

**METHODOLOGICAL CULTURE
OF AN EDUCATOR:
HISTORY AND MODERNITY**

Collective monograph

¹²⁵⁶
 ¹²³³
LIHA-PRES Lviv-Toruń
Liha-Pres
2019

Recommended for printing and distributing via the Internet as authorized by the Decision of the Academic Council of Drohobych Ivan Franko State Pedagogical University (Minutes No 8 dated 29.08.2019)

Reviewers:

*Prof. nadzw., dr hab. **Stanisław Kunikowski**, Rektor of Cuiavian University in Wloclawek (Republic of Poland);*

*Prof. dr hab. **Kazimierz Pierzchała**, Katolicki Uniwersytet Lubelski/Catholic University of Lublin (Republic of Poland);*

*Prof. dr hab. **Stanisław Juszczyk**, Uniwersytet Śląski / University of Silesia (Republic of Poland).*

Methodological culture of an educator: history and modernity : collective monograph / O. V. Kvas, O. Nevmerzhytska, M. V. Pahuta, I. O. Stashevska. – Lviv-Toruń : Liha-Pres, 2019. – 180 p.

ISBN 978-966-397-130-8



Liha-Pres is an international publishing house which belongs to the category „C” according to the classification of Research School for Socio-Economic and Natural Sciences of the Environment (SENSE) [isn: 3943, 1705, 1704, 1703, 1702, 1701; prefixMetCode: 978966397]. Official website – www.sense.nl.

CONTENTS

POETRY, FAIRY TALES, STORIES AND LEGENDS AS A SOURCE OF LINGUISTIC AND CIVIC VALUES IN THE EDUCATION OF CHILDREN AND THEIR TEACHERS	
Grzesiak Jan	1
CHILD-CENTRISM IN THE CONTEXT OF MODERN PEDAGOGICAL THEORY AND PRACTICE	
Kvas O. V.	26
THE IDEOLOGY OF NATIONALISM AS THE SOURCE OF THE FORMATION OF EDUCATIONAL IDEAS IN THE UKRAINIAN EDUCATIONAL SPACE	
Nevmerzhytska O.....	50
PRESERVATION OF A HIGHER EDUCATION INSTITUTION AS A PREREQUISITE OF SOCIO-ECONOMIC DEVELOPMENT IN THE REGION	
Orshanskiy L. V.	72
PROFESSIONAL EDUCATION AS A VALUE	
Pahuta M. V.....	100

**PSYCHOPHYSIOLOGICAL AND MUSICAL-PSYCHOLOGICAL
ASPECTS OF PREPAREDNESS OF PRESCHOOL CHILDREN
TO INSTRUMENTAL MUSIC EDUCATION**

Stashevskaya I. O. 122

**COMPETENCE APPROACH IN TECHNOLOGIES
IMPLEMENTATION OF THE CHILDREN AND PARENTS
SOCIAL EDUCATION WHO ARE IN DIFFICULT LIFE
CIRCUMSTANCES OR HAVE THE HIGHEST RISK
OF GETTING INTO THEM**

Sushyk N. S., Karpinska N. V. 142

**DOCTORAL STUDENTS' RESEARCH SELF-EFFICACY
AS A PREDICTOR OF ACADEMIC WRITING CULTURE**

Boychuk P. M., Fast O. L., Martyniuk A. P. 156

**PRE-SERVICE PRIMARY SCHOOL TEACHERS' PERSONAL
SELF-EFFICACY DEVELOPING: THE CONCEPT,
MECHANISM AND SOURCES**

Martyniuk A. P. 167

**POETRY, FAIRY TALES, STORIES AND LEGENDS
AS A SOURCE OF LINGUISTIC AND CIVIC VALUES
IN THE EDUCATION OF CHILDREN
AND THEIR TEACHERS**

Grzesiak Jan

INTRODUCTION

Education in each case, including the education of children, is based on the values that we can find in the contents of education and upbringing. These contents are most often included in textbooks and in studies constituting their methodical underpinnings. The specificity of children's education makes them appear in multiple situations and events that take place in the surrounding reality with a broad participation of adults. This reality is an extremely important educational space called the Small Homeland, which is inseparable from regional education. In the modern era full of transformation processes and globalization, the issue of educating children around small Homelands is becoming increasingly important. This education should not lack tradition and memory of the past, which are included, among others, in fables, fairy tales or national and regional legends.

