classroom format, promote local resources of support for curricula, and then continue to manage students' independent learning activity in the distance format – this is the model of future teaching.

An important characteristic of such a future, following the logic of the universally dominant “Chinese” strategy for the production of material and ideal goods, will be the cheapening of professional training.

That is what will entail the high competitiveness of the “encouraging” rather than the “informing” teaching style.

Really, a whole pleiad of skilled teachers is born before our eyes, behind whose back, due to the current economic inexpediency, there is practically no real empirical science, but there is “inspiring”, “encouraging” competence that is capable, based on high emotional intelligence, personal charm and artistry, to accomplish at least one task set by management everywhere to recruit and retain students within the framework of a contractual relationship with a higher education establishment.

Thus, in the not too distant future, according to our forecasts, there will be a certain separation of forms of labor and cooperation. Some teachers-scholars will get knowledge – others will popularize and transmit it. Such a practice, based on healthy competition, has long existed in the world, where a maximum of one percent of the population creates technologies, standards and algorithms, and the remaining 99 percent use them, to our general pedagogical joy – still in a creative form.

Getting back to the experimental training program of higher education teachers in the Classical Private University (Ukraine, Zaporizhzhia), in which most of the energy of the pedagogical process has been transferred to the distance format, the zones of greatest difficulties can now be identified: the absence of prolonged personal contact with “knowledge carriers”, difficulties with the acquisition of

most unthinking skills and the general lag of specific professional kinesthetic culture.

I would like also to highlight the main positive aspects: increased access to educational resources; the involvement of people living in remote areas through the use of the Internet; producibility in assessing a significant part of the cognitive component of learning; minimum level of human on human violence; creating a competitive environment for the emerging market of teachers of the "inspiring" category.

The last thesis in regard to the development of the higher education system is of great importance. As mentioned at the beginning of the article, the teacher today is in a lowly competitive environment and is not formally interested in the results of his/her work. Increasing opportunities for his/her fair and accurate assessment through the analysis of feedback from consumers of services allows us to hope for the creation in the near future of a system of direct behavioral-oriented reinforcement of the teacher's efforts in showing pedagogical skills in the classroom and some other work.

Content analysis of one of the most popular, although not perfect, sites dedicated to the creation of a teacher's rating can in many ways serve as an example for the vision of the future⁴. The opinion of the consumers of educational services themselves – students of different specialties – makes it possible to track the latent dynamics of satisfaction with various aspects of the pedagogical work of higher education teachers. At the same time, this can be done on the scale of almost the entire former Soviet Union. By the way, among the positive qualities that have recently dominated in the comments of students (and maybe teachers, the survey is anonymous), the leading ones are those that suggest the ability to optimistic, uplifting, supportive, facilitative teaching:

- «Very positive classes, after which you want to change something not only in yourself, but also in the outside world»;
- «The teacher is SUPER!!!!!!!!!!!!!! Cheers up in every class!!!!»;
- «Unforgettable classes, even sitting at 8-9 with pleasure! And all because you like recharge yourself with his/her positive energy».

These and many other anonymous statements are of interest for analysis and self-reflection, that gives in general the hope for a gradual approach of the teaching profession to higher competitiveness and

⁴ Рейтинг преподавателей. URL: <http://www.studzona.com/teacher>.

measurability, which is of great importance in the era of market relations. At this stage, a significant problem is the intensity with which students take notes. Unfortunately, it is not enough. Ideally, the teacher should have the opportunity to analyze the results of each class, which is quite possible if there are specially equipped classrooms in the “here and now” version, as well as taking into account the interests of other potential participants in the assessment of pedagogical work, namely:

- the potential employer and his goals, which may have significant contradictions with the existing theory and practice of professional training, standards of educational qualification characteristics, etc.;

- the head (owner) of the educational establishment who pays the teacher a salary and is often interested in profit, which is formed in a strong dependence on the quality of the teacher’s professional activities;

- student’s relatives who, as a rule, pay for his/her education and are not indifferent to the process and results of professional training.

Consequently, the slow but steady changes taking place in the sphere of higher education make it possible, at the local experimental level, to track some trends in the professional activities of higher education teachers, one of which is the increase in the quality of feedback from educational service users. Analogues of the future technology of fixing and processing feedback may be the already working voting system during political and civil talk shows on television or radio, for example, the TV program Shuster-Live, once popular in Ukraine, in which you can see samples of future models of the classroom work based on instant feedback by voting.

2. Problem of adaptation of Ukrainian higher education teachers to a multicultural European educational space

Exploring the possibilities of harmonious integration of the Ukrainian higher education teachers to the European educational industry is considered by us as a prerequisite for national professional education reform. Such a position is determined, first of all, by the generous economic and multicultural interest of «doers of good and eternal», the great attractiveness of the very idea of our state movement to Europe.

It is known that in Ukraine, as in the vast majority of the European Union countries, there live the people, who are the bearers of numerous

forms of ethnic culture, in which every professional should be up to speed on. Taking into account the peculiarities of every nation mentality during the creation of pedagogical processes can become a universal adaptogenic factor that will make it possible to realize effectively the great potential of Ukrainian ethnic and classical pedagogy in a new society.

The works of A. Bolshoy, E. Vasiliev, Z. Hasanov, O. Hurenko, L. Zhdarkin, V. Zasluzhenyuk, Z. Ihushkin, O. Korzhov, G. Mararenko, O. Opalenik, V. Prysakar, Y. Talybov, N. Khrystych and others are devoted to the research of teachers skills in work with multinational student groups. In these works they consider the preparation of specialists in close connection with their personal and ethnic as well as professional self-identification. A critical analysis of already known ways to solve the problem shows that the existing theoretical and methodological concepts of this phenomenon are mostly partial, conceptually uncoordinated and often contradictory.

We believe that the peculiarities of training of higher education teachers for such work have not yet found a complete coverage in scientific literature, and, therefore, have been chosen for research as unresolved theoretical and empirical problem. The purpose of this chapter of a monograph is to reveal the peculiarities

of adaptation of Ukrainian higher education teachers to the multicultural European educational space.

Usually such problems in higher education are solved in a proven way – the introduction of a special course to curriculum, or the inclusion of some elements of the problem to the content of special disciplines and pedagogical practice. Our perceptions about such training are not the exception, but it has had some originality from the very beginning.

To begin with, monocultural isolation of future masters in pedagogy of higher education has become a serious disadvantage. To some extent it comes from the desire of present day students to study the history, culture and traditions of career building in their country as deeply as possible.

Of course, this deserves the comprehensive support, but granting Ukrainian (or any other) "national-pedagogical" traditions and standards the status of universal, common to all mankind or world-wide is the undisguised discrimination of other views.

Secondly, our vision of solving the problem of the teachers training for work in a multicultural space was a result of theoretical understanding of its essence and content and was considered as creation of social, pedagogical and psychological conditions for realization by the future teachers those makings and opportunities, that an extra-national and universal character. The peculiarity of our concept of the teachers training is that it was carried out during performance of professional duties and simultaneous study for a master's degree in "Higher education pedagogy".

The concept of training was defining approaches to understanding the peculiarities of pedagogical activity under the conditions of the multicultural space as to purposeful revival of the teacher's extra-national humanistic values, which are the most powerful "engine" of his/her professional self-determination and self-realization.

The last phenomenon is based on the understanding of pedagogical activity under the conditions of multicultural space as a definition and maintenance of own position by the teacher, founded on the unconditional acceptance of the uniqueness of every person, regardless of ethnicity, as the highest value, considering that the teacher himself/herself should be such value for all subjects of the pedagogical process. We introduce these ideas in the process of intra-university training and giving support to teachers at the initial stage of pedagogical activity on a principles of humanism, which, by all means, falls within the definition of "innovative activity".

Both spontaneous and organized previous attempts to actualize in a scientific way the international and ethnic potential of each teacher in pedagogical activity using the administrative resource proved the failure of such approach. Therefore, our concept is based on the idea that such innovation should be supported not only by the strongest external motivation and incitements for changes in one's work, but also by real results for a teacher, whose activity is determined by the needs of happiness, the way to which lies through self-realization in the chosen profession, also under the conditions of much more advanced and developed european educational space.

Thus, originated with the fundamental need of the teacher, the process of objectification of his/her essential existential vitality, which happens due to own internal and external activity, is the background on

which the aggregate picture of the teachers training under the conditions of a multicultural space should develop.

It should be noted that the effects of this training largely depend on the "starting" preparedness of all subjects of the pedagogical process: the level of pedagogical skill, the quality of own "polyethnic" potential, the level of personal and professional self-realization in the profession, etc.

The low level of manifestation of one of these factors reduces the effects of the other one. In the educational sphere of Ukraine, the search for algorithms of such training is restrained by the absence of a complete concept of forming ethnocultural competence of students of pedagogical universities in a multi-ethnic environment as well as contradictions, that have place in the state between next cases:

- the global need for movement to the European community in all spheres of life and local lobbying of the priorities of a purely local development of higher education establishments (it does not necessarily mean that our education is worse);

- a modern, generally accepted view of the effects of democratic education and the authoritarian tradition of performing professional and pedagogical duties in the Ukrainian higher education (corruption, overregulation, low level of academic freedom, priority of "preventing failures" motivation);

- the long-term formation of a master-teacher and quick elimination of his socio-economic status by the state and society (wage in comparison with the medium wage in Europe is several times smaller);

- the ideas of humanism regarding equitable living conditions, justice and brotherhood in a democratic society and low socio-economic competitiveness of the teacher among other categories of employees;

- the rapid development of requirements to the level of pedagogical competencies and the inability to achieve justice in assessment of quality of his/her function realization, the completeness of his/her potential disclosure.

In the master degree program in specialty 011 "Educational, pedagogical sciences" (educational program "Pedagogy of higher education") together with getting knowledge concerning pedagogical ideas and views of various professional-pedagogical subcultures living in Ukraine and Europe, it was also supposed to acquaint students with specific pedagogical practice.

The acquisition of organizational and pedagogical as well as research skills by future teachers in higher education was promoted by various forms of work and teaching, including acquaintances and Skype-conferences with ethnically and culturally different European universities, conversations with students and their parents, who have a pronounced ethnically dependent culture, participation in conducting festivals of friendship, organized by numerous national-cultural communities.

The only but substantive restraining factor in the training process remains, first of all, the lack of the financial possibility to get pedagogical practice in the higher educational establishments of other countries, although the first attempts to cope this problem appear due to the so-called "double certification".

Therefore, the combination of the master degree program study, built on a cross-cultural basis, and the organization of ethnopedagogical studies of students provided the organic unity of theoretical studying with the practical preparation of the European universities teachers for the implementation of diagnostic-prognostic, educational-edifying, constructive-organizational tasks; it contributed to attracting students to research work in the field of higher education; it stimulated the development of their intercultural thinking, professional interest in the pedagogical traditions of different nations, tolerant attitude to the ethno-cultural diversity of modern society.

In this very diversity people of one nation become interesting to others. The fact remains that German is interesting to the Frenchman, as long as he is German.

By emphasizing such a difference and dissimilarity, developed nations became able to understand that we should not compare each other from the "well-bad" point of view. The self-sufficiency and success of both nations (in the given example) are beyond doubt.

The category "perspective – not perspective" looks like more attractive system of coordinates. What useful things can you take for your life from the experience and traditions of another nation? What will life become in case of using foreign pedagogical technologies in our field? These are the questions that should confuse the mind of a professional teacher.

It is known that multiculturalism helps, first of all, to save and increase the diversity of cultural values, norms, patterns of behavior and

forms of activity; and secondly, helps to form both the cultural identity of the individual and understanding of the cultural diversity of modern societies, the inevitability of cultural differences between people.

A. Parnell-Arnold considered polyculturalism as the study of the value of difference, the opportunity to represent the nation and the world society as a mosaic, in other words that's the complete inclusion of individual in the cultural interaction process without reducing the cultural difference of every culture⁵.

The multivariance of the available and hidden essential power, created by the of events of every teacher's life, peculiarities of family education, genetic instincts, social environment and own efforts determine the multivariance of the ways of the teacher's self-realization.

As for all working university teachers, who also claim to work in the European space of higher education, the starting points for developing the process of their adaptation during the intra-university raising of qualification, our experience has made it possible to build it on the principles of the following attitudes:

1. The discovery of the "multicultural" potential of a teacher depends predominantly on himself/herself, on his/her life approach activity, on purposes set by the teacher. This is not only the consequences of his/her special talent and skills. All possible successes in pedagogical activity depend on the teacher's ability to materialize non-national purposes of personal development, education and development in his/her professional activity.

2. Teacher's desire for harmony with his existential and ethnic values and internal convictions begins with understanding of his own opinion, the causes and conditions of its emergence. Having changed the quality of our thinking, we also change the quality of our life, meaning that changes in external experience are related to the internal changes. Control over own opinion is hypothetically unlimited.

3. The subject to objectivation there is only that usable potential essential acquired vitality, which we believe in, and which became our mindset, because our convictions and attitudes unconsciously carry out a separation of constructive and destructive things in relation to other people, to the profession, culture, information.

⁵ Parnel – Arnold A. Melting pot to multicultural society // English Teaching Forum, 2000. <http://exchanges.state.gov/forum/journal/>

4. Patterning of the life and professional perspectives of teacher's personality can be created on the basis of his/her consistent, step-by-step, controlled getting up to the imaginary pinnacle as his/her existential mission and through actualization of significant real situations (work in prestigious educational establishment of Europe). The result of this stage should be teacher's awareness of what awaits him on the way towards reaching the goal, of what is to be done now to get success. This work will be continued, but at the level of "actions and deeds", when the teacher has a clear idea what he/she has to refuse to on the way towards reaching the goal, what new features should be acquired, that is reflected in actions and deeds.

5. Self-realization process of multicultural potential and taking into account national peculiarities of pedagogical process participants in professional activity begins there – and only there – where there is an orientation to another person whose life, thoughts, feelings and cultural characteristics are of the same value as the own ones. This will definitely increase the range of spiritual connections in the process of teachers' entering into new social situations in the process of choice of the professionally successful individual role.

Of course, the professional training of each individual teacher, much less further integration in the unfamiliar environment, proceeds in different ways. Even with a relative similarity of external life conditions, age, sex, etc., the subjective-activity changes happen to individual teachers at different rates: at each stage of life they differ not only in quantitative but also qualitative indicators and characteristics.

That's why the professional achievements, conditions for the forming and development of which are formally very similar, turn out to be significantly different. These differences are first of all caused by the teachers' natural potential. It is the thing that determines the nature of teachers' reaction to external influences, including administrative, social, and political ones. However, the further pedagogical activity of the individual teacher consists of the consequences of these reactions, because it is the expression of his/her specific needs and desires as a whole.

The teacher should not be completely torn out of his ethnic environment, on the contrary, as a result of existing contradictions between the focus of his vitality and the objective order of things in the Ukrainian education, he/she constantly shows an activity to an imperfect outside environment. This thesis relates, to some extent, to the

implementation of the principle of multiculturalism, because the pedagogical activity of higher education teacher, which takes into account the polyethnic peculiarities of student youth, exists or has existed mostly in local experiences of some higher educational establishments of the country, and is considered an ideal, which has not yet been achieved in scope of Ukrainian educational space.

CONCLUSIONS

We got used to the fact that higher education teachers can and should live and work for a long time. Over the years, their value in prolonged saturated contact has not been devalued, and their thoughts continue to fill the inner world of their students. The reason for confidence that it will always be so lies in the peculiarities of the profession. It is one of those few professions, in which the person is charged with the obligation to “mutually penetrate”, mutually enrich with the feelings, thoughts and actions of another person.

At the same time, the value of such a teacher with the fall in the proportion of direct human contact “teacher-student” inevitably grows. When improving the technique of such “mutual penetration” as a component of pedagogical skills, it is very important to avoid cliches, to form your own style of using all expressive means, with the help of which the teacher achieves originality and target impact. Nevertheless, steady technical progress forces us to make some useful generalizations concerning the teaching work that will be in demand in the near future:

- the degree of saturation of interpersonal contacts “teacher-student” will fall, that will force the need to shift the emphasis of classroom work from the “informative” “mentoring” category to “facilitative”, “inspiring”, “encouraging” one;

- transferring the energy of study to the personal responsibility of students determines the need for all teachers, without exception, to develop specific skills for the maintenance and support of this work in the zone of autonomous behavior;

- automatic analysis of feedback signals, together with thoughtful control and monitoring of the cognitive, emotional and behavioral areas of future specialists, will put the teacher in conditions of tough but fair competition in the labor market.

Taking into account these and other trends, we have determined that the most up-to-date direction for the training of future masters is

the development of their sensual and communicative culture. In practice, this integrative set of pedagogical values and patterns of professional activity is directed at the development of the capacity of higher education teacher, to sincerely, empathically and creatively broadcast his/her feelings and thoughts, creating the appropriate interrelations and interaction between the subjects of all ethnic groups of the pedagogical process, the manifestation of individual identity, the removal of fear of a possible failure.

Ethno-ideological self-determination of the teacher is another aspect of the training of future higher education teachers, that has the prospects for modernization. This aspect presupposes: awakening of deep thinking, the desire to confirm or refute the authenticity of phenomena or statements, prove their falsity or expediency, make a conscious choice and turn it into an element of their own beliefs; stimulating reflexive perception of new information, transferring it in exciting forms through the cathartic expression of emotions in the process of co-creation; development of emotional-value attitudes to knowledge, the need to use these knowledge; induction to transformational thinking, comparisons, generalizations, thoughts and empathy.

Cultivation of multiculturalism is as long process as the cultivation of other human qualities. Person can not immediately become multicultural after reading the book, or having listened to a course of lectures on this issue. Every student goes through several degrees or levels during his/her multicultural formation: tolerance, understanding and acceptance of another culture, respect for culture and the acceptance of cultural diversity.

Actually existing as a carrier of many cultures, every teacher, based in his/her profession on the principle of multiculturalism, expands the possibilities of forming a personality with a planetary thinking, humane, tolerant, objective, ready for creative cooperation, capable of independent choice in assessments and actions, to the realization of universal values and the creation of new ones, responsible for the progress of the entire world community.

In fact, this article is part of setting of the problem of seeing the future of an ideal Ukrainian university and Ukrainian teacher. It does not in any way pretend to objectivity and accuracy in the assumptions put forward, but in future it allows us to understand more deeply and decide in which system of higher education you and I will soon have to work.

SUMMARY

Ukrainian higher education in the late 10's of the 21st century, was faced with numerous innovations, determined by the entry into the European educational space. Conducting a large-scale pedagogical experiment on the organization of the educational process in the higher educational establishments of the III-IV accreditation levels according to the standards of the Bologna Agreement, highlighted a number of interesting trends. On the one hand, there appeared supporters of the long-awaited European higher education, in which the best higher planets were present, on the other hand, there were those who questioned the expediency of such a step for the majority of young Ukrainians and insisted on the existence of great difficulties in the aspect of adaptation of subjects of Ukrainian educational culture to multiculturalism of Europeans.

The article substantiates that the most highly anticipated moment in the history of Ukrainian higher education teachers, namely an attempt to study and work abroad, has become a reality for mass consumption, not just the cause of elites. For these reasons, a number of difficulties and prospective ideas are presented, the implementation of which has an actual-perspective character for the theory and history of professional education. It is shown that one of such problems, according to pilot and individual fundamental researches, is ill-preparedness of our students to accept all the wealth of multicultural forms that exist in the European Union.

The article discusses the current and prospective problem of the adaptation of Ukrainian students to the multicultural conditions of study in the European educational space. The author presents theoretical positions regarding the creation of pedagogical conditions for such an adaptation within the framework of existing pedagogical processes. The conclusions of the pilot pedagogical experiment of the corresponding training of students of the specialty "Higher education pedagogy" are presented.

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THE CONCEPT OF PEDAGOGICAL INFLUENCE ON THE RESEARCH POTENTIAL OF FUTURE PRIMARY SCHOOL TEACHERS IN TERTIARY EDUCATION

Sushchenko L. O.