Education on the basis of the natural environment can be recognized as a "psychophysical process, as a result of which the individual is able, through a real experience of some values, to master the appropriate sphere of cultural goods, and at the same time to develop an individual personality structure"¹. The structure of each local environment is a reflection of the mechanisms of general social life in the whole country, and in relation to a given area or region, is a value associated with belonging to the "small Homeland"².

¹ Kunowski S., *Wartości w procesie wychowania*. Krakow 2003.

² *Mała Ojczyzna*. In: W. Theiss (eds.), *Kultura, edukacja, rozwój lokalny*. Warsaw 2001.

Considerations around regional education will be aimed primarily at elementary (initial) education – according to the proverb “*as the twig is bent, so is the tree inclined*”. Acquiring knowledge about the student’s own region – its landscape, architecture, folklore, art, folk music, as well as meetings with interesting people – foster the strengthening of his emotional sphere in the sense of national identity. The immediate reality surrounding the child is an inalienable value for him, constituting both a material and psychophysical space, created as a result of multiple relationships with the immediate environment and his many forms of activity in the local environment.

This article will focus on the issue of the value of literary texts for children, and in particular on the values of legends, fairy tales, stories, and on the values of selected forms of children’s poetry. We will also make an attempt to present our own research on the pedagogical values of these literary studies. In terms of content, our considerations are interdisciplinary – integrating at least four research areas, such as: linguistics, historiography, as well as education and science about it.

1. A child in the world of the value of poetry, fables, fairy tales, legends and stories

The beauty of language and speech as a means of communication is an extremely valuable source of experience for the child as a kind of poetry. Poetry is a beautiful combination of words and their meanings, which the child systematically enriches and at the same time values in the face of the world of adults and the material world. Poetry itself can include the content of the fables, legends, fairy tales, or stories and myths.

A valuable and frequent source of experiences and cognitive development of children are fables and fairy tales. Fables, as a kind of creations for children, fantastic stories about people and animals, are carriers of educational morals. Fairy tales, especially folk ones, aim to bring closer cultural traditions, are imbued with animal behaviour (swan,

frog, bear, wolf etc.) and man's relation with the natural world. This kind of fairy tales often emphasizes characters' personalities, giving up wonderful events and usually complex actions and events from the past. From the times of H.Ch. Andersen, fairy tales are no longer treated as a children's genre, intended solely for entertainment, but became a literary work with a philosophical and deep message.

In fairy tales, legends or in myths, we learn about events allegedly occurred in the past, which include, among others:

1) Lech, Czech (and maybe Rus) as brothers – Slavs,

2) Prometheus, punished for stealing the fire from the gods with chaining to a rock and leaving him at the mercy of an eagle pecking his liver,

3) Atlantis – as a mysterious continent, on which great culture flourished, ahead of later ages with its achievements,

4) King Arthur – according to the legend he was a very just ruler who started law in Britain, and his knights, whose merits were the searches for the Holy Grail,

5) the Wawel dragon or “*the Princess Wanda that did not want to marry a German*”.

All these threads, along with many others, are known universally. We usually get to know them not from scholarly books, but first of all from children's literature, as well as from films, comics, stories of ancestors (grandparents) and parents or from children's teachers. Undoubtedly, in modern times, no one believes that Popiel was eaten by the mice, since this ruler in the nascent Polish state died a different way. However, not everything in these stories is only a product of literary fantasies, and thus can be a valuable source of research for researchers, even in linguistics or historiography circles³.

³ Grzesiak J., *Mała Ojczyzna jako świat wartości i przestrzeń edukacyjna dzieci*. In: K. Denek, L. Pawelski, B. Urbanek, A. Żukrowska (eds.), *Wokół małych ojczyzn*. Szczecin 2009; Kurzeja A., *Dziecko w świecie bajek i baśni*. In: B. Dymara (eds.), *Dziecko w świecie zabawy*. Krakow 2009.

At the higher levels of school education on the basis of knowledge about the past, information about glorious or ignominious events from our past is transmitted, and on this basis, the views of learners about the national character of Poles are shaped. Legends, stories and other literary genres contribute to the consolidation of their content in human consciousness as facts or real evaluations – true enough that they cannot be questioned. This situation, however, triggers the objections of many researchers. Henryk Samsonowicz – an eminent specialist in the field of historiography, takes the position that in reality these forms of literature can be extremely important and valuable to learn about the past of a given state and nation⁴. This approach confirms our belief about the need to assign the right place to this issue in the area of education and in the sciences about it – especially in the context of language and civic education.