INTRODUCTION

Today's dynamic development of civilization requires education system oriented towards new living standards and people's activities, since education has been an important factor in the development of a society. Whatever qualitative or quantitative changes occur in a society, educators remain the main figures in the process of producing new life values, supporting them with their innovative activities.

In the period of rapid globalization, high intellectualization, intensive growth of information, and radical transformation in the field of education, the urgent task of domestic professional pedagogy is as follows: appropriate strategic orientation of pedagogical professional training, formation of teaching framework taking into account long-term goals, implementing the model of sustainable and safe development, ensuring readiness of teachers to the new conditions of education and training, their efficient influence on the advanced harmonious development of educational and social environment.

In this regard, significant changes should be introduced into the existing system of professional training for future primary school teachers. Professional pedagogy needs a research aspect, in particular, it should focus on finding new alternative progressive ideas for the improvement and development of professional adaptation of future teachers to promising innovative concepts and technologies. It should stimulate the involvement of students in Professionally Oriented Research (hereinafter referred to as "POR"), so that they will be able to discover new teaching concepts and understand existing contradictions, gain experience in the formulation of hypotheses, independent scientific observations and planning, and conduct efficient professional research.

There are a lot of studies in domestic professional pedagogy which deal with the defining scientific approaches and the key principles of pedagogical influence on the overall development of student's

personality in the context of research activity of students majoring in Primary Education (Specialty 013). But today an important and promising task is the optimal use of future teachers' research in order to bring them closer to the acquisition of professionalism in the process of training.

The analysis of a wide range of sources and scholarly works on the problem under study suggests that modern pedagogy covers only a few aspects of future teachers' research thoroughly. Thus, there is a need to create a holistic theory and methodology for primary school teachers' training in institutions of higher education. It involves certain significant transformations of the traditional system of research with regard to changes in educational priorities, appropriate modernization and updating of professional training process.

Science can go beyond the limits of certain historical practices and open up new subject worlds for humanity, which are destined to become the objects of practical development only in the future stages of civilization. It changes the system of existing ideas about educational process dramatically and sets the task of highlighting the priorities. In the new conditions the education system lags behind not because it is bad, but because it does not meet the needs of our time. Thus, there is a need to build a qualitatively new system with fundamentally new goals, tasks, and problems to be solved. A special place in the system of scientific knowledge is occupied by pedagogical studies, able to respond instantly even to the smallest changes in the present society.

Ukrainian scholars and researchers (teachers and psychologists, sociologists and defectologists, sociologists and culturologists) in response to the challenges of the time seek the conceptual foundations for the strategy of pedagogical advanced development, conducting research to ensure the formation of the very concept of "research activities", a new educational space, methodology of professional education taking into account the latest methodological principles.

It has been proved that reforms in the educational sphere in Ukraine, the contradictions between the requirements of scientific and technological progress and professional training stimulate the development of progressive ideas, critical reflection, creative retrospection of the accumulated experience in research practices in higher educational institutions. We suggest the concept of "students' research" should be defined through studying its historical roots on the

basis of such concepts as “studies” and “pedagogical studies” that have been formed historically.

1. Conceptual Approaches in the Training of Future Primary School Teachers: Psychological and Pedagogical Discourse

Clear worldview and methodological principles give an opportunity to consider the peculiarities of concept “research” for future primary school teachers. This concept is based on philosophical, psychological and pedagogical studies of our predecessors, the experimental data they received and, which is of utmost importance, the analysis of their interconnection and interdependence.

Social and cultural globalization in the modern world, socio-cultural integrity, informatization and technological advancement in the human society put forward high demands for an individual, the main of which is maximum level of professionalism in pedagogical activity, which can be improved in the process of continuous education and is harmoniously combined with social responsibility.

This process results in the necessity of professional training of innovative thinking specialists – teachers-researchers, educators-inventors, educators-scholars. The idea is closely linked to an increase of the importance of human factor in various spheres of social life, especially in the field of education. The demand for highly skilled, mobile, and competitive specialists, capable of continuous replenishment of personal scientific potential, is constantly growing.

“Concept” (from the Latin *conseptio* – understanding, system) in our study is understood as a system of principles and approaches that determine the strategy of research for future educators in higher education institutions. The concept of the study is to cover the leading idea of the research process as a holistic system, the core of which is the projection of theoretical principles on the future teacher’s practical activities. But, in our opinion, one of the main challenges is to create a research conception and practices for future primary school teachers. We need a conception to provide new approaches to comprehension and generalization of research developing interrelations as an important mechanism for ensuring consistent pedagogical actions and decisions.

The concept of research for future teachers in higher education institutions (hereinafter – HEI) has been built on the basis of the following principles and approaches:

- personality orientation of forms and means of education and upbringing (G. Ball, I. Bekh, I. Ziaziun, O. Pekhota, K. Rogers, V. Semychenko, et al.);
- systematic and integrated approaches to the study of personality in professional activity (B. Ananiev, N. Kuzmin);
- genesis of preparing a future teacher for research pedagogical activity (V. Andreiev, T. Vakolia, V. Zagviazynskyi, T. Klovak, T. Koicheva, M. Kniazian, S. Sysoieva, V. Slastionin, et al.);
- formation of professionalism, professional culture, professional skills, professional competence (V. Andrushchenko, N. Huzii, O. Hura, O. Dubaseniuk, I. Ziaziun, V. Mayboroda, et al.).

The organization of research activities for future primary school teachers (as a coherent, holistic, integrated and complex process) requires the integration of all the above-mentioned principles and approaches. All the principles, we base our study on, are interconnected.

Consequently, our concept of professionally oriented research activities suggests that pedagogical influence should also be complex, since the absolutisation of one single aspect can only interfere with the integrity of the process.

Thus, students' research activity cannot be efficient without individualization and differentiation as important factors for future teachers research. Personal orientation in this process is stimulated by natural human desire to reach "acme", i.e. the peaks of professional skills. The quintessence of professional skills is the acme aspiration, which cannot be realized without professional interactive space created. People themselves, their identity become a value, and this principle is central in the pedagogy of organization of the living space for future teachers. That is, there is a closed circle, a lot of interweaving, and therefore it is difficult to make a clear distinction between the spheres of influence of means, methods, and ways, characteristic of a particular approach in research practices.

Our study suggests that effective and efficient students' research can be demonstrated mostly by local practices of certain HEIs or innovation scholars and are considered rather an ideal, which is still not possible to achieve widely in educational system of Ukraine.

In our opinion, modern civilization is on the stage of laying foundations for the birth of a new philosophical educational paradigm, which can give a new framework for research organization as a

mechanism for developing students' creative potential. For this stage of the development we have offered conceptual approaches to solve the problems.

The main ideas of the author's concept for future primary school teachers research are the following:

1. Professional training content for future teachers should be interactive at all stages and organizational levels. The goal of HEIs is to create preconditions for gaining and increasing intellectual and creative potential of students, acquiring new skills in their research activities.

2. Professionally oriented research in HEIs should be optimized with the aim of training a teacher-researcher of a qualitatively new type, able to apply various pedagogical technologies, with an innovative style of thinking, capable and ready to solve serious research tasks independently, purposeful, creative, dynamic teacher, who can demonstrate an original and highly effective approach to the solution of educational and training tasks, with a high level of responsibility and able to make a significant progress in professional activities. There is a need to create such a model of university education that will ensure the implementation of the principle of "learning through research", develop research skills, organize educational, cognitive and research activities of students, so that it contributes to mastery of methodological culture of teacher and researcher.

3. Future primary school teachers should be involved to research in order to bring them closer to professionalism. It is well known that efficiency of educational system as a whole depends on the level of teachers' professionalism and their training. The centre of educational process in HEIs is student's personality, and the development of student's identity in the process of creative and research activity is a determining factor in the formation of professionalism. Successful realization of these tasks requires understanding of teacher's objectives, i.e. what teachers should know to reach the heights of successful development of pedagogical skills, and to become as close as possible to the ideal reflection of essential spiritual nature in pedagogical process.

The suggested concept of research for future primary school teachers is based on a systematic approach to the study of pedagogical phenomena and processes that enables to ensure the effectiveness of students' educational, cognitive, and practical activity aimed at implementing personality oriented and performance oriented approaches. It promotes

not only the formation of knowledge, skills and abilities, but also the development of pedagogical talents, creative thinking of future teachers, their intellectualization, encourages creative research.

Productive professional pedagogical training involves the achievement of maximum developmental effect aimed at the formation of the personality of future teachers and realization of their creative potential. Expansion of research into the area of professional activity of both teachers and students predetermines the fundamental need for rethinking all the factors that influence the process of organizing research activity in tertiary education. Thus, there is an urgent need for a highly qualified, competent teacher who would seek to master the methodology of research, acquire new research experience, find the possibility of self-realization in professional and pedagogical activities and implement theoretical knowledge into practice.

Taking into account the principles mentioned above, we determine the factors, essential for productive and effective organization of POR for future primary school teachers. First of all, one of the conceptual approaches can be seen in the creation of professionally oriented environment, which modern pedagogical studies consider in the context of humanitarian paradigm.

Theoretical and practical principles of educational environment relevant to the tasks of development and self-realization of the individual are analysed in the studies of I. Bekh, A. Verbytskyi, I. Yermakov, I. Ziaziun, O. Savchenko, S. Sysoieva, A. Sushchenko, T. Sushchenko, et al.

The term “environment” does not have a single unambiguous definition in modern science. In the wide sense, it is interpreted differently: as environment, system or conditions. In the narrow sense the term “environment” (micro-environment) means the immediate surrounding of a person.

Analysing the notion “educational environment”, researchers emphasize that it should ensure all-round development of an individual and enable a person to realize his or her positive potential.

The process of the formation of future creative teacher, who would be engaged in research activity and organization in modern school, seems rather promising in the appropriate educational environment, which provides conditions for the development of research potential, academic mobility, and creative activity of students.

A thorough analysis of psychopedagogical literature has proved that research of future educators is characterized by the creative orientation, it becomes more efficient when students learn to predict the result, formulate goals and hypotheses, look for independent ways to solve the tasks and objectives, substantiate the correctness of their decisions.

Along with the creation of such an environment, HEIs provide identification and implementation of mechanisms for internal and external interaction with other entities at all levels of education (school, higher education, pre-university and postgraduate education), state and non-governmental organizations. The considered inter-university environment is a special form of academic community of professionals and future specialists; it functionally represents an analogue of a research school. Moreover, on the one hand, in the process of interaction of agents in such an environment new educational concepts are developed, educational technologies are tested; on the other hand – the environment contributes to personal and professional growth of its agents.

The high degree of objective complexity of this problem is determined by the influence of many factors on the overall result of professional educational activities. One of them is the creation of a fully-fledged professionally oriented environment, which broadens the field of manifestation of internal freedom and self-realization of the individual, raises the level of internal culture and at the same time modifies the direction, content, methods and nature of the process of research organizing. It is the reflexive organization of the latter that enables maximal realization of the positive potential of teachers and future specialists in mental, social, existential and spiritual growth, internally motivating their joint developmental interaction, provides the main humanistic principle of co-creation – achieving the integrity and increasing the diversity of spiritual and social life of each participant in educational interactions¹.

Taking into account the abovementioned, we should conclude the following:

– future specialist chooses a particular paradigm in the conditions of a local professionally oriented environment through mastering pedagogical practices and academic communication in professional

¹ Бугерко Я. Рефлексивна сутність лонгітюдного інноваційно-психологічного експерименту з модульно-розвивального навчання. *Психологія і суспільство*. 2011. № 3. С. 137–153.

circles, acquaintance with the latest achievements of scientific and technological progress and cultural development;

- the process of creating productive professionally oriented environment requires joint efforts and the involvement of HEI's teaching staff, its administration (managers of educational institutions, structural subdivisions), other specialists in the effective organization of students' research activity;

- productive professionally oriented environment determines the qualitative characteristics of the teaching staff, the construction and implementation of a system of the guidelines, since the interactive research of all participants in the educational process depends on them.

In the process of further implementation of these guidelines in the pedagogical process, an expansion of the spectrum of research forms for future teachers is expected; the orientation of the content of education to specialist model, which meets the criteria of quality; shifting goals towards the formation of interest in continuous professional self-improvement and self-development.

Students' research activity should become a special point of bifurcation in the system of higher education, since it is the convergence of professional training with research, the desire for an integrated, interdisciplinary approach in solving set tasks, the search for new optimal ways and methods for improving the system of work with youth should be based on facilitation style of pedagogical interaction of teachers and students.

Given that pedagogical interaction depends entirely on the teacher's skills, the function of facilitation is important. It should create conditions for the development of pedagogical creative professionalism, or "psychological pedagogy" (according to K. Rogers), and assist in perceiving information and improving pedagogical interaction between teachers and students².

That is, by promoting such interaction, teachers carry out facilitation support of mastering the basics of research methodology as a congruent component of professional training of future teachers.

Intensification of research depends on many factors, including on how effectively teachers organize the facilitative interaction between the

² Левченко О. О. Людиноцентризм Карла Роджерса як концепція гуманізації професійної підготовки майбутніх викладачів психології. *Освіта на Луганщині*. 2010. № 2(33). С. 66-71.

subjects of educational process, which involves the process of mutual spiritual enrichment of teachers and students in conditions of psychological comfortable relations, intellectual co-creation and flawless dialogic culture.

Such facilitative interaction is an integral part of the research process and represents a purposeful activity, which involves: desire for rapprochement and agreement among the participants; teachers' capacity to offer such form of life-creativity for students to capture their attentions, surprise and impress them; such an attitude towards students, which promotes their identity revealing, free communication and gradual development of future teacher's spiritual potential.

On the basis the ideas about personally oriented pedagogical process, we have identified the peculiarities of future teachers' research in the aspect of facilitative interaction of the subjects in educational space:

1. Efficient future primary school teachers' POR suggests that tutors should be rather guided by students' inclinations and desires than by formal programmes and plans.

2. POR is a process in which teachers' activities are organically combined with student's activities in a shared cognitive process.

3. Teachers should create conditions for self-development of students' internal forces and abilities by stimulating their thought processes.

4. Students should have flexible timetable, have a possibility to submit individual research projects before the deadline, conduct micro-research, etc., to have free time for other vital needs.

5. Such a process is practically invisible to a future specialist and requires special spiritual climate.

Thus, facilitative approach is considered means of implementing the strategy, which gives both students and teachers a chance to expand their horizons, and helps to see the problem in a new light. Such interaction can become a reliable basis for efficient educational and cognitive research activity of future teachers by setting up research, cognitive and practical tasks that require an independent creative decision. It requires psychological climate of trust, openness, benevolence, understanding of common or opposing issues.

2. Strategic Approaches to Future Primary School Teachers' Research Activity in Higher Education Institutions

Given that socioeconomic changes encourage society to review the functions of modern teachers and their place in an updated educational system, each school needs an effective teacher with a high level of intellectual ability, who can guide and encourage students to attract their interest to learning and satisfy their intellectual curiosity.

Teaching and methodological source and programme coordinator for these purposeful changes should become a pedagogical university. Studying the problem of future teachers' professional training, we outlined its main aim as laying the foundations for gaining and increasing intellectual and creative potential of students, getting research experience focusing on professional training in the curricula.

The views of K. Ushynskyi and A. Makarenko have not lost their relevance in modern pedagogical training: teachers are highly educated people who love their profession, constantly improve their skills, have thorough practical training, are pedagogically tactful, humanistic, proficient in teaching and education, i.e. are not only good teachers, but good educators; know children's psychology, study pupils and know them well, aware of the new foundations of pedagogy and ground their activities on the advanced achievements of pedagogical studies³.

According to I. Ziaziun's theory, "teachers must be specialists to involve students to their studies, and scholars to develop their students' research skills. Teachers' personality attracts students with harmonious unity of ideals, beliefs, principles, views, hobbies, moral and ethical qualities, talent, love for their job, constant search for ways to improve pedagogical skills, attention to each student, the ability to develop skills of culture, to form personality ... In this case, a teacher is not just a "a translator of knowledge", but a holistic person who meets the high requirements for training of highly educated and harmoniously developed personalities⁴.

In modern American pedagogy there is a special term "efficient teachers". These people are distinguished by a unique combination of

³ Ушинский К. Д. Избранные педагогические сочинения / Сост. В. Л. Струменский. Т. 2. М., 1954.

⁴ Педагогічна майстерність в системі професійно-мистецьких компетентностей: зб. матеріалів ІХ Міжнародних педагогічно-мистецьких читань пам'яті професора О. П. Рудницької / гол. ред.: І. А. Зязюн. Вип. 3(7). Чернівці : Зелена Буковина, 2011. 640 с.

personal qualities and stable reaction, which are subjective prerequisites of professionalism in pedagogical work. For teachers' professional activity of great importance is so called "self-awareness", determined by the Ego-concept, which includes awareness of their physical, intellectual and other qualities, their own self-esteem, as well as the subjective perception of external factors.

"Efficient teachers" have a sense of self-confidence, consider themselves capable of overcoming life problems, have a high self-esteem. They are sure to overcome difficulties in their professional activity. The key feature of "efficient teachers" is their intention to succeed in class, despite any circumstances that may arise. School practice shows a small number of "efficient teachers". However, in the profession of a teacher, according to foreign specialists, most people can learn to act effectively. An important indicator of highly skilled pedagogical work is the desire for research technology, the need for constant updating and improvement of their knowledge, mastering modern methods of research activity. Teacher's role in the research process is to direct children to a deep, complex comprehension of a problem, creating conditions for independent research.

In our opinion, the training of a newly-educated teacher-educator becomes extremely important. We need a teacher who is capable and ready to solve serious research tasks independently, a teacher with original and highly effective approach to solving educational tasks.

Reflecting this way, we came to the conclusion that there is a steady need for implementation of the principle of "learning through research" via formation of research pool of knowledge and skills, organization of students' educational, cognitive and research activities, thereby contributing to mastering methodological culture by a teacher and researcher. Teachers are key figures of progressive transformations in education, especially they are researchers capable of changing, dynamic and flexible with constant need for continuous replenishment of their scientific potential.

Taking into account the potential of research activity in shaping the future teacher's personality in accordance with the requirements of the modern social labour market, one of the priority conceptual approaches, in our opinion, should be application of research activities as a mechanism for the development and implementation of creative potential for each student.

It should be noted that conventionally in domestic high school there is a tendency to assess students' performance ignoring their potential. Consequently, the system of higher education is aimed primarily at reaching certain results, rather than on the development of future teachers' potential. It limits the impact of HEI on the development of the student's personality.

Research analysis shows that in modern studies the concept of "personality potential", as a collection of epistemological, creative, axiological, communicative and aesthetic potentials, has become popular. Thus, the formation and implementation of human potential is combined with different approaches to human activity and a variety of issues, including the development of the person's motivational sphere at different stages of ontogenesis.

Considering this problem in a holistic way, we can say that realization of the basic directions of professional education is possible provided the introduction and advanced organization of educational and research students' activities. This is due to the fact that in research process people first consider themselves subjects, and for the first time they face a problem of changing themselves as subjects. This process of development, the formation of a person as a subject is of conscious and purposeful nature.

In such conditions, research acquires the meaning of self-directed student's performance with activity component as its essential feature. Research organization deals with the management of this activity, i.e. its motivation, choice, and achievements, supporting peoples' success, their ability to perform certain actions in new conditions on the basis of previously acquired knowledge and skills, i.e. their background and expertise.

Advanced organization of the students' research activity, like any other activity, requires new, deeply thought-out, methodological approaches for its organization. Practice shows that lack of such organization has a negative influence, and even a long period of university study with its significant potential cannot provide training for future high school teachers to make them competitive in the world labour market.

Advanced students' research in the most general form covers obtaining sufficient information about the possibilities of choosing a sphere of activity, setting goals, time management, mastering the system of the most effective methods of self-organization, providing the necessary experience for the future, etc.

Of utmost importance in the organization of POR for future primary school teachers is direct interaction of main structural subdivisions of POR – students and teachers of the department, which stimulates mutual creative enrichment. In this process, the leading role belongs to teachers, especially academic supervisors and tutors of the groups.

The best way to accomplish this task is to have an interest in research that promotes professional orientation of future teachers and determines their further self-realization as high-skilled specialists.

Cognitive interest, as a component of research, is closely connected with the formation of various personal relations: selective attitude to branches of study, cognitive activity, participation in the process and communication with the participants. A worldview, world perception, world awareness is formed on the basis of abovementioned phenomena. Student's cognitive interest, as evidenced in practice, largely depends on the competent approach and setting forth reasonable educational and research tasks. The interest in performing such tasks is not constant, it varies from year to year, with acquiring knowledge and skills of research. This interest also depends on the nature and content of academic disciplines, their teaching, it includes purely psychological qualities of the individual as well. A feature of cognitive interest is also its ability to enrich and intensify the process of not only cognitive, but also of any other activity.

At a certain stage of its development, the interest can evolve into the need of a higher order, i.e. the need for constant mastery of new knowledge. We fully agree with the opinion of H. Shchukina, who points out the following conditions for the development of the interest:

1. Active mental activity should provide maximum support. The main ground for the development of cognitive interest of students is active independent research and “discovery” of new knowledge, problem-solving.
2. Conducting educational process according to the level of students' development to reach gradual advancement of operational component of the study.
3. Favourable emotional class atmosphere.
4. Positive communication in the process of POR's organizing⁵.

⁵ Щукина Г. И. Проблемы познавательного интереса в педагогике. Г. И. Щукина. М., 1971. 331 с.

Consequently, the development of future teachers' interest in research involves individual self-development for the purpose of advanced self-realization in favourable conditions. In other words, it is a cognitive need that ensures the orientation of future teacher's personality to realization of research goals and acquaintance with approaches and activities of future teacher-researcher. These activities are aimed at stimulating research ideas, creativity, mastery of new information that can contribute to a more complete and profound reflection of reality.

Our aim is to produce a consistent and logical definition, to analyse structural components of research conceptual model for future specialists. Although, it becomes obvious that it is impossible without a theoretical analysis of the ultimate goal of students' professional training, namely, their pedagogical professionalism.

Since professional self-development of the future teacher is understood as one of the complex forms of inner world activity on the path to self-realization and self-creation, we assume that attracting students to research can be successful through their professional training. This idea is a target benchmark in our study.

It is well known that the result of increasing efficiency of educational system as a whole depends on the level of teachers' professionalism and their training. How should the educational process be organized to put student's personality in the centre of professional training in HEI, taking for granted the fact that professionalism is highly influenced by personality's individual development in the process of creative research activity?

Before looking for the answer to this question, we want to clarify that one of the conditions for the realization of these tasks is training creative researchers aware of advanced methodology, able to combine the best tested practices and sustainable experience of teaching based on the latest scientific and technological achievements. Therefore, in our opinion, there are certain priorities that determine social need for training a professional educator of a new formation.

The aforementioned conceptual points outline approaches to research organizing for future educators as a purposeful conscious activity with certain potential intellectual values, which are the most powerful "self-driving force" in the development of professionalism.

From acmeological point of view, teachers' professionalism is the highest perfection in their pedagogical activities, the achievement of

sustainable educational results through the creative use of optimal pedagogical technologies on the basis of self-actualization of subjects in pedagogical process. As part of the study of the problems of gaining professionalism, the following topical aspects have been considered: the basis of self-actualization of subjects in pedagogical process (O. Dubaseniuk, N. Kuzmina, A. Rean); model of specialist as a basis for professional training (N. Huziy); the ratio of personal and professional components in the process of gaining professionalization and in the structure of professionalism.

Professionalism of modern specialists is manifested in their high readiness to perform any kind of advanced activity, professional mobility, systematic professional growth and creativity.

As we have already noted, the central vector of the suggested conceptual model is identification of the efficient ways to organize research in HEIs. It is aimed at forming cognitive interest in pedagogical studies in the process of research activities for future teachers. Specifying our task in terms of theoretical solution, it should be mentioned, that research is one of the teachers' activities aimed at cognition and transformation of professional reality on the basis of achievements of pedagogical studies, application of advanced methods. The result of this activity is the acquisition of new pedagogical knowledge and experience, the development of methodological culture of teacher-researcher.

Relevance and significance of this approach is in the organization of training system, so that professional qualities are reasonably linked to the orientation towards the formation of future teachers' personality. As a result, teachers will be ready to make a contribution to positive changes in a particular professional environment.

It should be emphasized that teachers' professional activity is based on observation, analysis, construction and implementation of hypotheses, experiment, i.e. it is deeply creative. Creating and continually enriching of this activity with research skills is feasible and necessary. The path to such enrichment lies through the search and eliciting of the personal meaning in this purpose for each teacher, which requires the following research skills:

- ability to navigate in the flow of research findings;
- ability to evaluate and select alternative and elective programmes and create their own programmes on their basis;

- ability to study promising, constantly developing teaching technologies;
- ability to study and apply effective pedagogical experience of other colleagues, etc.

Of particular importance is the experience of involving students in the organization of exciting and large-scale scientific research that are carried out on the principle of “vertical continuity” in the course of continuous education. In certain conditions future primary school teachers can benefit from these practices, participating in electoral institutions of full-fledged creative activity and development of individual talent, improvement of psychological health, relaxation of tension. They can give future teachers experience of real-life autonomy, practicing life roles, choice of life path, drafting personal plans and goals, acquisition experience in their implementation, and finally, the place of research self-realization.

That is, a modern school needs teachers with great personal potential and highly expressed research skills, who can find creatively solution to any professional task. We can conclude that POR’s priority is an integral part of pedagogical professionalism. The organization of the research activities for future primary school teachers is aimed at:

- 1) creation of conditions for spiritual, intellectual, cultural and aesthetic self-development of students and young scholars’ personality;
- 2) formation of each student’s need for creative self-realization within the framework of quasi-professional research activity;
- 3) ensuring the students’ learning methodology of cognition and creativity, the unity of intuitive-creative and discursive forms of cognition;
- 4) creation of prerequisites for the organic inclusion of future teachers in research activities;
- 5) mastering of future professional activity by students as a unity of theoretical training with the achievements of modern studies;
- 6) timely identification of creative potential, providing psychological and pedagogical support for gifted teachers.

CONCLUSIONS

As can be seen from the abovementioned, pedagogical professionalism is necessarily characterized by high performance productivity, which manifests itself at each of its main stages. In this

case, highly productive activity is considered to be the ability to carry out pedagogical activities and to achieve success constantly through the implementation of the principle “learning through research”, via formation of research skills in the educational process. We mean, primarily, the activity of no harmful health risk, the activity which brings satisfaction and develops true professional identity.

Based on these positions, we believe that involving future primary school teachers in research activities in order to bring them closer to professionalism means optimizing such experience:

- the task of a higher professional school is to train a researchers capable of applying their accumulated advanced potential and competences, perform their professional activities at a high level;
- stimulation of students to gain profound knowledge about the features of future professional activity by means of research;
- application and dissemination of the results and achievements of advanced research in order to create a desire for research, approach to profound cognition, collective and objective assessment of colleagues’ successful achievements and practices in pedagogical activity;
- incorporation of research in future primary school teachers’ professional training;
- priority orientation of future specialists on advanced developments, research and solving problems that have a direct connection with future professional activities;
- expanding the forms of creative activities, enriching them with new content by creating councils of young scientists, teams, societies, laboratories, innovative clubs, innovative students’ associations in the field of natural sciences, humanities, social sciences and economics;
- interiorization of personal attitude of future primary school teachers to research activity.

Consequently, according to the author’s conception, substantiated conceptual principles can only be implemented provided there are systematic, innovative changes in the system of education and training in modern pedagogical higher educational establishments. Mastering of future professional activities by students through research in combination with the need for creative self-realization within the framework of quasi-professional research are the main conditions for its efficiency. They lay foundations for the construction of our conceptual model of research organizing for future primary school teachers.

SUMMARY

The concept of pedagogical influence on the process of research activities for future primary school teachers in higher education institutions is presented.

The emphasis is placed on the fact that a new methodological paradigm should contribute to the implementation of a new social and epistemological basis and lay foundations for the synthesis of theoretical and methodological, axiological and operational-technological aspects of educational theory and practice.

It is noted that an important conceptual idea of our advanced study is the idea that professional training will be efficient only on condition if both teachers and students are involved in research. Specialists whose training is carried out on the basis of the fundamental achievements of modern studies, able to conduct professionally oriented research and apply the results in practical activities will be competitive. Therefore, professional training of future primary school teachers should be based on the principles of professionally orientated research.

It is emphasized that qualitative renewal of education as a sphere of human development involves training of teachers bearing double responsibility: for children and their social life. These circumstances necessitate rethinking of methodological foundations for future teachers' professional training, where teachers are innovators and subjects (at the same time objects) of holistic pedagogical activity.

Proceeding from the defined conceptual points, we can outline the supra-task and the main direction of research – gaining professionalism by future teachers, their active involvement in research; acquiring important research practical experience; encouraging of in-depth study of future professional activity by means of research; study of pedagogical issues directly connected with future professional activity; interiorization of future teachers' personal attitudes to research.

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CONCEPTUAL PARADIGMS FOR UPDATING TEACHING PROCESS IN HIGHER EDUCATION

Sushchenko T. I.

INTRODUCTION

The problem of changing pedagogical views and concepts for the development of higher education, its impact on the training of highly skilled professionals, on the social progress of Ukrainian society is very important in the 21st century, when humanity is characterized by great transformations in different spheres of life, education and pedagogy. Traditional pedagogical concepts can no longer succeed in any social progress, including educational.

Each historical epoch has its criteria for the effectiveness of the pedagogical influence on the professional training of highly educated and competitive professionals, which indicates the inexhaustibility and eternal multidimensionality of this problem, objectivization of the constant need for its scientific research.

The present society and the world can be characterized by the words of the Australian scientist P. Kalynovskyi as material enrichment in the impoverishment of the spirit, is explained by the disadvantages of conceptual approaches to the development and upbringing of man. A well-known philosopher D. Krishnamurti clarified, "Society was created by me and you, by our own interrelations. Substantial changes are made through self-knowledge, and not because of a blind belief"¹.

The ecological, political and economic crisis, the problem of the worldwide survival require mankind unity to make all-planetary way of life and existence possible; we are talking about world ethics and responsibility of peoples and every person for certain global decisions.

The time of synthesis, the unity of objective and subjective thinking and conceptual approaches to the life of man and society are coming. Such researchers as A. Bezzant, O. Blavatska, A. Daley, D. Krishnamurti, B. Lamborgh, O. Reiser stand for the restoring of culture and spiritual unity of mankind, harmonising social and personal life, helping a person

¹ Кришнамурти Д. Духовное возрождение человечества. М., 1997. С. 26.

in achieving the personal integrity of the surrounding world. And this is not a philosophical imagination, it is an urgent need of the present time, which is confirmed by documents prepared by UNESCO's "Department of Cultural Work" entitled "The Concept of Man and the Philosophy of Education in the East and West".

Man becomes a person, who is ready for self-improvement, only in two ways: by the purposeful, optimally organized work of the teachers or through his own spontaneous, undirected search of himself. Naturally, the first way is more efficient and suitable.

A new methodological approach for the development of future personality can only be the recognition of the individual value and the existence of humanity as a whole. A. Bailey created the models of the synthesized doctrine of self-improvement and human service in the modern complex world ("Education in the New Century", "Apprenticeship in the New Century", "Problems of Humanity"), which foresee the results of politics and societies development, based on the following: "We must develop desirable aspects; to exclude those which showed their inability to prepare people for cooperation with their environment; to develop new opinions that prepare the person for the life; make him a creative constructive member of the human family. It is necessary to keep everything that was in the past, but to consider it only as a foundation for world citizenship"².

So, a new higher education and its teacher should promote people cultural development, directing them on spiritual development and spiritual disclosure.

The professional activity of the teacher by its nature, character and results is moral, ethical, research, culturological and managerial. The National Doctrine of Education Development states that "education should actively contribute to the development of a new system of values in society, which is open, variable, spiritually and culturally full, tolerant, able to ensure the development of a citizen and patriot"³.

In accordance with these tasks, the social and scientific role, researching of the the professional activity of the teacher as the central figure of the whole system of higher education are increasing. Their absence stops the development of society. Attempts to reform the

² Бейли А. А. Проблемы человечества. М., 1988. С. 52.

³ Національна доктрина розвитку освіти: Затв. Указом Президента України від 17 квітня 2002 року № 347. *Освіта України*. 2002. № 33 (23 квітня). С. 4-6.

higher education without changing the pedagogical activity of the new teacher conceptually are doomed to failure. A modern university needs an innovative person with a high level of professional, teaching, managerial and social competence and, most importantly, with another style of professional thinking and culture of learning communication.

At the theoretical and methodological level, the problems of updating the professional activity of high school teachers have already been studied by national philosophers, psychologists, educators and cultural scientists (E. Barbina, I. Bech, G. Ball, J. Belmaz, S. Boryshevskyi, S. Vitvytska, C. Honcharenko, I. Zyazyun, O. Morozov, V. Oliynyk, V. Kremen, S. Krysyuk, V. Kudin, N. Nychkalo, N. Protasova, A. Pekhota, L. Pukhovska, V. Semychenko, L. Sushchenko, T. Turkot, S. Shandruk, V. Chervonetskyi, D. Chernilevskyi, etc.). The researchers identified important and perspective opportunities for integrating of educational knowledge and training of high school teachers. But, in our opinion, the most important is the inclusion in the process of teacher professional training such a spiral-like cultural movement that not only accumulates more and more new values, knowledge, representations, experiences, but also implements the relationship between man and man in such forms which should be considered necessary and sufficient for the integral existence of man as a cultural entity and the integral existence of culture as an inhabited world (M. Kagan).

Consequently, the man must act according to the cultural level of modern society to achieve positive results. System-forming factor in the professional training of teachers should be the large-scale implementation of *humanization* principle in the all levels and areas of professional training to integrate into the world educational space.

So, it is necessary to create an educational process *according to culturological approach*. In order to integrate into the world or European educational environment educational process should be based on the scientific substantiation for a global increase in the development of the student's professional and cultural experience as an important component of his professional activities, the realities of modern society.

But historically the main indicator and criterion of professional activity of a teacher of a higher educational institution is an availability of scientific degree, but not the high skills and professional teaching experience. Even now a thesis defense is still considered as the best way of the teachers professional development. Academic recognition,

financial rewards, career advancement mainly depends not on the quality of teaching or the organization of the educational process, but on the academic achievements of the teacher.

In Ukraine, they have just started to develop special master's degree programs for the training of high school teachers on such courses as "Pedagogy of high school" and "Fundamentals of pedagogical skills". Over time, it will become a norm for the teacher to take such courses in order to increase the status of teaching in the field of higher education, regardless of the degree. Modern market principles require performing of new functions that are still unknown to teachers. Such experience is developing in many European countries, in particular, the ILTHE Institute for Learning and Teaching in the Higher Education has been created in the UK for this purpose. The Chairman of the National Committee, recognizing the contradictions and inconsistencies between the remuneration system and the recognition of the teaching staff and the needs of students and society, raised the question of the need for the concept of "teacher of higher education" to become a separate profession with all the consequences (M. Belmaz), the necessity to include all the representatives of the teaching staff (from the master student to the professor) to the program "Continuous professional development".

The following activities were highlighted:

- accreditation and development of courses and other ways of training and professional development of teaching staff in higher education;
- collecting, analyzing and disseminating of researches in teaching and increasing of professional skills in the higher education sector in an accessible format;
- the development and promotion of high-level teaching practices, including an effective use of communication and information technologies.

Such directions have recently been developed in the national practice of higher education institutions thanks to the state accreditation of master's degree programs.

We believe that master's training of teachers should combine rich positive and unique national experience with creative world and European experience in the formation of universal values.

On the whole, the future prospects of creating an appropriate educational space for the professional training of teachers in the

conditions of the European space and mechanisms for convergence of universal cultural values with the unique cultures and values of peoples have not been defined yet. At the time, the most relevant are the study of pedagogy and world culture, the creation of academic centers or at least laboratories or the research institutes of comparative pedagogy.

Our research suggests that the effectiveness of the pedagogical knowledge integration and the formation of professional culture of high school teachers depends on conditions which ensure the direct or indirect progress of this process. In the structure of the psychological and pedagogical conditions for the successful training of a modern teacher, two main blocks can be distinguished:

- a deep study of European experience and the selection, creation and use of a holistic interpretation (within reasonable limits) of pedagogical phenomena as an integrative unity;
- a joint search for ways and means for comparing pedagogical phenomena and facts of various foreign systems of education and life, modern methodology.

Conceptually, this means that the creating and using pedagogical works related to the culturological humanistic integrity must occur without all kinds of infantile settings, the adoration of some scientific pedagogical achievements and criticism of others, even when it comes to internal integration, integration into the nearest educational environment, adequately reflecting the current trends in the social development of the world and Europe, cultural, social, economic, psychological, mathematical, biological and other sciences as well as perspective directions in improvement of life quality through deepening and humanization of communication processes, informatization, factors of corporate culture, their orientation on preservation and improvement of the life culture in general.

So, to be systematized at each stage the readiness of high school teachers for teaching in the new conditions of social and cultural realities means:

- have a high level of fundamental theoretical and pedagogical training with the sufficient knowledge of universal and professional culture, psychological and pedagogical training and subject profiling;
- to create a professionally-oriented environment that provides a dialectical unity of effective interaction between subjects of the pedagogical process with the help of comprehensive professional,

research and public activity and a specially organized system of communications by the use of modern information technologies, opportunities for solving important tasks, scientific analysis of social and economic essence of professional problems according to the world and European requirements;

– to organize the special training of future teachers for the integration of pedagogical ideas, experience and generalization of those achievements of world and European pedagogy, which have undeniable advantages over national pedagogy, with a clever combination of a rich positive and unique national experience and the creative world and European experience in the formation of universal values.

Modern national professional pedagogy is investigating a lot of common human problems that were perceived abstract yesterday, and today they become more relevant, more specific, touching on all the inhabitants of the planet to search more perfect system of education, ways of integrating into the European educational space, overcoming planetary provincialism, deformation of moral consciousness. Such searches for progressive teachers take place all over the world. This search is very important because we need to improve the moral and psychological climate in all spheres, to awake conscience, duty, humanity and responsibility to avoid catastrophic consequence.

This approach is also explained by the fact that any education system can serve as a means of self-development and successful professional self-realization only with the creation of appropriate internal conditions. Therefore, the modern Higher School of the World needs a professional teacher, whose thinking is not limited only by special knowledge, but has the features of universalism, fundamentalism and moral and spiritual foundation, a teacher who could not only improve the content of his professional activities but also is a model of high spirituality, spiritual culture, culturological comprehension of his main functions, education, humanization of the life of each person, introduction of dialogical principles in the pedagogical process, because the person, according to I. Bekh, is a such complex that can oppose any violence⁴.

⁴ Бех І. Д. Особистість у просторі духовного розвитку: навч. посіб. К. : Академвидав, 2012. 256 с.

1. Conceptual ways for humanization in professional activity of higher education teacher

Humanization as a tendency for the evolution of the modern style of teaching processes, especially in conditions of complex social differentiation, is one of the most important thing in the social and political life of society. Humanity is one of the main human values.

The main document of the international movement "For Humanism" says that we must move on to the true history of mankind without violence. The slogan "Nothing is higher than a man, and no man can be lower than another one " strongly emphasizes this idea. Humanists disclose all forms of violence: physical, economic, racial, religious, ideological, delaying the development of human society and oppose all open and closed forms of discrimination.

It is known that for many years pedagogy in our country was "childless", it was oriented to the demands of society, which did not coincide with the real needs of people. Often, these needs were false and not aimed at the development of creative potential of the individual. The main credo of the system: to be like everyone; what is good for the state, that is for a person; constant subordination in the relation between people, between teachers and children. Relationships were functional.