2. Myths and truth about the past as a subject of research

In colloquial language, in discussions, and sometimes in scientific publications, the term “myth” is used interchangeably with the definition of a false view, fable, untruth, and fabrication. Myths, in the colloquial approach, are a false representation of reality, something like a fantasy novel, but claiming to be the truth. Of course, the concept of myth can be defined in that way, but various scientific disciplines – philosophy, history, sociology, cultural anthropology – use this term to define a special category of stories and messages. Among them are those that proclaim the content accepted by various communities as certain and obvious, and which are not confirmed by the results of today’s research. There is therefore a controversy about why, despite the lack of confirmation, they can be accepted by people, and sometimes they shape behaviours, views, values of not only individuals, but also entire communities with different territorial ranges.

⁴ Samsonowicz H. *O historii prawdziwej. Mity, legendy i podania jako źródło historyczne*. Gdańsk 1997; R. Barthes, *Mit i znak*. Warsaw 1970.

Myths are accepted relatively commonly. Based on tradition, they become colloquial knowledge, going beyond the circle of scholarly researchers and belonging to universal general education. This knowledge is not subject to verification and is based on faith, which is an essential feature of every myth. The dogmas of this belief are sometimes undermined by sceptics, and yet the denial of myths generally has no chance of success. It is not about details about the past, but about references to the idea of binding people at the moment.

Myths are a special form of sources for linguistic and historical research. According to Bronisław Malinowski, myths include norms concerning ritual acts, social organization of the tribe, its practical and moral actions. This scholar also postulated research on not only myths, but also fairy tales, legends and historical chronicles⁵. Whereas Antonina Kłoskowska, among the myths, also distinguishes legends and draws attention to the fact that myths constitute complete fiction, while their social functions are real⁶. Almost all researchers draw attention to the role of faith in the social process of accepting the myth carrying – according to the definition of Bronisław Malinowski – content considered by some group to be sacred. This was accurately formulated by Czesław Deptuła, who wrote: “the myth always referred to matters related to the general vision of the universe – the riddles of the cosmos, life, death, the place of man in the universe and society”⁷. He also emphasizes that the myth was not “a primitive science expressed in a specific language (...) it was a revelation in its essence”. Jerzy Topolski, recognizing also the factor of faith as an indispensable element of the myths being built, drew attention to the fact that they were based on general knowledge, constituting an attempt at scientific construction⁸.

⁵ Malinowski B., *Mit, magia, religia*. Warsaw, 1990.

⁶ Kłoskowska A., *Kultury narodowe u korzeni*. Warsaw 1996.

⁷ Deptuła C., *Galla Anonima mit genezy Polski*. Lublin 1990.

⁸ Topolski J., *O pojęciu teorii w badaniu historycznym : teoria a mit*. In: *Pamiętnik XIII Powszechnego Zjazdu Historyków Polskich*, vol. 1. Wrocław 1986.

The psychologist and philosopher Wilhelm Wundt described myths as a reflection of reality presented in the form of fantastic images. The historian – František Graus thinks that the concept of a myth has four features: 1) the story of the past is presented in a manner appropriate for contemporary times; irrespective of trifles designed to authenticate the plot, the myth is shown in the robe of the past; 2) the myth refers to specific events, so it is not a folklore, repeating the customs shaped in human consciousness outside of history; 3) the myth cannot limit its existence to one generation, that is, it should be transferred from generation to generation; they are not eternal, reflecting the contemporary needs, they are living signs of several or perhaps several dozen generations; 4) myths, as based on tradition, become colloquial knowledge that is not subject to verification and is based on faith; 5) negation of the myth has no chance of success, because it is not so much about the details of the past, but about the reference to the idea of currently binding people.

Researchers generally clearly separate myths from stories or fairy tales. According to their assumptions, the myths refer to:

- 1) the supernatural sphere, to miracles, deities, to unusual phenomena,
- 2) events beyond historical time and
- 3) events not related to a specific area⁹.