So, there was a constant internal tension of the person, the fear of expressing his own opinion, the constant change of role behavior, depending on the hierarchical status of the partner in communication, low social orders.

The crisis of society was caused, above all, by the rigid ideological control of the administrative and bureaucratic system. At the same time, one must realize that *humanization as a tendency* for the evolution of a modern lifestyle is impossible without updating knowledge about man and society. Nowadays, in a difficult social differentiation, society is once again in a difficult condition; humanistic vectors are again in wrong direction and acquire an abstract character.

The principle of humanism was actively developed, for example, by Soviet social scientists and educators in the 1970s, when "Stalin's humanism" finished to perform its functions, turned out to be pseudo-humanism, and the processes of dehumanization began to grow in society. Theoretical considerations, unsupported by the real humanism in public life, proved to be ineffective.

The unsatisfactory conditions in the development of the society humanization is explained by the fact that humanistic principles is established not so much by the internal scientific laws of the social knowledge development, but by social and cultural factors that significantly affect the development of humanization of knowledge. They have been studied by social scientists since the mid 80's.

In the context of the general tendency of humanization of knowledge, the social and cultural approach of P. Khaydeko, A. Hurevych, O. Loseva, M. Mamardashvili, A. Sushchenko and others were used. It was also used in the process of ideological problems research (M. Bulatova, V. Ivanova, V. Shynkaruk, etc.).

Social scientists are moving very slowly in studying of this problem today. The studying of the mechanism of the influence of social and cultural orientations is backed off because of the deformation in society, the underestimation of philosophical ideas about the self-worth of human existence, the integrity of the interconnected world, the priority of universal values, etc. Sometimes the term "humanization" of knowledge is not considered as an independent one. It is necessary to outline the conceptual ways of society and education humanization in the process of a person development.

Some social scientists believe that the improvement of human relations is a requirement of a secondary order, first the main problems in the social and economic spheres must be solved, and only after that such phenomenon as educating, sympathy and tolerance, pity and humanity, morality and humanity can be paid attention. However, the creation of favorable conditions does not always stimulate humane relations between people. Lack of attention to the internal imperfection of a person leads to negative consequences. This problem was studied by F. Dostoevskyi, pointing out that schools can be built with a help of money, but the national teacher is created for centuries, is kept by legends, countless experience.

The unprecedented increase of material and technical capabilities (including those that handled by individuals), along with the positive effects, leads to increased number of dangers. Therefore, the multifaceted humanization of social relations is not only a moral slogan, but also a condition for the survival of mankind. At the same time, in spite of the enormous difficulties and obstacles hindering the realization of these conditions, the matter is not entirely hopeless: the civilization ground of

humanization is ensured by the process of transition of society to higher level, in comparison with the previous stages, development. Despite of the contradictory and incredible nature of this process (in particular, its temporal slowing down in countries with a complex historical destiny such as Ukraine), there is an economic and social demand for creativity, initiative, responsibility, sociability and other qualities of developed personality for improvement of social relations⁵.

On the other hand, today's level of education, social and humanitarian disciplines is largely determined by the relatively low level of cultural development, involving disrespect for the problem of man, which characterized the former social sciences, as well as the neglect of a special place, which person should have in culture. This negative phenomenon is largely due to the controversial attitude of certain social groups to the culture, the country's transition to a market economy.

It is also necessary to take into account the fact that the representatives of those groups were brought up in a social atmosphere, which is too far from the real humanistic direction.

Despite the terms "man" and "humanism" were constantly used, they were filled with frankly ridiculous content. The appeal to the works of the great humanists took place in a trimmed and filtered form. In this regard, the situation in Ukraine is changing for the better, "white spots" are gradually disappearing. However, the most difficult question remains to be resolved: how to transform the humanistic positions and thoughts of the thinkers of the past according to today's realities and, thus, to raise humanistic knowledge to a level that would not be possible to make a transition from humanism to anti-humanism, from protecting some humanistic foundations to advocacy others. So, it is important to create such mechanism of humanization, which could block unacceptable antihumanist theoretical projects.

The solution to this problem, in our opinion, is related to the justification of such thesis: the establishment of humanism for man and in man is carried out only through culture. To break these concepts means to come to a descriptive result. This information is easily confirmed by historical facts. It is known that different periods of humanism were necessarily accompanied by the creation of new cultures, new social and cultural realities. It happened not by accident.

⁵ Балл Г. О. Гуманізація освіти в контексті сучасності: психолого-педагогічні орієнтири. *Освіта і управління*. 1999. Т. 3. С. 21–34.

If humanism was driven by impulses, then one of the main factors that stimulated its development was a new born culture.

On the other hand, humanism, which claimed itself in society, created favorable conditions for the creating culture. These are complementary social and cultural processes.

Researchers say that humanization involves the progress of culture, it is aimed at weakening of inhumane tendencies in culture, which acts as a measure of humanization of people life.

It is necessary to emphasize one more important factor associated with the humanization of society. Long technocratic illusions of mankind have led to such ecological problems, which can not be overcome without humanization of the environment. This problem is closely related to the sphere of moral relations. On the one hand, the market economy removes some of the moral layers that have accumulated in the previous era. On the other hand, many moral principles and norms will be given to the economic interest, which can not be compensated neither the funds of charity nor the various societies. The new time requires the necessary changes in creating social structures, which would require humanization and the establishment of moral principles, the reverence of human dignity, conscience and honor.

Thus, only in a society with a certain level of culture it is possible to humanize various aspects of social life, including the realization of the humanistic paradigm of modern knowledge about man and society, which will be based on humanistic traditions and universal values.

Education is a unique type of social systems where people of all ages live, interact and communicate. Children, teenagers, preschoolers, and teachers (young specialists, elderly people, retired people), managers of different levels interact, create and cooperate.

Each subject of the educational system is not ideal. Unfortunately, people have a lot of negative things: aggressiveness, greed, falsity, and so on. Even good people sometimes show up dullness instead of decency, cruelty instead of humanity. That is why the improvement of morality, culture and humanism is the most important component of each person development.

Well-known Ukrainian psychologist H. Ball identifies the education humanization as the orientation of goals, content, forms and methods of influencing the student's personality. He considers the most important components of the education humanization:

- humanistic rethinking of the main functions of education;

- humanization of the present life of each student;
- implementation of humanistic principles in the organization of the education system and its further development;
- love and respect between students and teachers;
- the development of subjective qualities of students;
- introduction of dialogical foundations in education;
- education of students with humanistic values;
- development and activity of the the teacher as a subject of humanistically oriented education.

The signs of modern research, addressed to the inner world of man, is the appearance of new directions in Western materialist science: psychosomatic medicine, reflexology, psychoanalysis, cognitive physics, etc. There are objective reasons for this.

The ecological crisis, political and economic tension, the problem of the worldwide survival of mankind require the overcoming of disunity for an all-planetary way of life and existence. We are talking about creating a world ethics and the responsibility of peoples and every person for the consequences in adopting certain global decisions. Therefore, the modern teacher should resolutely turned to the culture and upbringing, but not just transmit knowledge, because such education will not have future, it will degenerate into the system of distance learning and will die (the press service of the National Academy of Sciences of Ukraine).

2. Conceptual paradigms of teacher's pedagogical influences on the professional culture of future specialists taking into account time, society features

In philosophy there is an interesting pattern: if the student's personality is a developing system, so his professional thinking should correspond to a modern scientifically based philosophical law, the development of systems. However, traditionally, the theory of education and the theory of upbringing are considered as separate sections in the teaching process of higher education, which does not contribute to a comprehensive understanding of the culture development of a future specialist in any field, and especially in the educational sphere. Pedagogical science should prove that professional training can not be carried out through the unilateral approaches to cultural development of professional thinking of future specialists.

Traditionally, in almost all books on teaching process of higher education, there is a divisional view of the methods of forming professional consciousness and pedagogical action. However, the professional activity of a teacher in isolation from consciousness is actually a demagogy. It is impossible to imagine a teacher outside of such functions as a teacher, researcher, organizer of contacts with scholars, students, their parents, a practical psychologist, a teacher of professional culture and consciousness, a transformer of human relationships, social and moral realities, etc.

Therefore, in developing the conceptual model of the professional activity of the teacher, the formation of his professional and managerial culture, we relied on the significant contribution of national scientists, which reflected: the views and ideas of the humanization of professional education (A. Aleksyuk, V. Andrushchenko, V. Bospalko, B. Hershunskyi, N. Demyanenko, I. Zyazyun, V. Kremen, V. Lozova, V. Mayboroda, N. Nychkalo, A. Popova, V. Slastonin, A. Sushchenko, H. Shevchenko; the strategy in development of higher pedagogical education, innovation processes and reforms in higher school (S. Honcharenko, M. Yevtukh, S. Isaienko, V. Zinchenko, S. Zolotukhin, I. Zyazun, V. Manko, A. Popova, I. Prokopenko, L. Sokolova, S. Sysoev, V. Shadrikov). The integral pedagogical process in high school was considered in the works of V. Andreev, Y. Babanskyi, V. Evdokimov, N. Kuzmina, A. Mischenko, A. Orlov, V. Shadova. The following scientific directions were the most important for organization of our research: training and management of staff in various branches of economy (G. Atamanchuk, V. Boykov, V. Kompaniets, H. Maltsev, V. Maltsev, E. Okhotskyi and others); development of the personality of a young specialist: T. Hur, O. Ihnatyuk, O. Ponomariov, O. Romanovskiy, etc.); personal and managerial culture of specialists (S. Aliyeva, O. Vihanskyi, V. Dyatlov, A. Turchinov, A. Churylin, T. Shargun, etc.).

The lack of a professional culture, even of experienced teachers, suggests that not all of their actions and the results of professional activity have a profound effect on the development of highly moral and skilled specialists in terms of social morality in a market economy. Not always, even academic groups consciously take the spiritual and ethical position and activities of the modern teacher. Only his moral practice (attitude, reaction to politics and way of life of people, his own behavior) checks the value of his professional goals and ideas, the way of thinking, creative intentions. We also need significant and conscious efforts and even active

personal creativity of the teacher himself for the purposeful development of moral practice in a society, where the development of qualitatively new ethics and practice of educational relationships must be spiritually enriched in the process of teaching. Increasing the level of responsibility should appear not by order, but by the own acknowledgment of the necessity and significance of the spiritual enrichment of students and teachers during the teaching process. This issue is experimentally confirmed by the evidence of value orientations that have a significant impact on all aspects and the teacher's conscious attitude to the profession based on the pedagogical analysis and the characteristics of his broad motivation. The recognition of the personal identity of each future professional, his right to an independent professional career, and the real in-depth analysis of the needs for professional development is extremely important. So, from the very beginning of the training the future teacher should be recognized as the subject, the real creator of his own scientific and pedagogical professionalism.

V. Kremin, investigating this problem, proves that modern civilization considerably expands and complicates the communicative environment in which a person always enters into a multitude of contacts with different geography. In the competitive world education has many new tasks and «the main of them is to leave authoritarian, repressive pedagogy and go to the pedagogy of tolerance. We need to establish an atmosphere of respect. It is important to go from the subject-object relationship between the teacher and the student, the professor and the student, to the subject-subject, where both parts would be active. Without these shifts we will not change society, the state”⁶. Thus, today, as never before, the first and most important pedagogical sign of the successful work of higher education teacher is and will be not impersonal information approach with an emphasis on the acquisition of knowledge, skills and abilities, as a purely formal education, but the transition to a personally oriented purposeful professional training of each specialist as a subject of the modern development of scientific thought of mankind, capable to combine knowledge from different sciences, to bring this knowledge into the system in the future professional activity, to rethink his professional attitude to the existing, sometimes even long-term experience, to study purposefully,

⁶ Кремень В. Освіта в структурі цивілізаційних змін. *Вища освіта України*. 2011. № 1. С. 8–11.

independently organizing an active self-expression of creative potential and its growth.

What does this mean? And why? A global world is already raising a lot of unknown and non-traditional intellectual questions, and the teacher needs to think differently, than before, to answer them. It takes a lot of time and effort to raise the level of your global cultural thinking and student consciousness to think positively together. Therefore, even the interpretation of such commonly accepted terms in pedagogy as "begin to teach" should be associated with the words "begin to teach students the culture of professional thinking," "the development of imagination," "building" together fresh thoughts that must be different, significant, bright, large-scale and kind. The organization of such teaching opens up great opportunities and natural wish of students to think constantly. The psychologists call such process as "*balanced thinking*", which becomes a phenomenon of culture, as culture relates to his personality, acting as a measure and the factor of his development, presenting not only the way of thinking, but also the attitude to activity. Thus, the effective activity of the teacher is determined by his reaction to different, sometimes not quite "sympathetic" ideas and students' opinions, by his knowledge of scientific and intensive technology, psychological and pedagogical technology, his ability to keep pace with scientific progress, and at the same time, his understanding of universal human priorities.

Therefore, the term "culturology" characterizes the integrated characteristics and quality of training both the teacher and the graduate, the category of the result of higher professional education.

Formation of professional culture serves as a new type of goal-setting, which necessitates the transition of a modern teacher from academic forms of work and norms of assessment to the assessment of professional and social readiness of graduates. A teacher with a developed professional culture is a holistic, integral personal, which possesses a fundamental general scientific, methodological knowledge, a system of valuable culturological orientations, aimed on creative self-development and research activity, possessing the scientific and ethical style of thinking as a personal value in the development of a holistic student personality. Such style of professional activity is the key to inner relationship of thinking, general culture, outlook and professional consciousness of a successful teacher of higher education, whose ability to think creatively is more valuable than his skills and knowledge.

According to the well-known psychologist I. Rusynka, being an effective teacher means always have many ideas, bright pedagogical finds, even if some of them are false, it is better than feel the lack of bright thoughts⁷.

The professional development and self-development of a teacher of higher education depends on person himself as a real creator of his professional activity.

The second sign of a successful teacher on the eve of the globalization is his professional need to get off the routine in learning communication, when students can find something unknown during the teaching process, express a pleasant attitude and positive emotions, spiritual interaction, as the most important condition of intellectual co-creation and scientific dialogue.

Our great experience in the scientific search for ways of conceptual updating and the definition of professionally meaningful teaching paradigms in higher education allows us to claim: the teaching activity in a class is a creation of a reflexive space in the circle "teacher – student", "student – students", where the most important things occur: the formation of value-professional unity, the establishment of optimal educational relationships, the creative atmosphere, encouragement of initiatives and the creation of opportunities for maximum self-realization of students through the stimulation of creative potential, the use of the most effective means for personal and professional enrichment.

We consider the professional training of students in higher education as a process of spiritual interaction between teachers and students, psychologically favorable learning environment, dialogue culture and intellectual co-creation.

CONCLUSIONS

Thus, in the system of changes and priorities of professional activity of the teacher of higher education, the following features are important:

- organization of teaching on the basis of highly cultural and intellectual dialogue, spiritual interaction and co-creation;
- purposeful increase of the social and personal status of the student, his personal cultural and educational potential;

⁷ Русинка І. І. Психологія: навч. посіб. 2-ге вид., переробл. і доповн. К. : Знання, 2011. 407 с.

- development of the student's ability to be a subject of educational activity, successfully use the Internet as a key to get knowledge from all over the world;
- to open and multiply the human and cultural possibilities of future specialists, competently and responsibly fulfill social and professional roles, develop value orientations, produce new humanistic ideas, create real preconditions and "culturological growth points" for constant self-development;
- developing students' own original personal position on any aspect of life and future professional activities.

Therefore, taking into account objective civilization changes and trends of globalization, culturologization and humanization of the educational space, anticipating their impact on all spheres of human activity, the higher school will be able to achieve an innovative level of its development, to take a worthy place in the effective targeted influence on the creation of mobile cultural society.

SUMMARY

The factors that negatively influence the updating of the system of professional training of teaching staff are analyzed. It is emphasized that the present and future teacher should be prepared in accordance with historically determined goals, universal values and national values, developing adequate strategies for continuous pedagogical education, pedagogical processes that can help the teacher of Europe to become a panacea for the threats and risks posed by globalization processes and other collisions of modern civilization. Integration of higher education in the European educational space, the conceptual author's positions for the professional training of teachers of higher education and their cultural-purposeful influence on the personal and professional development of students are highlighted.

The system-forming factor of joint actions should be the wide-scale introduction of the principle of *humanization* in all levels and areas of professional training of specialists, humanistic orientation of the value orientations of teachers on the path to integration into the world of educational space. So, it is necessary to build a modern teaching process of master's training *according to culturological approach*, to integrate into the world or European educational environment, taking into account the following requirements: adequately reflect the contemporary trends

in the social development of the world and Europe, cultural, social, economic, psychological and other sciences, as well as a specially organized system of communications using modern means of information technologies, opportunities for solving professionally important tasks, scientific analysis of social and economic nature of professional problem at international and European requirements.

The main specific features of the professional activity of the modern high school teacher are the deep respect student's personality, openness to partnership, target individualization, variation of forms, methods and means of teaching to awake humanity and to develop professional culture and abilities of students to get new scientific knowledge independently, to use it creatively and to turn it into the most important means of successful professional activity.

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**UNIVERSITY EDUCATION IN THE CONTEXT
OF ECONOMIC DEVELOPMENT OF THE REGION
AND ITS INTEGRATION INTO THE EUROPEAN
EDUCATION AND SCIENCE SPACE**

Orshanskiy L.V.

INTRODUCTION

Modernization of the national education system from the 90's of the XX century simultaneously started with the transformation of the state-political and socio-economic system of Ukraine and under the circumstances when new values were offered to the society: in the realm of ideology – pluralism and publicity, politics – multiparty and democracy, economics – competitive market relations. However, unfortunately, the proclaimed fundamental principles were not united into a single, holistic doctrine of the construction of a new state. Therefore, for the past 27 years, the proper conceptual theoretical basis has not been created, which would allow unite the efforts of different strata of society, its intellectual and material resources for the implementation of fundamental and effective changes in the socio-economic sphere. Such situation is primarily explained by the lack of the development and reflection of the initiated and still incomplete reforms, the lack of national-state ideology and adequate concepts that objectively led to extremely high social losses, adverse political, economic and social consequences.

One of the conditions for emerging from the economic crisis is the development of innovation activities, accelerated use of science, techniques and technology, as well as the qualitative training of relevant staff. This can be achieved if the national innovation system is formed, where, in the aggregate of its elements (production, consumption, business, marketing research, state power and management structures etc.), science and education develop consistently and dynamically. On the other hand, Ukraine consists of many regions with specific features – historical, geographical, ethnic, resource, economic, social, cultural, etc. The development of innovation activities, introduction of the latest technologies, which in

the long run will make it possible to overcome negative tendencies, are primarily related to the need for structural reforms of the educational sector. In particular, cardinal Higher education needs to be changed as it is the most important potential resource, which determines the directions of sustainable economic development of the region.

1. Knowledge economy and sustainable development of regions

In the modern world, the position of any state is determined by the level of economic development. At the end of the twentieth century. In the developed world, the transition to a new type of economy based on intellectual resources, science-intensive and information technologies began. Therefore, in the conditions of globalization and the transition to the information society, the innovative way of development of the national economy has no alternative. This applies both to the country as a whole and its individual regions.

Defining the strategic objectives of socio-economic development of the region as a complex system is impossible without clarifying the requirements for such development. In a broad sense, the development of any object is defined as a special kind of qualitative transformation, which leads to the emergence of something new; it is a “process which results in a change in the quality of something, the transition from one qualitative state to another one, which is higher”¹. Accordingly, the definition of “development of the region” will be considered as a complex process of changing its ecological, economic, social, spatial, political, and spiritual and cultural spheres, which leads to qualitative transformations and, ultimately, changes in the living conditions of ordinary people.