In this approach, especially the second and third characteristics differ myths from stories and legends. It is also worth emphasizing that the term “legend” originally meant the texts of the lessons read in the church during the services, and over time they were texts of the lives of the saints. In the further process they were supplemented by the faithful, as a result of which they became stories that combined various threads, including those passed on by tradition or added by listeners¹⁰.

⁹ Czerwiński M., *Mity, prawda, fikcja*. Wrocław 1964; J. Topolski, *O pojęciu teorii ...* op.cit.

¹⁰ Malicki J., *Mity narodowe. Lechiada*. Wrocław 1982; H. Samsonowicz, *O historii ...* op. cit.

3. Fairy tales, stories and legends in school publishing for children

In school education of children and youth, textbooks and didactic materials constituting their methodical underpinning have important functions. In our research, attention was paid to the textbooks for learning the mother tongue and history in terms of reflecting in them the content of fairy tales, legends and myths. In view of the aim of this study, the scope of this analysis covered the last 150 years of the Polish state. It would be worth carrying out comparative research against many other European countries, which could lead to a conceptualization of a civic and linguistic education model that would be compatible with the modern information society. In this part of the article, this issue will be presented synthetically without a detailed qualitative analysis, which deserves the subject of a separate study.

In Poland, during the partitions at the turn of the 19th and 20th centuries, there are numerous studies worth attention devoted to elementary and secondary school pupils, as well as to adults. Most studies (eleven) of various types have been published in the Kingdom of Poland. Similarly, in civic education in Galicia, both old and newly developed works were used. In the Prussian partition, in the teaching of history and native language, studies were used, which appeared in Greater Poland, as well as in the Kingdom of Poland in Galicia. The authors of these materials were historians as well as teachers and social activists.

The history of Poland, according to stories from Greater Poland, was presented to the largest extent by J. Baczyński, who described Lech's family relations, also referring to his father and sister. All the authors accented Popiel II, while in textbooks for children they most often indicated the dire influence of his wife Gerda, who could be very overbearing. The textbooks for children and adolescents show a negative image of Popiel II, and Piast's character is described very positively, with wider descriptions of these rulers being included in the children's studies.

A very prominent event described by almost all authors was a ritual ceremony related to a feast in the suburbium. Piast (together with his wife Rzepicha) in textbooks for children and youth was created as the hero of the legendary history as a personal model, which was characterized primarily by: piety, diligence, wisdom, honesty, nobility, modesty and also hospitality. In the texts of fairy tales and legends, bravery and courage are emphasized, which manifested itself in the heroes with concern for the effective defense of their own territory and the local population.

In the legends, fairy tales and stories from Lesser Poland, the most common is the figure of Krakus and his descendants, with the attention being paid to the prince and his daughter Wanda (who did not want to marry a German). The prince is acclaimed as a wise and just ruler, showing respect towards subjects, as evidenced by the mound made on the grave after his death.

In textbooks for children, the positive assessment of Wanda – the daughter of Krakus – is displayed as a wise, good, beautiful, brave and sacrificial ruler. Most authors assess Wanda's act (drowning in the Vistula) as the highest sacrifice suffered for the nation and the Polish state, which is also a clear manifestation of her patriotic attitude and love for her homeland.

Literary texts created in Poland during the partitions constitute very valuable sources for linguistic and historical education, and show the importance of the legendary beginnings of the Polish state at all times. During the partitions of Poland, they fulfilled, especially in the materials for children and their parents, extremely important and responsible functions: educational and unifying in the national resistance to the Germanization and Russification policy. In the present age, they also have a significant educational importance in the work of shaping patriotic and civic attitudes in the face of transformational changes and globalization processes in Poland.

The heroes portrayed in fairy tales, legends and stories, and especially from the early Piast dynasty, constitute the richness of civic values and, at the same time, speech in the native language. The descriptions of

legendary events from pagan times to the prehistory of Polish statehood present responsible rulers who, with their sacrifice, heroic valour and great concern for the heritage they performed, were able to provide security to the people and the entire subordinate territory (the future state). In addition, showing in the legends and fairy tales manifestations of cooperation of reigning rulers and subjects, constitutes the ideology of social solidarity, which in contemporary times is extremely necessary and important – specially against the intensifying manifestations of violence and “hate speech” on the scale of local environments, regions, and even on the national scale. This is particularly meaningful, important and valuable in the education of children and in shaping their world of values and the space of education in the context of core curricula¹¹.