This definition indicates the direction, but does not specify the nature of the region. Currently, many economists are proposing to ensure the very sustainable nature of development, considering it as one of the global problems of our time. The analysis of scientific literature has shown that the term «sustainable development» is not generally accepted. For example, some authors refer to sustainable development as economic growth, which provides satisfaction of the material and spiritual needs of present and future generations while

¹ Словник української мови: в 11 т. / ред. кол. І. К. Білодід (голова) та ін. Київ: Наукова думка, 1970 – 1980; Т. 8: П – Р. С. 92.

preserving the balance of historically formed ecosystems². Others – define sustainable grows as a stable socio-economic progress that does not destroy its natural basis³. The third, under the constant development of a complex socio-economic system (including the region), is a stable improvement in the quality of life of the population within the limits of the economic capacity of the biosphere, the excess of which leads to the destruction of the natural mechanism of environmental regulation and its global change⁴.

Based on the analysis and generalization of literary sources we have identified the requirements that characterize the socio-economic development of the region: 1) complexity – is characterized by positive tendencies in the transformations of all the main structural components of the “region” system; 2) proportionality means the achievement of certain relations between the spheres of a complex socio-economic system “region”; 3) safety – is characterized by factors of safe development of the main spheres of life of the region; 4) efficiency – is determined by comparing the performance of the system with the cost of resources to achieve these results; 5) Innovation – involves the development of all spheres of life in the region, based on the implementation of qualitatively new processes in the economy, associated with the transition from the lower technological order to the higher, which, in its turn, provides a sharp acceleration of economic growth.

The last requirement, the innovation of regional development in today’s political and economic conditions is primarily due to the globalization of the world economy. The construction of an innovative model of development involves diversification of the economy, where the leading role belongs to new branches of knowledge and high-tech spheres of production. Moreover, according to M. Dmytrenko, the share of high-tech sector and knowledge economy in the gross domestic product should be at least 30 % (now about 12 %), the contribution of the innovation component to the annual growth of the gross domestic product (GDP) – not less than 4 % (today day does not

²Гринів Л. С. Екологічно збалансована економіка : проблеми теорії : монографія. Львів: ЛНУ ім. І. Франка, 2001. 240 с.

³Голубець М. А. Розвиток «сталий» чи «збалансований»? *Український географічний журнал*. 2006. № 2. С. 66–69.

⁴Герасимчук З. В., Поліщук В. Г. Стимулювання сталого розвитку регіону : теорія, методологія, практика : монографія. Луцьк : РВВ ЛНТУ, 2011. 516 с.

exceed 1,5 %), and state expenditures for scientific activity amount to at least 2-2,5% of GDP (now 0.2 %) ⁵.

Hence, the modern development of the economy is determined by the intensive growth of the level of intellectualization of both labor and means of production, which allows to create new qualitative competitive goods and services with a high share of value is added. The decisive element in the creation of such products is the knowledge and bearers of this knowledge, which form the intellectual capital of the country. The economy of knowledge is a non-alternative strategic direction for the development of both society and the state as a whole. For Ukraine, the transformation of the outdated raw material economy into the modern one is a priority, therefore the development and support of domestic high-tech industries should become an important part of the long-term process of building a competitive innovative economy – the knowledge of economy. Therefore, for sustainable development of the Ukrainian economy, it is necessary to use all possibilities of existing innovative economic mechanisms, in particular clusters, technological platforms, technology parks, start-ups, etc. These forms should be based on the combination of national and regional developmental aspects and fulfilling the following tasks: 1) to create a coherent system for the introduction of scientific research into production, which includes research, technological development, introduction into production, production and its successful promotion on the domestic and on the world markets; 2) create favorable conditions for attracting domestic and foreign investors to finance innovative projects; 3) to establish an industrial production of high-tech, competitive on the world market of products; 4) to create highly effective methods of control, analysis and protection of the environment; 5) to develop the material and technical basis of scientific research of an innovative nature; 6) coordinate scientific developments, their scientific and technical and technological expertise, as well as provide monitoring of innovation and investment activities in accordance with the priority economic directions; 7) to carry out training, retraining and professional grows of specialists for effective work in the conditions of the modern market of production and services ⁶.

⁵ Дмитренко М. Інноваційний розвиток України в контексті впровадження нових знань. *Освіта регіону*. 2018. № 4. URL: <http://social-science.com.ua/article/633>

⁶ Про інновації та економіку знань. Міністерство економічного розвитку і торгівлі України. 24 листопада 2015 р. URL: <http://new.me.gov.ua/content/pro-innovacii.htm>

Viewing the last task, the introduction of innovative forms and mechanisms of sustainable development of the region requires the corresponding quality of human capital both in terms of the professional qualification level of the population and improvement of its economic consciousness, which testifies to their ability to master innovative processes. The new innovative strategy of economic development is realized taking into account national, historical traditions, the mentality of the population, its culture, originality and uniqueness, which fit into the national innovation system, increasing its internal potential.

The growth of the role of human capital as a key factor in economic development is due to the fact that the level of competitiveness of a modern innovative economy is largely determined by the quality of professional staff, the degree of their socialization, communicativeness and creativity. At the moment, no state will be able to maintain its competitive position in the world of economy in a long run at the cost of cheap labor and saving on the development of the educational sector. Therefore, the prerequisite for the innovative development of the domestic economic sphere is the formation of a new economy based on knowledge that increases the quality of training and, formed with knowledge, expanding the employment of highly skilled staff. In the development of a modern economy, new knowledge becomes a dominant factor in production, and traditional factors – natural resources, labor where land and capital become secondary. So, the main factor of economic growth is new knowledge, and the obligatory condition is considered to be their effective use.

In its turn, a high level of new knowledge requires a radical reform of education, which should become a prerequisite for the development of society, the movement towards an innovative economy. In this context, attention is drawn to the scientific work of the famous English teacher, professor Bryan Simon “Society and Education”, which reveals the main social functions of education based on the concrete historical approach, reveals the problems of educational processes in the period of 70–80 years of XX century. In particular, B. Simon substantiates the important role of education in the modern world and expresses the view: since a person changes the world around him, the entire historical process should be regarded as educational, and education – as a means of forming a person within society. The scientist argues that education as a factor in culture should be aimed at the fullest possible realization of

the potential abilities of the individual. Education is essential for the development of both an individual in particular and whole society in general. By setting specific examples, he proves that, in combination with other factors, education is a powerful determinant of social and economic change. B. Simon believes that the understanding of the relationship between education, society and economy is changing over time, and the level of optimism or pessimism existing within depends on the economic situation: views on the importance of education are supported during the periods of economic recovery, and in the period of economic decrease – on the contrary⁷.

2. Socio-economic character of higher education in the conditions of globalization

Recently, the concept of education of the late XX – early XXI century. significantly expanded and deepened, reproducing the peculiarities of contemporary social development, in which its socio-economic, transformational, innovative, and its stabilizing meaning significantly became considerable. In this context O. Karpenko, for example, expresses the view that education is a powerful factor in the transformation of the environment and society⁸. V. Kolesnyk observes that education today is a major, strategic factor not only in the socio-economic, intellectual and spiritual development of society, but also in the decisive factor in its survival and security⁹. Importance and innovative role of education in the XXI century V. Kremen substantiates outlining in various ways, emphasizing that modern life puts a number of challenges ahead of education: the need to provide high human functionality in conditions of rapid changes in knowledge and technologies, awareness of the realities of a globalized world; the ability to live and act in similar circumstantial situations¹⁰.

⁷ Саймон Б. Общество и образование / под. ред. В. Я. Пилиповского. Москва : Прогресс, 1989. 199 с.

⁸ Карпенко О. М., Бершадская М. Д. Высшее образование в странах мира : анализ данных образовательной статистики и глобальных рейтингов в сфере образования. Москва : Изд. МГУ, 2009. 244 с.

⁹ Колесник В. Ю. Освітні програми нового покоління Європейського Союзу як правовий механізм впливу на євроінтеграційні процеси у сфері освіти. *Вісник Чернівецького факультету Національного університету «Одеська юридична академія»*. 2015. № 2. С. 7–17.

¹⁰ Кремень В. Освіта і наука в Україні – інноваційні аспекти. Стратегія. Реалізація. Результати. Київ : Грамота, 2005. 448 с.

It should be borne in mind that education in the XXI century – is not only a way of retransmission of the finished knowledge and a means of education of the individual. In the present age of globalization and high technologies, it is a factor in social stability, economic well-being of the country, its competitiveness and national security. The field of higher education and research is the foundation of a well-developed society based on knowledge¹¹. Modernization of knowledge about the essence and importance of education P. Kryazhev's view: education gives humanity the opportunity to develop in the direction of ideals of peace, freedom, social justice¹². This scientific approach extends to V. Kudin, who relates education with the most important human values. He emphasizes that education and all acquired culture, human spiritual forces must be directed at the creation and perfection of both man himself and every nation. Education is intended to instill a set of those ideals that contribute to the development of health, bring true spiritual, moral satisfaction, raise a person to a new quality¹³. In the same work, N. Nichkalo emphasizes that education is the most effective, promising way and, at the same time, the key to the progress of mankind in the third millennium, as the general definition of prominent scholars, politicians, economists, educators and public figures in many countries of the world. Education is the main factor in the advancement of highly developed civilized states, the formation of high spirituality, intelligence, culture, a sense of social responsibility for the results introduced by new technologies, for all of that what is left to descendants by each generation¹⁴.

S. Sysoeva adheres to similar scientific positions concerning the nature of education, asserting that today education is perceived as a special sphere of social life, a unique system, a socio-cultural phenomenon, an essential characteristic of human civilization. The new educational model of a post-industrial society must be in line with realities, global integration processes, and global changes that take place

¹¹ Кремень В. Освіта і наука в Україні – інноваційні аспекти. Стратегія. Реалізація. Результати. Київ : Грамота, 2005. С. 158.

¹² Кряжев П. В. Структура вищої освіти в країнах Західної Європи на межі ХХ – ХХІ століть. Педагогічний альманах. Херсон, 2008. Вип. 3. С. 177–183.

¹³ Професійна освіта в зарубіжних країнах : порівняльний аналіз : монографія / за заг. ред. Нічкало Н. Г., Кудіна В. О. Київ : Вибір, 2000. С. 6–7.

¹⁴ Там само. С. 45.

in all spheres of life¹⁵. In an inextricable connection, the question of civilization development of society with the education of its citizens is considered by V. Ognevyuk, stating: “The phenomenon of education is determined by its influence on the development of man and society. XIX and XX centuries. convincingly proved that only the society that cares about the creation of conditions for the personal development of man, for its socialization and identification as a member of this society, can ensure the reproduction of civilization principles of its functioning and development”¹⁶.

The considered views of scientists on education naturally relate to its important component – higher education. Higher education in the UNESCO document “International Standard Classification of Education” is interpreted as education, which “ensures active social position of the subject, successful intellectual activity in the chosen sphere of public life; it is carried out not on the dictation, but on scientific principles”¹⁷.

Outlined by modern science, higher education is defined as the level of education, which is based on secondary or vocational education and is aimed at satisfying the needs of the individual in the fundamental scientific, general cultural and special education¹⁸. The higher education system also reflects the demands of society on the formation of specialists of high qualification level. According to M. Fitsula: “The system of higher education provides fundamental scientific, professional and practical training, obtaining citizens of educational and qualification levels in accordance with their vocations, interests and abilities, and improving scientific and professional training”¹⁹. That is, qualitative orientation into practice allows higher education to successfully solve such diverse tasks: 1) to provide broad education and obtain professional qualifications, including the acquisition of a certain set of competences and skills, for all citizens of the country, so that they are competitive in the labor market; 2) to identify, select and prepare the most capable

¹⁵ Сисоєва С. В. Освіта як об’єкт дослідження. *Шлях освіти*. 2011. № 2. С. 5–11.

¹⁶ Огнев’юк В. Філософія освіти в структурі наукових досліджень феномену освіти. *Шлях освіти*. 2009. № 4. С. 2.

¹⁷ Бондаренко Е. Н. Профессиональное педагогическое образование в зарубежных странах на современном этапе : монография. Минск : Тесей, 2008. С. 49.

¹⁸ Дмитриченко М. Ф., Хорошун Б. І., Язвінська О. М. Вища освіта і Болонський процес : навч. посіб. Київ : Знання України, 2006. С. 401.

¹⁹ Фіцула М. М. Педагогіка вищої школи : навч. посіб. 2-е вид., допов. Київ : Академвидав, 2014. С. 83.

citizens, taking into an account their specific abilities in different fields of professional activity.

The fundamental position of M. Mikhalchenko is that higher education is a powerful factor in economic growth and the development of political systems, the basis for improving the well-being of people. It is based on the experience of world and national educational systems and the acquired scientific knowledge and technical achievements. For the correspondence of higher education to modern requirements of great importance are various forms of interethnic integration of science and education, the continuity of education²⁰.

Hence, higher education acts as a value itself and as a means of achieving other goals. In this context M. Mikhalchenko, emphasizing the value of education for each individual, identifies certain types of its manifestations: economic, social, moral and psychological. In economic concept – it turns out that highly qualified labor, which, accordingly, requires higher education, each time paid for better than less qualified. The social value of education is associated with a person receiving a higher status in the social hierarchy. Moral-psychological value interacts with the self-affirmation of a man, the formation of confidence in his powers, awareness of its significance²¹.

Let's dwell on the system of university education in the context of implementation of the provisions of the Bologna Process and integration into the European scientific and educational space.

It is well known that the system of higher education is a complex of different types and types of institutions of higher education (HEI). According to modern European integration tendencies, one of the main tasks of reforming the national higher education is the restructuring of the HEI network. The basis of this network should be sufficiently large, technically equipped, staffed with highly skilled scientific and pedagogical staff, financially stable, autonomous HEI. These educational or educational institutions in accordance with the prescribed procedure and in accordance with the license and accreditation, implement higher education programs and carry out scientific activities²².

²⁰ Модернізація системи вищої освіти: соціальна цінність і вартість для України: монографія / Михальченко М. І., Андрущенко В. П., Бульвінська О. І. та ін. Київ: Пед. думка, 2007. С. 8.

²¹ Там само. С. 173.

²² Дмитриченко М. Ф., Хорошун Б. І., Язвінська О. М. Вища освіта і Болонський процес : навч. посіб. Київ : Знання України, 2006. С. 401.

Among the different types of HEI, the determining role belongs to the universities in which the complex of such functions is systematically implemented: educational (preservation, transfer of knowledge, science, culture); research (development of knowledge, research work); professional (training of highly skilled specialists); cultural (formation of intellectual abilities); humanistic (awareness of the values of mankind, civilizations and cultures of the world)²³.

Various aspects of the development of the modern European system of higher education, in particular university studies, are researched by many national scholars: V. Andrushchenko, A. Boyko, M. Yevtukh, V. Zubko, V. Kremin, S. Kurbatov, O. Lokshyna, N. Nichkalo, and others. They analyze the topical problems of higher education in close relationships, considering: modern dimensions of education as a scientific concept; the role of higher education in the world and European educational space; factors of influence on modern higher education, trends of its development; the peculiarities of reforming higher education on the principles of the Bologna Declaration, its achievements, problems and perspectives, etc.

In the process of analyzing European and world pedagogical thoughts and practices it became clear that the concept of university education at the beginning of the XX century tried to develop a well-known scientist, a philosopher and publicist S. Hessen. Relevant consideration of the conceptual provisions expressed by them is expedient, since in the European educational conditions by the end of XX – beginning of the XXI century became very popular. Here are some of his ideas and statements about higher education and the university as an integral part of it.

Analyzing numerous problems, S. Hessen primarily proceeded from the recognition of the close relationship between the concepts of «education» and «culture». So, the components of culture, according to the scientist are: education (science, art, morality, religion), citizenship (law, state) and civilization (economy, technology). These interrelated components, he considers cultural values, in which the education and culture of the individual are inseparable. As many types of cultural property exist, there are so many types of education. Education by its very nature can never be completed. A person becomes educated

²³ Бондаренко Е. Н. Профессиональное педагогическое образование в зарубежных странах на современном этапе : монография. Минск : Тесей, 2008. С. 58.

throughout his life. According to S. Hessen, only an uneducated person can argue that it completely solves the problem of education for itself. According to the scholar, the ways of education are very diverse: read a book, listen to a concert or a lecture, a theatrical performance, an occasional meeting, etc. However, special independent institutions like libraries, museums, higher educational institutions, and others play the most important role in the educational journey of a man²⁴.

S. Hessen expressed a distinct vision of the theory of the university, as evidenced by some of the current relevant provisions of his fundamental work «Fundamentals of Pedagogy. Introduction to Applied Philosophy», in particular: 1) the goal of higher education – the mastering of scientific research methods; 2) the organization of the university must meet the requirements of freedom of choice: university, faculty, curriculum, teachers; the one who studies should be given the opportunity to move from one faculty to another, from university to university; 3) the university is the source of science: the more successful a person has mastered the university course, the more she joined the scientific thought, the greater it is the need to return from time to time to the university in order to plunge into the atmosphere of science, which has gone onward in that time, to update the experience of their practical activity; 4) the higher scientific school should be primarily a source of scientific research, its teacher – an active researcher, an independent scientist, who expands the sphere of consciousness by his scientific work, a student – a participant in the research work of a teacher, a novice scientist, that is why the higher scientific school or university is inextricably unity of teaching and research; 5) the professor is the better, the higher his level as a scientist; the professor's oratory's manifestation is not in the lightness and polishing of the style of speech, but in his ability to reason during the presentation, to open the lectures on new evidence and shades of thoughts; 6) self-management of the university, or its autonomy, constitute the essence of the university as a source of new scientific knowledge; 7) the ideal nature of the university is characterized by the principles of completeness of scientific knowledge, freedom of teaching, learning and self-management; 8) the significance of the lecture is not that it replaces the reading of books, but that it

²⁴ Гессен С. И. Основы педагогики. Введение в прикладную философию. Москва: Школа-Пресс, 1995. С. 217.

induces reading and independent study; 9) freedom of teaching and learning is a natural element of the university²⁵.

Conceptual provisions of S. Hessen have gained modernity in the demands of democratization, mobility, autonomy, humanization, and strengthening the research functions of university education. Modern Ukrainian scholars (O. Bondarenko, M. Dmytrychenko, V. Kremen, V. Kurylov, S. Kurbatov, V. Lugovyi, G. Horuzhii, etc.) emphasize the most significant features of the university as HEI. In their view, the conceptual provisions are that the university in the system of European higher education is building its activity on the principles of freedom and autonomy. In this case, the principle of university autonomy is considered as: 1) the indicator of the development of democracy in the country and a certain HEI; 2) the norm of the institution's management, which ensures a certain accountability, compliance with regulatory and legal acts; 3) the degree of self-management in the HEI; 4) a set of rights and responsibilities, a combination of academic freedom of the HEI with responsibility to society and the teaching team²⁶.

The Charter of European Universities, which was adopted in 1988 and signed by the rectors of 388 universities, is important for the development of universities' activity based on the principles of autonomy and freedom. In September 2011, an official ceremony for the celebration of the 23rd anniversary took place in Bologna, Italy and signing the Charter of the European Universities happened in the oldest European University. In general, it was signed by representatives of about 800 universities in the world.

At the end of XX – beginning of the XXI century in many countries in Europe there has been a social situation due to such stimulating factors of higher education reform as globalization, internationalization, integration, the transition of industrial society to the post-industrial and information society of knowledge.

According to K. Astakhova's recognition the globalization is characterized by the creation of a world economy as an integral organism, the integration of cultural ties, the emergence of interdependence of countries, the expansion of contacts between people

²⁵ Гессен С. И. Основы педагогики. Введение в прикладную философию. Москва: Школа-Пресс, 1995. 447 с.

²⁶ Хоружий Г. Ф. Вища освіта на шляху оптимізації. *Шлях освіти*. 2011. № 4. С. 23.

of different nationalities, the activation of the activities of international and supranational structures²⁷. According to O. Bondarenko, globalization is an objective process, as a result of the intensive development of world economies and countries, their openness for interaction, integration, exchange of goods, services, cultural values, educational standards, financial resources, etc. At the same time, globalization is a contradictory process that has advantages (increased volumes of production and goods market, expansion of the world market, etc.), and also contains threats and risks (increasing the gap between the poor and the rich, rising unemployment, forced migration, devaluation of moral values, etc.). Therefore, the important task of the countries is to minimize its negative aspects and use of globalization opportunities for the benefit of people, humanity²⁸.

The scientist K. Astakhova observes that the reflection of the processes of globalization in the field of higher affects above all its aspects: internationalization strategies; quality assurance; problems of transnational, regional and interregional cooperation; information and communication technology training; improving the level of access to higher education, etc. She expresses the opinion that globalization generates the need for radical changes in education, bringing it in line with new social demands, patterns and trends of the new century. Higher education of the XXI century requires dynamic action and comprehension of educational problems at the level of theory and practice. Modern higher education should form the ability of the person to global thinking, the adoption of fundamental values, a deep look at the world, its vision is not in the fragmentary, but in its entirety, the ability to creativity, manifestation in the unity of reason and conscience, reason and emotions, etc²⁹.

V. Zubko attaches great importance to higher education as a means of forming a new generation of specialists in the period of

²⁷ Астахова К. В. Вища освіта в умовах сучасного етапу глобалізації : потреба кардинальних змін. *Вища освіта України*. 2010. Том I (19). Додаток 4. Тематичний випуск «Вища освіта України у контексті інтеграції до європейського освітнього простору». С. 29.

²⁸ Бондаренко Е. Н. Профессиональное педагогическое образование в зарубежных странах на современном этапе : монография. Минск : Тесей, 2008. С. 73.

²⁹ Астахова К. В. Вища освіта в умовах сучасного етапу глобалізації : потреба кардинальних змін. *Вища освіта України*. 2010. Том I (19). Додаток 4. Тематичний випуск «Вища освіта України у контексті інтеграції до європейського освітнього простору». С. 31–32.

globalization. The scientist notes that on the threshold of the third millennium, the high school is rapidly and sometimes transformed dramatically. Changes in the means of production, their own educational problems make it oriented towards global social processes, among which: the political restructuring of the world; formation of a democratic organization of the world community; creation of a new concept of national security; strengthening interdependence and interaction of countries; rejection of economic and cultural self-isolation, etc³⁰. Similar is the scientific position of A. Sbruva, who points out that globalization as the main characteristic of the development of human civilization at the beginning of the XXI century predetermines fundamental transformations not only in the spheres of economics, politics, science, information technologies, but also in education. Under the influence of globalization on the transformation of the cultural and educational sphere of human life, the following concepts are combined: internationalization of production, trade, finance; international mobility of people (students, immigrants, refugees, tourists); development of diaspora communities; global circulation of ideas and concepts; initiatives of international organizations; formation of educational space³¹.

The scientific position expressed by A. Sbruva, scholar N. Avschenyuk, who in the article «Socio-economic determinants of the development of transnational higher education at the turn of the XX – XXI centuries», confirms the strengthening of the role of higher education in the modern conditions of the development of civilized countries, illustrating it by the relevant facts. The scientist informs: Studies of the International Labor Organization have found that in Canada, for example, 70 % of newly-created occupations require specialists with higher education. The United States is not able to prepare the required number of highly skilled workers, especially for highly intensive sectors of the economy, although it has one of the most extensive HEI networks. Therefore, there was a phenomenon of so called competition of the countries for attracting the best students to study from different corners of the world, the phenomenon of

³⁰ Сучасні системи вищої освіти : порівняння для України / за заг. ред. В. Зубка. Київ : Вид. дім «КМ Асасієтіа», 1997. 290 с.

³¹ Сбруєва А. Болонський процес : пошуки шляхів підвищення конкурентоспроможності європейської вищої освіти. *Шлях освіти*. 2002. № 1. С. 18.

accelerated development of transnational higher education. There is a rapid growth of international academic mobility of students. One of the most important motivations in obtaining higher education in a transnational model is to increase the employment opportunities on favorable conditions for a specialist. Graduates of prestigious foreign universities have priorities in the labor market both in developing countries and at the place of study in high-growth countries³².

Today, many countries have started processes of reorganization of higher education systems that meet the requirements of the global economy, international quality standards of production. This is manifested in a number of factors: the unification of educational and scientific levels; change of priorities in the formation of educational programs and curricula in the direction of humanities, autonomy and financial independence of universities; ensuring mobility of students and teachers; compulsory study of English; improving the quality of vocational training, etc. Globalization has changed the goals and orientations of higher education in many countries of the world, despite the state of their economic development. If in the past universities were considered as an integrative component of the forces of national formation of the state, now they are associated with the production of highly skilled professionals for the global labor market³³.

Another important concept is the modern processes of internationalization of education, which, in the broadest sense, spread knowledge, competences and values that have universal application and global recognition. Internationalization manifests itself in the international orientation of educational programs offered by universities, and globalization contributes to overcoming the boundaries and frames of national education systems. At the same time, one should agree with the conclusions of N. Avshenyuk concerning the development of transnational and local universities: “There should be a thorough regulatory basis for their activities, since the unsettled nature of this sphere may also have negative consequences over time: the weakening of the role of local institutions of higher education, the enhancement of labor migration, that can hamper the development of national economies

³² Авшениук Н. Соціально-економічні детермінанти розвитку транснаціональної освіти на зламі XX – XXI століть. *Порівняльна професійна педагогіка*. 2011. № 1. С. 52–61.

³³ Там же. С. 57.

of individual countries”³⁴. K. Korsak outlines the tendency of internationalization of higher education through the implementation of such approaches: introduction to the curricula of “international disciplines’ (international law, international trade, etc.); realization of foreign language study plans for foreign students; application of curricula that lead to the combination or duality of diplomas and their recognition in other countries³⁵.

One of the decisive consequences of globalization was the emergence of a world and European educational space. In the scientific work of N. Skotnoyi “Personality in the split civilization” it is noted that the educational space is a subsystem of the socio-cultural environment, a set of historically formed factors, circumstances, situations, that is, specially organized pedagogical conditions of development the personality. Under this concept, the totality of material, spiritual, emotional and psychological conditions in which the educational process is reproduced, and factors that contribute or hinder its effectiveness is understood³⁶.

The world educational space is considered to be a collection of all educational institutions, scientific and pedagogical centers, governmental and public educational organizations in different countries, geopolitical regions, as well as the interaction and interaction of these institutions in the conditions of intensive internationalization of various spheres of public life³⁷. The world trends in the development of modern higher education are embodied in the UNESCO Program “Education: A Hidden Treasure” – a humanization, humanization, continuity, fundamentality, efficiency, mass media, technology and informatization.

European educational field – part of the world, limited to the region of Europe. The concept of “European education” is conditionally considered in three aspects: first, education in Europe; secondly,

³⁴ Авшенюк Н. Соціально-економічні детермінанти розвитку транснаціональної освіти на зламі ХХ – ХХІ століть. *Порівняльна професійна педагогіка*. 2011. № 1. С. 60.

³⁵ Корсак К. В. Світова вища освіта. Порівняння і визнання закордонних кваліфікацій і дипломів : монографія / за заг. ред. Г. В. Щокіна. Київ : МАУП–МКА, 1997. 208 с.

³⁶ Скотна Н. Особа в розколотій цивілізації : освіта, світогляд, дії : монографія. Львів : Українські технології, 2005. 384 с.

³⁷ Астахова К. В. Вища освіта в умовах сучасного етапу глобалізації : потреба кардинальних змін. *Вища освіта України*. 2010. Том I (19). Додаток 4. Тематичний випуск «Вища освіта України у контексті інтеграції до європейського освітнього простору». С. 34.

education about Europe; thirdly, education for Europe. Hence, the European Commonwealth is considered as the only historical, social, economic, ecological, cultural, educational system. One of the tasks of education is the formation of awareness among the younger generation about a common European affiliation, and value education should be based on the ideas of democracy and human rights. Common European values included respect for the lives and rights of others, responsibility, solidarity, openness to other peoples and cultures, tolerance, the will to peaceful coexistence and the preservation of peace³⁸.

The category “European educational space” has become integrated to interact with the concept of “a single European research area” after the European Commission published in January 2000 an appeal “On the European Research Area”³⁹. The appearance of this document was aimed at creating the best conditions for conducting research in order to achieve world leadership in education in Europe. The document proposes to strengthen the scientific cooperation of the researchers and scientists of the participating countries and to improve the coordination of research within the EU without excessive bureaucracy and significant funds.

Hence, higher university education of the late XX – early XXI centuries. has gained certain tendencies of modernized development in the world and European educational space. The existence of these trends is seen in the quest for its democratization, the right to higher education for all, the significant impact of socio-economic and political factors on higher education, the development of the market for educational services, the expansion of the network of universities, the search for a compromise between centralization and a certain autonomy in management higher education, in updating educational programs, curricula, etc.

3. University education in Ukraine and Bologna process

Transformational trends in higher university education in Europe have become the subject of discourse by many Ukrainian scholars: M. Dmitrichenko, V. Zubko, G. Kalinicheva, A. Sbrueva, M. Stepko,

³⁸ Тараненко І. Г. Нові орієнтації у змісті соціально-політичної освіти європейських країн. *Педагогічні інновації : ідеї, реалії, перспективи*. Київ, 1998. С. 94–98.

³⁹ European research area (ERA). URL : https://ec.europa.eu/info/research-and-innovation/strategy/era_en

G. Tereshchuk, G. Horuzhii, and others. In general, they state that globalization, internationalization, integration, the transition to an information society, in which the new paradigm of economic relations is knowledge, have significantly influenced the European educational platform as a component of the world's space.

The tendencies of the development of higher university education in Europe are as follows: 1) extension of the period of compulsory general education; obligatory vocational education after school, including the transition to mass higher education; 2) the formation of a system of continuous education throughout life; 3) diversification of HEI types, expansion and deepening of their tasks and functions; 4) strengthening the interaction between higher education and employers; 5) creation of scientific and educational complexes as a form of integration of science, education and production as a specific for higher education; 6) the diversification of the system of studying and internship abroad; 7) provision of conditions for the mobility of students and teachers; 8) global informatization of the educational process, introduction of new digital technologies; 9) improving the quality of higher education and the readiness of applicants to perform professional functions; 10) increasing the requirements for the professionalism of teachers and improving the conditions of their work; 12) introduction of innovations in management and diversification of funding for higher education institutions.

The idea of creating a European University Community and a Single European Higher Education Area is primarily linked to the signing of the Bologna Declaration adopted on June 19, 1999 (Bologna, Italy). Ministers of 29 European countries responsible for higher education signed a joint declaration "On the European Higher Education Area", as evidenced by the creation of a single European educational space. The declaration stated that the European integration process, thanks to its special achievements, becomes a tangible and significant reality for the EU. Politicians, scholars, and the public are more and more aware of the need to build Europe's future through the use and strengthening of its intellectual, cultural, social, scientific and technological potential. The primary importance of education and educational cooperation for the development and consolidation of stable, peaceful and democratic societies is universally recognized. It was noted that "the viability and effectiveness of any civilization is measured by its cultural influence on other countries. An important task is to increase the

international competitiveness of the European higher education system, to create a system that would be attractive to the whole world and be in line with the peculiarities of cultural and scientific traditions”⁴⁰.

It was the Bologna Process that initiated the structural modernization of national higher education systems, including Ukrainian, recognizing the objective need for integration actions. This process has its own background, which distinguishes three periods: the first covers 1957–1982, the second – 1983–1992, the third – 1992–1998. In each of these periods, important events were held – joint conferences of Ministers of Education, meetings, consultations, discussions on which numerous normative-legal documents (the Grand Charter of Universities, treaties, conventions, declarations, programs of joint actions, etc.) were developed and approved, aimed at the development of a single pan-European approach to higher education. In particular, in 1967, the first European Conference of Ministers of Education took place, which initiated a complex process of developing a unified European approach to higher education as a system and result. The Conference of Ministers of Education in 1971 agreed on the issues of mutual recognition of diplomas, cooperation in the development of the second higher education, the creation of a European center for higher education, etc., proposed a number of international projects to strengthen the relationship of higher education and production structures. In 1986, preparing for the 900th anniversary, the leadership of the oldest in Italy Bologna University appealed to all universities in Europe with a proposal to adopt the Grand Charter of Universities (Magna Charta Universitatum). The idea was enthusiastically picked up, and during the anniversary celebrations in 1988, the document, which proclaimed the universal and eternal values of university education, as well as the need for close ties between them, were signed by rectors of 80 universities. The Great Charter of European Universities proclaimed the fundamental principles of recognition of universities by the centers of culture, knowledge and research, the main intellectual centers of society. Significant role played by the Lisbon Convention (1997), which was concerned with the harmonization and recognition of qualifications belonging to European higher education. The Sorbonne Declaration (1998) first raised the question of the formation of an open European

⁴⁰ Дмитриченко М. Ф., Хорошун Б. І., Язвінська О. М. Вища освіта і Болонський процес : навч. посіб. Київ : Знання України, 2006. С. 327–328.

space in higher education, a predominant orientation towards a two-tier structure, the need for common recommendations for the convergence of national systems of higher education, etc.

The emergence of the Bologna process is a response to the general tendencies of the world development of the late XX – early XXI centuries, objectively logical process of convergent reforms in European higher education. Major changes in the context of the Bologna process include: 1) adoption of a higher education system based on two main levels of education: basic – undergraduate (3-4 years of study) and full – magistracy (1,5-2 years of study); 2) the introduction of a credit system to account for the complexity of educational work; credit units can be applied at all levels of higher education, including continuous; 3) introduction (in order to ensure the employment of university graduates in the European labor market and increase the competitiveness of universities), mutually agreed and unified application for diplomas that are comparable amongst all over the European space; 4) quality control of higher education through the organization of accreditation agencies and monitoring structures; 5) ensuring mobility through removing barriers for students to access education, freedom of movement for educational services, and for teachers to increase their research capacities, enriching European experience; 6) growth of cooperation in the development of educational programs and curricula, interaction between HEI, design of mobility schemes and integrated training and research programs, quality control of education, etc.; 7) strengthening of the European dimension of higher education, especially in the field of scientific research; 8) securing the employment of graduates, orientation of HEI for the final result of professional training, is closely connected with the needs of the European labor market; 9) developing the attractiveness of the European education system, increasing the interest of Europeans and other citizens in higher education, and attracting more students from other regions of the world to Europe.

The urgency and complexity of the problems of the Bologna process resulted in their further detailed discussion at meetings, seminars and conferences of ministers of European countries, the subject of which was the analysis of the status of tasks, additions, clarifications, and outline of the prospects. In particular, in the period after the Bologna Conference and by October 2003, 23 events on European cooperation in the field of education were carried out on the implementation of the

provisions of the Bologna Convention on the standardization of approaches to the organization of educational process, the functioning and development of higher education in the EU, the expansion of the European educational space to other states, etc.

The development of approaches to solving the Bologna process was devoted to Berlin (Germany, 2003) and Bergen (Norway, 2005) conferences. In particular, in the Communiqué of the Berlin Conference – “Creation of a European High School Space” – emphasis was placed on the quality of higher education, the responsibility of each individual educational institution. An important decision was made to expand the boundaries of the modern system of higher education from two levels to three, including a doctoral degree as a third educational-scientific level. It is decriminalized that in the countries participating in the Bologna process there should be one doctor’s degree – “doctor of philosophy” (PhD) in the corresponding areas of knowledge (natural sciences, socio-humanitarian, economic, engineering, pedagogical, etc.). The important role of IHE in the implementation of the principle of human learning throughout life is noted. The unity of the European Higher Education Area and the European Research Area as a whole have been recognized. A working group was established to strengthen interim control over the implementation of the tasks of the Bologna Convention.

At the Bergen Conference, particular attention was paid to the interaction between higher education and diverse research activities. The issues of further development of the principles of doctoral programs and ensuring an increase in the number of doctoral students were agreed upon. It was emphasized the need to develop a project to increase the perception of the Bologna process in other regions of the world.

The problems of the Bologna process, the state of their solution, achievements and difficulties are deeply analyzed in the scientific works of domestic scientists. Thus, V. Andrushchenko states that the Bologna process is a directed cooperation of European universities, institutes, schools, centers. Changes initiated by the Bologna Declaration should improve the quality of education, its competitiveness, attractiveness and demand in the European educational space⁴¹. The development of higher education systems in foreign countries is described in detail and in various ways by the works “Higher education and the Bologna

⁴¹ Андрущенко В., Молодиченко В. Академічна мобільність : проблема реалізації в Україні і в світі. *Вища освіта України*. 2010. № 1. С. 34.

process”, sponsored by M. Dmytrychenko, B. Horoshun, O. Yazvinska⁴². They analyze foreign higher education, the main factors of European integration in the educational sphere, the features of higher education systems in many countries, explain the essence of the Bologna process, the specific principles and means of its course. Particular attention is focused on the European Credit Transfer System (ECTS), its purpose, meaning and methodology. Scientists point out that ECTS is a system based on a systematic way of describing an educational program by assigning loans; it determines the students’ educational load, which is necessary to carry out the tasks of the educational program. The content of the concept of “credit” used in the Bologna process is explained in detail. The system of credits enables to monitor the students’ educational program, determine the necessary amount of student’s work (lectures, practical classes, consultations, control tasks, types of independent work, forms of final evaluation, etc.). Credits are assessed for compulsory (normative) disciplines and optional courses, coursework and qualification papers or projects, educational and industrial practices, and other forms of educational activities provided for by the educational program.

The theory and technology of the convergence of educational systems in the European space attracted the scientific attention of the researcher G. Tereshchuk, who highlights the directions of transformation in the preparation of specialists of the XXI century: ensuring the transparency of educational programs; creating conditions for comparing educational programs in different universities and in different European countries; the implementation of the European Credit Transfer and Transfer System (ESTS) as a basic tool for academic discipline enrollment, worked out by students at other universities, etc. The content of education and the results of learning G. Tereshchuk relates with the increase of general cultural and functional competence, the formation of cognitive independence and activity of IHE graduates⁴³.

Scientist A. Sbrueva, when considering the creation of the European Higher Education Area, attaches great importance to the system for monitoring the quality of education and IHE accreditation in each of the

⁴² Дмитриченко М. Ф., Хорошун Б. І., Язвінська О. М. Вища освіта і Болонський процес : навч. посіб. Київ : Знання України, 2006. 440 с.

⁴³ Терещук Г. В. Зближення освітніх систем : теорія і технологія. *Педагогічна і психологічна науки в Україні* : зб. наук. праць до 15-річчя АПН України у 5 т. Київ : Пед. думка, 2007. Том 1 : Теорія та історія педагогіки. С. 157.

countries participating in the Bologna Process and notes that the quality audit of higher education at the national level is sufficiently developed in the UK, Denmark, Sweden, France, Finland, is actively developing in Italy, Germany, Lithuania, etc., absent at the national level in Austria, Belgium, Greece, etc.⁴⁴.

Academic mobility, as part of the Bologna process, is devoted to research by O. Vauulin and A. Umerova. Academic mobility is explained by academics as an opportunity for students, lecturers and administrative and managerial staff of IHE to “move” from one institution to another. It is understood that according to the recommendations of the Bologna Declaration, conducting a semester student in another IHE (mainly abroad) will give him the opportunity to access new quality programs, courses, research activities, and improve the knowledge of foreign languages. A high degree of academic mobility implies the availability of hostels, health insurance, funding sources, etc. Measures for mobility are associated with material support for mobility; strengthening of informing potential participants about the possibility of mastering separate courses and programs in other HEI; the development of normative-methodical and technological support⁴⁵.