Analyzing the assumptions of education of children specified in the current core curriculum, we note that the issue of civic education by referring to the past expressed by fairy tales, stories and legends is not widely reflected. This is evidenced by the following records:

“Kindergarten is a place where, through play, the child learns the alphabet of block letters. Fun develops cognitive expectations in the child in this area and is the best methodological solution that supports its development. Preparations to learn to write letters should only lead to the optimization of muscle tone, movement planning exercises when plotting letters of a letter-like character, linear ruler exercises, tracing and recording of a selected graphic sign. During pre-school education, the child does not learn complex activities with the whole group, but prepares to learn to read and write and participates in the process of literacy ...;

The aforementioned core curriculum in the field that interests us is reflected in the fact that at the end of pre-school education the child:

- expresses his understanding of the world, phenomena and things in close surroundings using spoken language, speaks Polish in a speech

¹¹ Regulation of the Minister of National Education of February 14, 2017 *w sprawie podstawy programowej wychowania przedszkolnego oraz podstawy programowej kształcenia ogólnego dla szkoły podstawowej...* Dz. U. 2017, poz. 356.

intelligible to children and adults, speaks fluently, clearly, rhythmically, correctly speaks quiet and loud speech sounds, distinguishes the sounds at the beginning and end of selected phonetically simple words;

- actively listens to music; performs or recognizes melodies and songs, e.g. important for all children in kindergarten, such as the kindergarten hymn, characteristic for national celebrations (national anthem), needed to organize celebrations, e.g. Grandma's and Grandfather's day, kindergarten's holidays (occasional songs) and others;

- names the name of his country and its capital, recognizes national symbols (emblem, flag, anthem), he calls selected symbols connected with regions of Poland hidden in stories, proverbs, legends, fairy tales, for example about the Wawel dragon, he realizes that Poland is one of European Union countries ..."¹².

In turn, in the part of the core curriculum referring to formation in the grades I-III of elementary school, among the 24 reading proposals for shared and individual reading, there are only two items on the subject of fairy tales and legends, namely:

1) Hans Christian Andersen, *Fairy Tales* (optional);

2) Barbara Tylicka, *Polish cities in fairy tales and legends – about Krakow's dogs and Kleparz's cats*.

Andersen's tales belong to the canon widely known in many countries, but they do not refer to the past of Poland. We will now pay attention to the work of B. Tylicka which includes over thirty various stories and legends derived from all Polish provincial cities as well as several smaller towns. In this collection there are also a few more popular ones, including the legend of King Popiel and mice, the famous Toruń gingerbreads, the salty wound of Saint Kinga and the devil Borut. They are also interesting legends such as the one about the Bytom bell, the silver denarius of Trajan or the enchanted ring, as well as the title legend from the cover of the book entitled "*About Krakow's dogs and Kleparz's cats*". She describes events from the old Krakow surrounded by walls, behind which, according to the legend, a

¹² Ibidem.

smaller town called Kleparz was created. Between Krakowians and Kleparzans, frequent disputes and fights arose due to dogs and cats. The inhabitants of Kleparz were supporters of cats, and the inhabitants of Krakow preferred dogs. However, dogs and cats were indifferent to these conflicts and even had great affection – but unfortunately it did not last long. The book addressed primarily to children and their parents is richly illustrated, with each city accompanied its coat of arms. Noteworthy is also a glossary covering explanations of selected terms used in the text. The book is not a textbook, but it can and should be a perfect element of its methodical underpinning. It depends on teachers in cooperation with their parents to what extent it will become a lively source of content that integrates two children's educational spaces – language and history.

In the course of our longitudinal studies in 2015–2018, quite often there were cases of little or no use of fairy tales and legends in the education of children in kindergartens and then in grades I – III of the elementary school were quite often manifested. This also applies to the education of future teachers of children, especially in the field of practical education by conducting educational classes with children as part of a pedagogical practice. Among the many reasons for this state, we draw attention to the imperfections of textbooks for children (including alphabet books), in which it is difficult to see the right place for even a few threads taken from legends or national tales. This is all the more worrying that children (including students as future teachers) increasingly use smartphones and internet sources – which quite often teachers comment helplessly with the meaningful phrase “such times”.

In view of the prepared diagnosis, the author's conceptualization of designing scenarios for educational classes with children based on small theatre forms on the subject of legends and Polish fairy tales was created. To this end, valuable collections have been used, such as: *Polish fairy tales* (Tomasz Jodełka-Burzecki), *Polish fairy tales and legends* (Elżbieta Brzoza), *The most beautiful Polish legends* (Edyta Wygonik). In the course of classes under my supervision, each student (as a future teacher of

children) transformed the text of the chosen tale – a Polish legend into a staging form, which was later exhibited on the stage as students for students or students for children. Then, during the pedagogical practice, students used selected fairy tales, legends and Polish stories in various forms of staging or audiovisual presentations (own digital or film recordings, etc.). Students involved in quasi-experimental research expressed a lot of flattering opinions and assured that in their future professional work they would strive to display the full pedagogical values inherent in legends, fairy tales and poetry about patriotic topics. It should be hoped that this methodical approach will find an ever-widening reflection in the reality surrounding children every day – focused on displaying and experiencing values that are part of the dream world of each child individually and as a team member. On this occasion, it is worth pointing out the desirability of undertaking evaluation and implementation studies to promote pedagogical progress and improve the quality of education not only at the pre-school or early-school stage.

4. Regional legends and the Little Homeland as a child's realm of values

The Little Homeland, including the family home, neighbourhood, cultural environment, the closest natural surroundings and many other native facilities, is, for every child and adult, a starting point for shaping the attitudes and choosing the way of behaving in their lives. Exploring and understanding your origins affects the formation of an individual's personality and teaches respect towards the surrounding world and love towards your patrimony (family home and its surroundings). In addition, it raises curiosity about the past, promotes the commemoration of one's own experiences in local surroundings and also motivates search and specific local creativity¹³.

¹³ Dymara B., K. Denek, W. Korzeniowska, *Dziecko w świecie wielkiej i małej Ojczyzny*. Krakow 2009; see also: A. Kłoskowska, *Kultury narodowe u korzeni*. Warsaw 1996.

In the light of the above, it is not difficult to notice how important it is for children to experience joy and satisfaction, which is a very important value for them. The concept of value has many meanings and is defined in a number of ways, depending on the nature of the discipline where it is considered. The word is derived from Latin *valor* or *valere*, in our culture, it is understood as a thing that a person or a social group values, considers to be good, important and thus experiences what is the goal of human aspirations¹⁴. Values in regional education can take the form of phenomena, systems of beliefs popular in a given society, objects that meet the needs of individuals and can have a symbolic character as well as goods, ideas, thoughts, attitudes, concepts. Frequently, the name 'value' is regarded as a measure (criterion) for assessing people, things, phenomena or norms we are interested in. In this case, value is the basis or an important reference point for considering something as good or bad¹⁵.

Demonstrating the world of values to the children during their learning process includes shaping specific attitudes, needs and preferences, inspiring for search for the truth, developing creative capacities and support in the choice between good and evil. Each of these activities is to contribute to the formation of a sensitive, mature, stable personality ready to cope independently in the surrounding world. Education takes place by means of acceptance or rejection of the proposed value¹⁶. The child's world of values is for them an indispensable factor in their individual, social and identity development, understood as the ability to overcome difficulties on their own, as well as to cope with problematic situations more and more independently.

The adapted values are rooted in the child's needs with respect to life, development (improvement of personality and self-esteem) and activity

¹⁴ Pilch T. (eds.), *21st century pedagogical encyclopedia. Volume VII*, Warsaw 2008.

¹⁵ Denek K., *Wartości i cele edukacji szkolnej*. Poznań – Toruń 1994; J. Mastalski, *Samotność globalnego nastolatka*, Krakow 2007.

¹⁶ Mastalski J., *Aksjologiczne przestrzenie spotkania w edukacji*. In: K. Denek, T. Koszczyc, P. Oleśniewicz (eds.) *Edukacja jutra*. Wrocław 2009; see also: J. Gajda, *Wartości w życiu człowieka. Prawda, miłość, samotność*. Lublin 2004.

(manifested in contacts with others and reflected behaviour)¹⁷. They are motivating factors, that is, they direct all activities. They also have an important place in the process of world exploration. They stimulate cognitive processes (impressions, perceptions, thinking, imaginations, speech, emotions etc.), by a person can experience reality. Every person carries a value that commands them to respect their own dignity as well as the dignity of another persons. They want to be treated as an important person, respected, and always seen as an individual, free to act and with their own vision for the future. The values also confirm a person (and even more so a child) in their beliefs, and also occupy an important place in social and cultural life, being a factor that shapes the relationships: person – person, group (in school class) – person or the environment – person¹⁸.