Not only educational trends and problems of the present are included in the circle of scientific interests of researchers of the future international associations but also the subject of discourse became future development issues of the education. In this context, the Conference of European Ministers of Education, which took place in Leuven (Belgium, April 2009), attracts attention. The issue of the future of European higher education for the next decade was actively discussed at the conference. The communique of this conference provides an overview of the main priorities for the European Higher Education Area up to 2020. The document proclaims that higher education, based on the principles of innovation, should make a significant contribution to the development of knowledge of Europe, to promote the socio-cultural development of different countries. This contribution is generated by objective conditions, in particular the need to overcome the main challenges of

⁴⁴ Сбруева А. Болонський процес : пошуки шляхів підвищення конкурентоспроможності європейської вищої освіти. *Шлях освіти*. 2002. № 1. С. 18–21.

⁴⁵ Вауліна О. С., Умерова А. Є. Академічна мобільність як складова Болонського процесу. *Вища освіта України*. 2010. Том I (19). Додаток 4. С. 61–66.

today – globalization, rapid aging of the population, financial and economic crisis, man-made disasters, environmental problems, etc.

Noting the positive character of the modern European Higher Education Area (mobility, the transition to a three-tier education structure, the implementation of the Bologna Process, cooperation, etc.), ministers outlined the vision of what will be crucial in the development of higher university education in Europe by 2020. The following priority tasks were defined: ensuring equal opportunities for obtaining high-quality higher education by different groups of the population; improvement of the educational environment, creation of proper conditions for education at all levels; expanding lifelong learning; implementation of the principle of student-centered learning; sustainable integration of learning and research; Further internationalization and deepening of mobility in educational and research activities; strengthening of interaction between state authorities, Institutions of High Education, students, employers; strengthening autonomy of universities; realization of cooperation in the system “university – enterprise” quality control at the European level; further implementation of the tasks and provisions of the Bologna Convention, etc.

In March 2010, a conference of the Ministers of Education in Vienna and Budapest was held where the Integrated Higher Education Area (EHEA) was officially announced, an official EHEA website was created, and a forum was adopted, embracing the Bologna Policy Forum Statement. In April 2012, the Ministerial Conference in Bucharest (Bucharest Communiqué), which was responsible for higher education in 47 countries of the EHEA, was held, reviewed the achievements of the Bologna Process and agreed on future priorities for higher education in Europe, namely: increasing access to higher education; recognition of formal and informal learning; the need for additional investment in higher education for the future; ensuring its high level of financing; completion of the transition to a three-cycle higher education system (bachelor, master, doctor of philosophy); introduction of qualifications frameworks; improvement of the system of monitoring, implementation and application of European standards and recommendations for the quality assurance of higher education (ESG), etc⁴⁶.

⁴⁶ Mobility for Better Learning. Mobility strategy 2020 for the European Higher Education Area (EHEA). Bucharest Ministerial Conference (2012). URL: [http://www.ehea.info/uploads/\(1\)/2012%20ehea%20mobilit%20strateg.pdf](http://www.ehea.info/uploads/(1)/2012%20ehea%20mobilit%20strateg.pdf)

In Yerevan (Armenia), in 2015, the Conference for Ministers of Education and the Fourth Bologna Political Forum took place, which resulted in the adoption of the Yerevan Communiqué and the Declaration of the Fourth Bologna Policy Forum. One of the key events was the approval of the updated “Standards and Recommendations on Assurance Quality in the European Higher Education Area” (ESG), which more fully describes the internal quality assurance procedures and determines the relationship between the Bologna process and the quality of education. Standards and guidelines for quality assurance in the European Higher Education Area which are recommended for internal and external quality assurance systems in higher education, whose main objective is to promote a better understanding of the quality of teaching and learning, regardless of the boundaries between all stakeholders. It was emphasized that standards play a key role in the development of national and institutional quality assurance systems in the European Higher Education Area, as well as at the level of international cooperation.

Today, numerous structures have been created to monitor the implementation of the tasks, course and development of the Bologna process, in particular: 1) BFUG – Bologna follow-up group; 2) EUA – The European University Association (European Universities Association); 3) ESIB – The National Unions of Students in Europe; 4) EURASHE – European Association of Institutions in Higher Education; 5) UNESCO-CEPES – European Center for Higher Education (UNESCO); 6) ENQA – The European Association for Quality Assurance in Higher Education; 7) EIRES – Educational International Pan-European Structure (Educational International Pan-European Structure); 8) UNICE – Union of Confederations of Industrialists and Employers of Europe (as advisory member).

In 2005, Ukraine joined the Bologna Process, recognizing its position as a priority and topical. By Order of the Minister of Education and Science No. 612 of July 13, 2007, the “Action plan for ensuring the quality of higher education of Ukraine and its integration into the European and world educational community” was approved; A Bologna Process Support Working Group and an interagency group on the implementation of its provisions have been set up. Currently, preparations for the transition to a three-tier system of training specialists are underway; measures are being taken to promote mobility, including

internships for students and scientific and pedagogical staff; the conclusion of inter-university agreements on the exchange of personnel, the creation of joint training programs for European universities with European universities; the draft of the appendix to the diploma and methodical recommendations for its filling are prepared; the National Qualifications Framework entered into force as a prerequisite for the verification of educational and educational degrees, etc.

SUMMARY

Finally, modern European university higher education is characterized by a number of constitutional tendencies that reproduce the peculiarities of the modern globalized world. They also concern Ukraine, the development of its higher education systems as an important component of the European educational space. Currently, the main tasks of the reform of the national university education, which are envisaged by the Bologna Process, are: 1) introduction of a three-tier higher education system (bachelor, master, doctor of philosophy); 2) life-long learning, including recognition of prior learning (formal and informal), flexible curricula for the educational process, which combine work and education, and facilitate access to higher education; 3) the guarantee of equal opportunities in education and through the education of the promotion of socialization in a globalized world; 4) promotion of employment (higher education for better work); 5) introduction and recognition of joint educational programs, as well as joint diplomas provided by partner universities; 6) mobility of students and teachers within and outside the EU; 7) recognition of studies, levels and degrees received at universities of other countries and continents; 8) implementation of the system of monitoring and ensuring the quality of higher education.

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HISTORICAL AND PEDAGOGICAL ANALYSIS OF THE SPECIFICITY OF PROFESSIONAL EDUCATION DEVELOPMENT IN NATIONAL EDUCATIONAL SPACE

Pahuta M. V.

INTRODUCTION

The problem of reformation and development of the vocational education system in Ukraine is one of the most topical and complex in the national pedagogical science, the solution of which requires a thorough historical and pedagogical analysis of all aspects of its formation and development. This will allow us to see an objective picture of its functioning and is extremely important for the modernization of the whole system of vocational education in Ukraine, since the current state of the national system of vocational education, its content and character is largely due to the historical experience of its development.

P. Luzan and O. Vasyuk state that “getting acquainted with the ways of development of the theory and practice of education and training in different historical periods, in the conditions of different socio-economic formations, promotes the development of the correct attitude to the pedagogical heritage, allows to use the experience of the past in modern conditions critically, gives an opportunity to trace the genesis of many pedagogical problems and phenomena.”¹

Therefore, the analysis of the historical processes of the formation of the system of vocational education in Ukraine is an extremely important and urgent task. Since the uncertainty of many historical and pedagogical aspects of the formation of the vocational education system in Ukraine and their impact on the modern processes of its transformation do not allow to trace the genesis of many pedagogical problems and phenomena fully and use the existing historical experience to solve them in modern conditions.

At all stages of development, humanity was trying to solve the important task of passing working and professional experience from

¹ Лузан П. Г., Васюк О. В. Історія педагогіки та освіти в Україні : навчальний посібник [2-ге вид., доп. і перероб.]. К. : ДАКККіМ, 2010. 296 с. Ст. 6.

generation to generation. This, of course, actualized the development of vocational pedagogy and vocational education. However, historically, social work is divided into mental and physical work, and this led to differentiation in the history of pedagogy of primary vocational and higher education. The history of vocational secondary education stands apart, as this branch of vocational education stood out much later than the others². In view of this, the history of these components of vocational education is considered separately in scientific and educational editions. However, in our opinion, the history of vocational education should be considered integrated as a coherent system that includes all its subsystems – from vocational guidance to postgraduate education. Only a systematic approach is capable to provide a comprehensive study of the development of vocational education in all its diverse components.

1. The development of vocational education on Ukrainian lands in the XI-XVth centuries

The complexity of the study of the historical and pedagogical basis of national vocational education is also connected with the difficult way of its development and the variety of interpretations of basic concepts in this field of pedagogical science. Historical studies indicate that the foundations of professional education in modern Ukraine were laid in the XIth century at the time of Kyivan Rus, when Yaroslav the Wise at Sofia of Kyiv established a school of translators and copyists³, the so-called “navchannia knyzhnogo” (“book training”), which later became widespread throughout the country. It should be noted that these schools provided higher education than the conventional literacy schools of that time. They focused on the study of three major subjects at the time: grammar, rhetoric and dialectics. After completion one’s studies at this school, the student had to make his own project – to compile his own book – an “izbornyk” (an izbornyk – a handwritten compilation in Kyivan Rus, which consisted of selected texts and excerpts from earlier books and translations based on the study and understanding of existing texts), interlace and illustrate it. After this peculiar examination for the right of

² Професійна педагогіка : учебник для студентів, навчаючись по педагогічним спеціальностям і напрямленням / под. ред. С. Я. Батышева, А. М. Новикова. М. : Издательство ЭГВЕС, 2009. 456 с. Ст. 27.

³ Артемова Л. В. Історія педагогіки України. К. : Либідь, 2006. 419 с. Ст. 41-42.

professional activity, the graduate was given one of the qualification levels: the lower one – for keeping trade, business and household records, and the higher one – for writing church and theological books, chronicles and other important works of that time⁴.

P. Luzan and O. Vasyuk mention an even earlier dating of the emergence of the school of “navchannia knyzhnogo” in their works. In particular, they state that “The first testimony of the schools of “navchannia knyzhnogo” in Rus’ is dated 988. It was opened by Prince Volodymyr in Kyiv at the tithe church. The students who came to school already had primary education, that is, they were able to write and read. It was a higher education institution, which taught “seven free arts” at that time was given a serious education. ... 300 children were enrolled in the school⁵. Such a number of highly educated people, prepared during the reign of Prince Volodymyr, further enabled his son Prince Yaroslav the Wise to make an important step in the development of education and culture of Kyivan Rus’.

In fact, from now on we can speak about a certain system of vocational training on the territory of modern Ukraine. During his reign (1019 – 1054), Yaroslav the Wise opened schools of “navchannia knyzhnogo” not only in the capital of the principality – Kyiv, but also in other big cities. Thus, until the 13th century, such schools (in essence, the first professional educational institutions) operated in such cities of Kyivan Rus’ as: Novgorod, Pereyaslav, Suzdal, Volodymyr, Chernihiv, Polotsk, Murom, Turov, Rostov, etc., in total in eighty-seven ancient Rus’ cities. Typically, such vocational schools were under full state tutelage and were established in princely courts⁶.

From the middle of the XII century the process of decline of the Kyiv state began. The direct heir of the political and cultural tradition of Kyivan Rus was the Galicia-Volyn principality, which continued to use the educational policy of Yaroslav the Wise.

However, as early as the second half of the fourteenth century, most ethnic Ukrainian lands were divided between the Grand Duchy of Lithuania and the Kingdom of Poland. Accordingly, vocational

⁴ История педагогики и образования. От зарождения воспитания в первобытном обществе до конца XX в. : Учебное пособие для педагогических учебных заведений / Под ред. академика РАО А. И. Пискунова [2-е изд., испр. и дополн.]. М. : ТЦ «Сфера», 2001. 512 с. Ст. 82-83.

⁵ Лузан П. Г., Васюк О. В. Історія педагогіки та освіти в Україні : навчальний посібник [2-ге вид., доп. і перероб.]. К. : ДАКККіМ, 2010. 296 с. Ст. 22.

⁶ Артемова Л. В. Історія педагогіки України. К. : Либідь, 2006. 419 с. Ст. 50-52

education on these lands evolved differently, depending on the educational policies of those states that included Ukrainian lands. During this period, Ukrainians felt better under the rule of the Lithuanian principality, which largely adopted the language, traditions, culture and way of life of Ukrainians and did not interfere with their development. Thus, the so-called Church Slavonic language became the main language of government, justice and education. Little is known about the state of education at that time, including vocational education. The most educated at that time was the clergy, which maintained schools and other educational institutions. In the monasteries, including Kyiv-Pechersk, Mykhailivskiy and others, as well as in some places, there were fixed schools in the churches, where capable students studied reading, writing, theology, literature and Greek. Education on the territory of the Lithuanian principality, including the former lands of Kyivan Rus', was similar to Western Europe^{7:8}

The situation was somewhat worse on the lands that were under the control of the Kingdom of Poland. With respect to the Ukrainian people, Poland pursued an aggressive assimilation and militia policy. Ukrainians were evicted from major cities, Ukrainian was displaced from state, church and educational life and replaced with Latin and Polish. Later the situation became only more complicated. Thus, in 1569, as a result of the Lublin Union, much of the Ukrainian lands, which had previously been under the rule of the Lithuanian principality, came under the control of Poland. Poland's aggressive policies aimed at the oppression and assimilation of Ukrainians, in particular the ruling class, led Ukrainian aristocrats to renounce their language and culture.

This process provoked the loss of a class that contributed to the development of national culture and education, and a sense of ethnic identity. However, the 16th century is characterized by the fact that the Ukrainian clergy and Orthodox fraternities began to pay greater importance to education, and schools at churches and monasteries became widespread. Thus, under the pressure of progressive forces, Polish King Stefan Batory granted the permission to Vilenskyi Brotherhood to open its own schools. And since 1858, these privileges extended to all fraternities of the Lithuanian principality and Galicia,

⁷ Артемова Л. В. Історія педагогіки України. К. : Либідь, 2006. 419 с. Ст. 79-81.

⁸ Лузан П. Г., Васюк О. В. Історія педагогіки та освіти в Україні : навчальний посібник [2-ге вид., доп. і перероб.]. К. : ДАКККиМ, 2010. 296 с. Ст. 31.

thereby facilitating the opening of pro-Ukrainian church, monastery and fraternal schools.

At these schools, children studied alphabet, prayers, read the psalter, or “the Apostle”. The students were taught writing and cursive, which was used in the act of writing and record keeping, as well as the number (counting). There were secular, protestant, and jesuit schools in the cities. They usually studied Latin, Greek and Polish, the basics of Christian ethics or theology, mathematics, dialectics, rhetoric, history, geography, cosmography, natural science, much less philosophy and Church Slavonic⁹.

At that time, Ukrainian education managed to reach a sufficiently high level, practically solid literacy of the population was achieved, and the level of education and professionalism of the Ukrainians of that time, even aroused admiration in foreigners¹⁰.

Typically, the training of manual workers in the fourteenth – first half of the sixteenth centuries was carried out in large cities, whose work activity was organized on a guild principle. For example, in Lviv construction work was carried out by workshops (workshop masters) of carpenters and painters. Therefore, the main form of vocational education at that time was vocational training in the workshops, which was carried out by the method of individual apprenticeship and it lasted usually 3-4 years. Thus, the statute of the Lviv masonry, approved in 1572, stipulated the duration of training for bricklayers of at least three years and stone masonry – four years. After this term, a student had to take a final exam. The students who successfully passed the exam were given the status of assistant companion (apprentice) and were required to work as apprentice (assistant master) for four years¹¹. The practice of workshops operating on the lands controlled by Poland stipulated: a student who wanted to become a master craftsman, after completing his training and leaving four years in the status of assistant master (apprentice), was obliged to go on a two-year journey to work in others cities or abroad.

⁹ Артемова Л. В. Історія педагогіки України. К. : Либідь, 2006. 419 с. Ст. 82-86.

¹⁰ Лузан П. Г., Васюк О. В. Історія педагогіки та освіти в Україні : навчальний посібник [2-ге вид., доп. і перероб.]. К. : ДАКККіМ, 2010. 296 с. Ст. 47.

¹¹ Історія Львова у документах і матеріалах / М. В. Брик, У. Я. Єдлінська. К.: Наукова думка, 1986. 426 с. Ст. 36.

2. The development of vocational education on Ukrainian lands in the XVI – XVIII th centuries

The subsequent development of vocational education in Ukraine in the 16th–18th centuries was associated with individual craft and professional apprenticeship, as well as the activities of fraternal schools and the first higher education institutions. The first fraternal school on the territory of modern Ukraine was founded by Uspenskyi (Stavropigyyskyi) fraternity in Lviv (1586), and the graduate of this fraternal school was Petro Mohyla, the founder of Kyiv Mohyla College¹². According to its model, many brotherly schools appeared in different cities of Ukraine: Halych, Gorodok, Rohatyn, Stryi, Drohobych, Mykolaiv, Komarno, Yaroslav, Holm, Krasnostav, Zamost (1606), Bilske, Brest, Volodav, Pinsk, Kyiv (1615), Stryatyn, Vinnytsia, Nemyriv, Kamianets-Podilskyi, Medzhybozh, Lutsk (1620), Volodymyr-Volynskyi, Dubno, Kremenets, etc.

In 1576 a Slavonic-Greek-Latin school was founded by Prince Vasyl-Konstantyn Ostrozkyi, which was later given the status and the name of Ostrog Slavic-Greek-Latin Academy. Although the name "academy" instead of "university" was affixed to it – as it was accepted in the countries of Western Europe, the educational process in it was organized on the model of the best Western European universities of that time.

Although fraternal schools provided better education, they were secondary educational establishments¹³. Therefore, the further stage of their development was the transformation of some fraternal schools into higher education institutions. Thus, in 1632, via the unification of Kiev Brotherhood and Kiev Lavra Schools, the Kyiv-Mohyla College was established, which in 1658 (under the Hadiach Agreement) was granted the right of higher education and the title of “academy”, which was officially recognized and confirmed by the tsarist diploma in 1701 and was named Kyiv Academy. With the assistance of Kyiv-Mohyla Academy, colleges were opened and operated in Chernihiv (1700), Kharkiv (1726), and Pereyaslav (1730).

¹² История педагогики и образования. От зарождения воспитания в первобытном обществе до конца XX в. : Учебное пособие для педагогических учебных заведений / Под ред. академика РАО А. И. Пискунова [2-е изд., испр. и дополн.]. М. : ТЦ «Сфера», 2001. 512 с. Ст. 87.

¹³ Лузан П. Г., Васюк О. В. Історія педагогіки та освіти в Україні : навчальний посібник [2-ге вид., доп. і перероб.]. К. : ДАКККиМ, 2010. 296 с. Ст. 51.

An important stage in the formation and development of national education on the territory of modern Ukraine in the Renaissance was played by the Cossack Zaporizh Republic, which united the lands of modern Dnipropetrovsk, Zaporizhzhia, Kherson, Mykolaiv and partly Donetsk regions. The first school on Cossack lands was opened in 1576 near Novomoskovsk, since 1602 this school was named monastic because it operated at Pustynno-Mykolaiv Military Monastery. It prepared readers and singers for all churches and parishes of Zaporizhzhia region and other Ukrainian lands¹⁴.

In Sich and in all administrative centers, where Cossack regiments were located (Uman, Bratslav, Chernihiv, Sumy, Iziium, Fastiv, etc.), sich or regimental schools were established, in which the spirit of the Cossacks, democratic principles and ideas of folk pedagogy prevailed¹⁵.

At the main sich school of that time, which was at the level of the best fraternal schools, they studied Church Slavonic, Russian and Latin, pyotics, rhetoric, arithmetic and geometry, geography, astronomy, poetics and even, to write poetry in Latin. Special role was given to the military-physical education of young men. Among the disciplines in sich and regimental schools of that time, considerable attention was paid to the study of arithmetic and geometry, geography, astronomy, military affairs, a system of selection and training of young people for Cossack service¹⁶.