In children education, values may also appear as a system of norms regulating the behavior of pupils and teachers, performing the function of behavior's regulator, i.e. something that tells us what is and what is not allowed, what the limits of freedom are. The importance of values in the upbringing and in education is indisputable, their essence lies in the very idea. They play an important role in shaping the attitude towards people, laws, the world and the rules that govern it, as well as in formulating the plan for the life. People who have an opportunity to experience the values, may get convinced of their power and keep an indelible mark as a souvenir after experiencing such values¹⁹.

Education to values related to Small Homelands helps to discover the meaning of life, teaches children how to control themselves, makes them internally better and is a source of inspiration for children while playing and not only. K. Denek is right in emphasizing that “abandoning the axiological compass of values in education and outside it” leads to a disturbance in the relation between logos and ethos, to brutalization of life, crisis of self-awareness, disappearance of the sacred, expansion *of the*

¹⁷ Denek K., *O nowy kształt edukacji*. Toruń 1998.

¹⁸ Jezierski P., *Jakie wartości w wychowaniu ?*., *Edukacja i Dialog*” 2000, No. 1.

¹⁹ Banach Cz. *Wartości w systemie edukacji*. ‘Lider’ 2001, No. 3.

profane with science at the forefront, which ceases to be an instrument and becomes a kind of value²⁰.

For education to be effective, conscious, purposeful, for it to motivate its subjects for reflection and, as a result, shape the personality of a pupil, preparing him for adult life, responsible functioning within the society, which involves choosing between different ways, it must introduce the youngest children into the world of values – values worth acknowledging and motivating them to purposeful behavior towards their own joy (and above all, to the joy of their parents).

Education in the context of small Homelands using legends, fairy tales or poetry is very highly ranked in a multicultural society in which differences in spiritual and material achievements, transmitted from generation to generation, hamper educational impact on young children. As a consequence, they cause a kind of indecisiveness in professing morally desirable values or their total or partial negation. This brings the danger of getting lost in this large variety of attitudes, positions towards norms and principles of childrens' social competences in the adult world. On the other hand, because of direct contact with people of different religions, nationalities, it is possible to teach children acceptance, respect and tolerance towards a different way of perceiving the world and values²¹.

From an early age, it is necessary to raise the awareness of children's belonging to the local community and to the nation. Such approach towards giving meaning to childrens' lives from an early age means that small homelands in children's education should be the basic foundation for an ever broader penetration into reality and truth about the surrounding world. The child's sense of bond with the heritage of his own place of origin as a very valuable value in human development. A child's primary education, including pre-school education and early school education, should constitute a content and organizational background for sensitizing

²⁰ Denek K., *Aksjologiczne aspekty edukacji szkolnej*. Toruń 1999.

²¹ Dymara B., *Wydobywanie wartości z informacyjnego chaosu-aksjologiczne bogactwo świata*. In: B. Dymara, M. Łopatkowa, MZ Pulinowa, A. Murzyn, *Dziecko w świecie wartości*. Krakow, 2003.

and developing basic cognitive and instrumental competences as well as social competences through contacts with the child's local environment²².

In the syllabus guidelines issued by the Ministry of National Education in 1999 under the name "*Cultural heritage in the region*" there were valuable proposals for optional classes (so-called educational paths), which involved bringing children and schoolchildren closer to the region where they live, especially in terms of cultural heritage, history, living tradition, folklore, folklore and native language, which should be learned equally with native language.

Heritage is a legacy, a good of material and non-material culture, which subsequent generations should cultivate, multiply and pass on to future generations. The transfer of cultural heritage takes place by adopting values inherent in the natural and cultural environment of man, taking into account that the dimension of the region's value and regional attitude is:

- 1) a community that provides a kind of security, protection against uniformity and unification of the local community,
- 2) the sense of having origins, identification with close environment in natural, geographical and historical aspects²³.