At the same time, a lot of attention was paid by the Cossacks to the aesthetic education of young people. The Cossacks highly appreciated the ability to play musical instruments, sing and dance. A number of Cossack art schools were opened, special schools of military regimental music operated. In 1737, a music school was opened in the town of Hlukhiv, in which the bandurists, violinists and harpsichords were trained. Also, music departments operated at almost all sich, regiment and general schools of the Zaporizh Army. After the graduation from sich and regimental schools, the best students usually entered Kyiv-Mohyla Academy, and a large part of the graduates worked as clergymen and teachers in Cossack Jurassic schools. In 1754, Yakov Gnatyukovych organized the first specialized school in Sich to train

¹⁴ Артемова Л. В. Історія педагогіки України. К. : Либідь, 2006. 419 с. Ст. 131-132.

¹⁵ Артемова Л. В. Історія педагогіки України. К. : Либідь, 2006. 419 с. Ст. 134.

¹⁶ Лузан П. Г., Васюк О. В. Історія педагогіки та освіти в Україні : навчальний посібник [2-ге вид., доп. і перероб.]. К. : ДАКККіМ, 2010. 296 с. Ст. 61.

regimental officers, military chancellors and various administrative persons¹⁷.

By then, the Ukrainian national system of education and training achieved considerable success. Almost the entire territory of modern Ukraine was covered by a dense network of deacon, church, monastery, Cossack, fraternal, artisan schools and colleges, schools of folk arts and crafts, and higher educational institutions. At that time, Ukrainian education practically rose to the European level, and international cultural, scientific and educational ties with many European countries were established, and the Ukrainian ecclesiastical, public, scientific, pedagogical and Cossack military elites were crystallized¹⁸.

In 1667, under the terms of Andrusiv Truce, the Moscow state and Poland divided Ukraine into two parts, the Right Bank, which went to Poland and the Left Bank, which went to Russia. The new owners did not care about building Ukrainian statehood and education. Educational conditions in Ukraine, including the Left Bank especially after the destruction of the Hetmanate in 1764 and the destruction of the Zaporizhzhia Sich in 1775, especially worsened, that was accompanied by massive eviction of Ukrainians from northern regions and replacement them by Russians and German colonists¹⁹.

In general, the end of the XVII – beginning of the XVIII centuries is characterized by the gradual decline of individual artisan and workshop apprenticeship and the beginning and development, on the territory of modern Ukraine, secular education, which was conditioned by the character of the development of the national philosophical and pedagogical thought of that time. Kyiv-Mohyla Academies, Lviv University, colleges, fraternal, sich and regimental schools.

3. The development of vocational education on Ukrainian lands in the XVII – XIX th centuries

With the loss in the XVII century political and state independence, the destruction of the Cossacks at that time the Ukrainian education system was hit blow by the blow. Polish, Russian, Austro-Hungarian reactionaries sought to destroy the Ukrainian education system. The Ukrainian language was forbidden, Ukrainian schools, colleges were

¹⁷ Артемова Л. В. Історія педагогіки України. К. : Либідь, 2006. 419 с. Ст. 134-137.

¹⁸ Лузан П. Г., Васюк О. В. Історія педагогіки та освіти в Україні : навчальний посібник [2-ге вид., доп. і перероб.]. К. : ДАКККиМ, 2010. 296 с. Ст. 42-65.

¹⁹ Артемова Л. В. Історія педагогіки України. К. : Либідь, 2006. 419 с. Ст. 147-148.

closed, higher education was declining. The invaders imposed foreign language, culture, traditions and customs on Ukrainian youth. National identity, distinctive statehood and culture were destroyed. Thousands of educated, cultural and scientific figures were forced to leave Ukraine²⁰.

It was natural that in such conditions the process of formation and development of vocational education in the territory of modern Ukraine slowed down considerably. Ukraine in the XVII - XIX centuries turned into a province increasingly with time-lagged education. After all, the foreign government paid little attention to the establishment and development of a holistic system of education in Ukraine, including crafts and agriculture. In a slightly better situation, there was a college education that was popular with wealthy young people. However, it was not so good, as teaching was usually done in a foreign language, not in the Ukrainian language, and ethnic Ukrainians' access to higher university education in Ukraine was significantly complicated and artificially restricted.

In particular, L. Artemova notes that “The reactionary activities of the tsarist government impeded the creation of the Ukrainian national school, hindered the spread of literacy among the common people who spoke Ukrainian. In the 60-90s of the XIX th century there were almost no schools with Ukrainian language in Ukraine. Education ministers S. Uvarov and D. Tolstoy sought the complete russification of all non-Russian peoples within the empire. St. Volodymyr’s University was opened in Kyiv. “The university is my creation,” said S. Uvarov. “But I will be the first to eliminate it if it does not fulfill its purpose ... to spread Russian education and Russian nationality in the western lands of Western Russia.”²¹

Practically no better things were in Western Ukrainian lands under the rule of Austria-Hungary. Thus, only in 1848 Ukrainians got political and civil rights almost equal to Polish for a very short period of time. At this time, the Main Russian Council was established in Lviv, which was recognized as the official representative of the Ukrainian population of Galicia in Vienna. One of the priority areas of the Russian Council's work was the development of the Ukrainian language, culture and education. With its active assistance, a number of laws were adopted that somewhat changed the educational policy in Galicia, Bukovyna and Transcarpathia and allowed educational institutions in these territories to

²⁰ Артемова Л. В. Історія педагогіки України. К. : Либідь, 2006. 419 с. Ст. 148.

²¹ Там само. Ст. 154.

teach in the Ukrainian language. At the same time, in 1848, the Department of Ukrainian was opened at Lviv University, and the parish and trivial schools were transferred into the Ukrainian language in the areas where the majority of the population was Ukrainian, and in many high schools the Ukrainian language was taught as a compulsory subject.

However, this period did not last long. Already in 1851, the Main Rus' Rada was dissolved, and under the pressure of the pro-Polish forces, Ukrainians began to lose their positions in the political and public life of the state and in education. New Polish educational establishments were beginning to open on Ukrainian lands, Ukrainian language schools and gymnasiums were closed. In 1856, the compulsory study of the Ukrainian language in high schools was abolished, the entry of Ukrainians into the University of Lviv was significantly restricted and complicated.

The Austrian educational reforms of the 1860s and 1870s were unfavorable to the Ukrainians and entirely to the Ukrainian lands. Thus, since 1867, in accordance with the law governing the language of teaching in secondary and public schools, Polish has become compulsory in all educational institutions. The whole administrative structure of the region, practically all educational institutions, including the University of Lviv, were polonized, and all management positions were given to the Poles. In general, we can state that at the end of the nineteenth century the Ukrainian lands in educational development were among the most backward in Austro-Hungarian Empire.

However, in the nineteenth century, due to the struggles of the progressive community and in accordance with socio-economic needs, there was a slight development of vocational and higher education on the territory of modern Ukraine. The centers of contemporary educational and scientific thought, training of scientists, teachers, doctors, lawyers were Lviv, Kyiv, Kharkiv (1805), Novorossiysk (Odessa) universities, Hlukhiv Teacher's Institute (1874), Nizhyn Historical and Philological Institute (1875), Korostyshiv Teacher Training Seminary (1869), Kherson Teacher Training Seminary (1871), Ackerman Seminary (1872), Lviv Teacher Training Seminary, Chernivtsi Teacher Training Seminary, Mukachevo Teacher Training Seminary, Uzhgorod Seminary, Reyaslav Teacher Training Seminary (1878), Sambir Teacher Training Seminary (1900), Richelieu (1817) and Kremenets (1819) Lyceums, Nizhyn Gymnasium of Higher Sciences of Prince Bezborodko (1820), which was gradually transformed into physical and mathematical (1832)

and law (1840) lyceums and other professional educational institutions. Specialists in industry and agriculture were trained by the Kharkiv Veterinary Institute (1851), Kharkov Technological University (1885), the Kyiv Polytechnic Institute (1898), the Lviv Polytechnic Institute (1844), the Academy of Veterinary Medicine in Lviv (1897), Ekaterynoslav Higher Mining School (1899), etc.

In general, neither the Austro-Hungarian nor the tsarist governments paid attention to the development of the education system on their lands. Thus, I. Likarchuk notes that only since the late 1980s, after the adoption of the “The Basic Provisions on Industrial Schools” in Ukraine, as well as throughout the territory of tsarist Russia, the creation of systems of industrial, agricultural and women's education started and were formed their governing bodies. These educational systems existed before October 1917 coup. None of the governments operating on the territory of Ukraine from 1917 to 1920, despite repeated attempts, did not manage to create a system of vocational education and organizational structure for managing it due to the short duration of their existence²².

4. The development of vocational education on Ukrainian lands in the XX – XXI th centuries

The beginning of the twentieth century proved to be particularly dynamic and dramatic both in the life of the Ukrainian people and in education. The collapse of the Austro-Hungarian Empire and the fall of the Western Ukrainian People's Republic led to the occupation of Eastern Galicia and Western Volyn by Poland, Transcarpathia (Subcarpathian Rus) by Czechoslovakia, Northern Bukovina, and much of Bessarabia by Romania. Each of the new political regimes particularly severely and consistently destroyed national education and schools, including vocational ones, in the subordinate Ukrainian lands. The rigid assimilationist policies of the dominant regimes became a significant obstacle to the acquisition of professional knowledge by national minorities, especially by Ukrainians. Almost all the educational establishments operating on these lands were translated into teaching in the language of the dominant regime: Polish, Romanian, Hungarian, Czech, Russian. Such unfavorable conditions created a disproportion

²² Лікарчук І. Управління системами підготовки кваліфікованих робітників в Україні (1888–1988 роки) : монографія. К. : Вища школа, 1998. 256 с. Ст. 40-85.

between the needs of the Ukrainian population in vocational education and the actual number of vocational schools in which they could obtain this education.

Performing a retrospective analysis of the training of workers in the production of I. Zhuk indicates that the process of formation and development of the system of training of workers in the XIX – early XX th centuries was largely determined by the development of industry, the main stages of which necessitate the centralization or decentralization of the system of training of workers. Thus, industrial growth in the late nineteenth century was one of the factors behind the formation of a holistic system of vocational education aimed at training highly skilled workers. Therefore, it is possible to speak about the first stage of formation and development of the system of training of workers, within which, at the end of the nineteenth century, the first professional educational establishments operated on the basis of private initiative, and at the beginning of the twentieth century a system of special education was created²³.

Analyzing the structure of educational systems that operated in Ukraine at the end of the 19th – beginning of the 20th centuries, I. Likarchuk notes that there were 22 types of lower vocational education establishments operating on the territory of Ukraine from 1888 to 1917. Among them, the most widespread were lower technical, agricultural and handicraft schools, lower handicraft and agricultural schools, rural artisanal workshops and forest schools, artisan classes and departments at educational establishments of different types, various technical, handicraft courses²⁴.

The next stage of the development of vocational education in the territory of modern Ukraine is largely determined by the formation of the USSR. Thus, the 20-30s of the twentieth century were marked by a sharp shortage of skilled workers, that forced the government of the USSR and Soviet Ukraine in particular to go to the program of mass vocational training of young people, thus stimulating the development of the USSR industry and the beginning of the industrialization of the country.

²³ Жук І.Л. Підготовка робітничих кадрів на виробництві: ретроспективний аналіз та оцінка сучасних тенденцій // Демографія та соціальна економіка, 2014, № 2 (22). С. 145-154. Ст. 148.

²⁴ Лікарчук І. Управління системами підготовки кваліфікованих робітників в Україні (1888–1988 роки) : монографія. К. : Вища школа, 1998. 256 с. Ст. 142.

I. Zhuk notes that the existing system of training of workers was individual, the training was conducted in the context of professional activity based on the personal experience of the student. However, such a system of education was unacceptable for the rapid training of a large number of skilled workers²⁵.

To reduce the gap in economic and industrial development with European countries in the USSR, the Bolsheviks announced a course for rapid industrialization and transformation of the country from agrarian to industrialized. This approach required a large number of relatively skilled workers, and therefore a revision of approaches and public policies in the field of vocational education in general and the training of skilled workers in particular.

To this end, specialized management bodies of the vocational education system, including the training of workers, were established during the years 1920 – 1923. Thus, in 1920, at the first All-Ukrainian meeting in the field of public education, a scheme of public education of the Ukrainian Socialist Soviet Republic was developed. According to it, the system of vocational education was proclaimed an integral part of the entire educational system of Ukraine and divided it into lower (mass) and higher vocational schools, which was enshrined in 1922 in the Code of Laws on Public Education of the Ukrainian SSR. In the same period, factory-based training schools were established, which at that time became the main form of training of skilled workers and the first vocational education unit in the country. The optimal combination of management functions of the People's Commissariat of Education and *Ukrholovprofosvita* was achieved, and democratic foundations in the management of educational institutions became widespread. The main differences between the Ukrainian vocational education system at that time were, first and foremost, the significant democratization of educational processes, social education and professionalization of young people.

1924–1929 are characterized by the processes of development of the system of vocational education, which resulted in the development and increase of the number of schools of factory training, unification and centralization in the educational field, in connection with which the independence of the organizational structures of management of the

²⁵ Жук І.Л. Підготовка робітничих кадрів на виробництві: ретроспективний аналіз та оцінка сучасних тенденцій // Демографія та соціальна економіка, 2014, № 2 (22). С. 145-154. Ст. 148.

system of vocational education and training of skilled workers was eliminated²⁶.

1929–1932 are characterized by the functioning and development of sectoral organizational structures for managing the systems of training of workers, rapid growth in the number of schools of factory training. For example, the number of students in these schools was more than tripled. Particular attention was paid to the development of a factory-based school system for training specialists in the heavy industry. So, for example, if in 1930 42351 persons were enrolled in the schools of factory-production training of the People's Commissariat for Industry, then by the beginning of 1932 their number had increased almost in 8 times and amounted to 333251 persons²⁷.

The years 1933–1940 are characterized by the continuation of the processes of centralization and unification of the educational sphere, the strict normative regulation of the administrative activity of the heads of educational establishments and the focus on providing narrow-profile training of workers. At the same time, the Ukrainian Soviet Union joined other Ukrainian lands that were under the rule of Poland, Romania, Czechoslovakia (Western Ukraine (1939), Northern Bukovyna and parts of Bessarabia (1940), Transcarpathia (1945)) and the establishment of a single educational policy on the territories of the USSR.

The dual nature of the system of training of workers at that time was that, in addition to training at the Federal Employment Service, which had a special and professional orientation, special production courses were proposed and introduced educational practice, which used the methodology developed by the Central Institute of Labor (CIL). At the production courses created in the structure of industrial enterprises, training of workers was carried out in a short time due to the introduction and use of innovative method of “labor installations” – a system of employment techniques that is brought to automatism and combined labor operations, which are described step by step in instruction cards.

1941–1944 are characterized by German occupation and military operations in Ukraine. With the occupation of Ukrainian lands by German troops, construction of a new pro-German education system

²⁶ Лікарчук І. Управління системами підготовки кваліфікованих робітників в Україні (1888–1988 роки) : монографія. К. : Вища школа, 1998. 256 с.

²⁷ Ханін Г. И. Экономическая история России в новейшее время. – Т. 1 : Экономика СССР в конце 1930-х годов – 1987 г. Новосибирск : Из-во Новосибирск. гос. тех. ун-та, 2008. 516 с. Ст. 97.

began. Thus, since the autumn of 1941, vocational schools were opened on the Ukrainian lands by the German occupation authorities, which were divided into 4 groups: artisan, industrial, agricultural and trade. The main task of which was to prepare young people for work at enterprises and farms of the Third Reich. Typically, the training periods at these schools were not maintained, and students, at the first request of the occupying authorities, were forced to go to Germany, regardless of the time of study and the level of mastering the curriculum²⁸.

In the liberated and uncontrolled territories of the USSR, a system of accelerated restoration of labor reserves was formed, which was called in a short time to eliminate the huge shortage of skilled workers that arose in connection with hostilities. Usually, training was carried out in an extremely short time directly in the workplace by an experienced master mentor.

The years 1945–1958 were characterized by the restoration of the Soviet system of vocational education, the restoration of most educational institutions established in 1929–1940, and the creation of a centralized and tightly regulated system of vocational education, strengthening the interconnections between the general and vocational education systems. At the enterprises numerous schools of labor reserves were created and functioning, which eventually evolved into vocational schools (SVS), and higher educational establishments were restored²⁹.

1959–1980 the further improvement of the vocational education system took place, the final transition to a centralized education system was made. The content, curricula and training programs of specialists in higher and secondary vocational schools were unified. Secondary vocational schools (SVS) were being created and developed, in which students could receive not only vocational but also secondary education. Material, technical, educational-methodical and scientific support of professional educational institutions was centrally developed, produced and implemented³⁰.

The years 1981–1990 are characterized by significant problems in the economic and political development of the USSR, as well as

²⁸ Жук І.Л. Підготовка робітничих кадрів на виробництві: ретроспективний аналіз та оцінка сучасних тенденцій // Демографія та соціальна економіка, 2014, № 2 (22). С. 145-154. Ст. 149.

²⁹ Батышев С.Я. Очерки истории профессионально-технического образования в СССР. М. Педагогика, 1981. 351 с. Ст. 143.

³⁰ Пузанов М., Терещенко Г. Очерки истории профессионально-технического образования в Украинской ССР. К.: Вища школа, 1980. 232 с. Ст. 63-78.

aggravation of the problems of separation of the educational process of training specialists from the real demands and needs of society.

In 1988, the system of public and vocational education was merged, and tendencies toward a weakening of the centrist foundations and the formation of a state-public system of government were identified³¹.

1991–1994 are characterized by the emergence of Ukraine as a sovereign and independent state. The ways of reforming the vocational education system were searched. There was a formation of a new legal framework for the functioning of the system of vocational education and strengthening of centrist tendencies in management. Various types of educational institutions were created and developed, including private ones.

1995–1999 are characterized by the development and improvement of the new legal framework for the functioning of the system of vocational education, the transition to a multi-level step-by-step system of education.

2000–2013 are characterized by exacerbation of educational problems, search for new educational paradigms for the development of the national system of vocational education, departure from the Soviet system of education and equation for the Western European and American systems, reformation of the education system of Ukraine in accordance with the requirements of the Bologna process, weakening of the centrist foundations, increasing of autonomy of educational establishments.

2014–2019 are characterized by the significant innovations in the vocational education system, the development of a new regulatory framework for the functioning of the vocational education system, the transfer of vocational education institutions to the subordination of local authorities and the formation of state-public management system.

CONCLUSIONS

Analyzing and comparing the different historical stages of the development of vocational education on the Ukrainian lands, it can be said that the process of its formation and development has come a long and thorny path that fully reflects the circumstances of the socio-political and economic life of the Ukrainian people. The socio-economic inquiry plays a particularly important role in the formation and development of

³¹ Лікарчук І. Управління системами підготовки кваліфікованих робітників в Україні (1888–1988 роки) : монографія. К. : Вища школа, 1998. 256 с.

the vocational education system. Thus, it can be noted that in the period of sustainable economic development of the state and the demand for skilled workers, the decentralization of management of educational institutions takes place, curricula and requirements for the level of knowledge and skills of graduates are updated and unified. Instead, during a period of socio-political or economic decline or transformation, the established system of vocational education declines and collapses, with the subsequent updating and transformation of the educational paradigm in line with social and economic demands. Therefore, it is advisable to consider and analyze professional education at the same time both as a social and educational sphere and as an integral part of the development of the country's economy.

SUMMARY

The article is devoted to the consideration of peculiarities of the development of vocational education in the national educational space. Historical and pedagogical analysis of the genesis of vocational education has been carried out. The main milestones of the development of professional schooling are considered, and their specific features are indicated. The influence of socio-political and economic factors on the development of vocational education has been proved. It was stated that in the period of sustainable economic development of the state and demand for skilled workers, decentralization of management of educational institutions was also taking place, the content of education and requirements to the level of knowledge and skills of graduates were updated. Instead, during a period of socio-political or economic decline or transformation, the established system of vocational education declined and destroyed, with the subsequent updating and transformation of the educational paradigm in line with social and economic demands. Therefore, it is proved that the development of vocational education should be considered and analyzed at the same time as a social and educational sphere, and as an integral part of the development of the economy of the country.

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