The process of teaching and educating, using a string of educational situations with legends, fairy tales, poems, as well as the immediate surroundings and experiencing things by children on everyday basis favors the young man's growing into the culture of the region, a little homeland. One should be concerned with the fact that the published textbooks, supporting materials and methodological guides are too narrow and schematical as to what should be the subject of social and regional education. Diagnostic tests conducted by us in randomly selected schools and kindergartens show that most teachers first refer to the implementation of the content contained in the so-called "work sheets". There are also too

²² See e.g. M. Jakowicka, *Wzbogacanie doświadczeń uczniów klas początkowych w kontaktach ze środowiskiem*. Warsaw 1982; L. Pawelec, *Tradycja wartością przedszkolnej edukacji regionalnej*. In: M. Królicza (eds.), *Edukacja przedszkolna i wczesnoszkolna*. Częstochowa 2007.

²³ Grzesiak J., *Mała Ojczyzna ...*, op.cit.; Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 17 stycznia 2012 r. w sprawie standardów kształcenia przygotowującego do wykonywania zawodu nauczyciela. Dz. U. 2017, poz. 131.

rare cases of “reviving” textbook materials by incorporating regionalism and the idea of “live teaching”²⁴. In kindergartens in particular, there are signs of strengthening ties with local communities – by attending kindergartens, children have excellent opportunities to experience contact with the immediate environment (meetings with artists and folk artists, participation in regional events and rituals, dances and artistic activities related to folklore and the region, theaters, meetings with stories and fairy tales, etc.). Upbringing in a family home plays an extremely important role in the artistic and regional education of children, where the child is very sensitive to penetrate the world of cultural and social values (what is good and what is bad). The stabilization of relations prevailing in the structure of each family plays a major role in these interactions, and above all in balancing the cognitive and emotional structures of young children. This influence is strengthened and intensified by the teacher’s high authority²⁵.

Traditions, rituals and customs are associated with regional education, which value and favor children and young people. They make up its local pride and her story created by achievements, legends, fairy tales, poetry, stories, memories, memory as well as chronicles and diaries²⁶. The native land should be treated as the greatest textbook²⁷. By using children’s curiosity and constant readiness to learn and experience – you can form a sensitive nature of the child so that in his life he always speaks with meaningful words “Pole” and “Homeland.” The child’s involvement, as well as his life experiences, contribute to subsequent experiences, searches and activities aimed at raising awareness of belonging to communities (family, kindergarten, local environment). In addition, it shapes identity and promotes the perception of “Little Homeland” as a value from an early

²⁴ Grzesiak J., *Nauczanie „żywe” i karty pracy we współczesnej szkole*, in: K. Denek, T.Koszczyk, P.Oleśniewicz (eds.), *Edukacja Jutra*, vol. 2. Wrocław 2006.

²⁵ Piaget J., *Równoważenie struktur poznawczych*. Warsaw, 1981.

²⁶ Denek K., *W stronę szkoły jutra i jej nauczyciela*. in: J. Grzesiak (eds.), *Ewaluacja i innowacje w edukacji nauczycieli*, volume II. Kalisz 2007.

²⁷ Kuleczka P., *Krajoznawstwo i turystyka, czyli dialog w przestrzeni*, in: J. Grzesiak (eds.), *Ewaluacja i innowacje w edukacji*. Kalisz 2008.

age. Regional unity and the bond with traditions are a valuable clamp connecting the past with the present.

In the above considerations, a model of the local civil society was outlined, in which competent and responsible teachers should lead and coordinate pedagogical interactions. The teacher's main task is to prepare the child for independent life so that he can manage it independently. Otherwise it can be said that the pedagogue in his work should strive to make children aware of important values and help in the process of individual hierarchy creation through participation in action²⁸. In order for the methods of parenting education (civic education) to bring the expected positive effects, great importance should be attached to the competences and responsibilities of teachers. This raises the importance, among others, of their knowledge of value issues, as well as their diagnostic skills and level of knowledge in the structure of the class team²⁹.

5. On the need for evaluation studies on civic education

The introduction of education standards (qualifications frameworks) at universities and core curricula in school education should, by definition, be effective in improving the quality of education. Meanwhile, in recent reforms of Polish education and in the procedure of creating conditions for the implementation of reforms, there is a clear gap between the theory and its implementation. For this reason, it is justified and even necessary to undertake and conduct more extensive diagnostic and evaluation tests, which are also based on teaching experiments. They require from researchers objective and non-politicized evaluation of didactic and educational effects in the climate of social dialogue around little Homelands. It is only on this basis that it will be possible to construct rational new solutions aimed at improving the diagnosed state of education in the spaces of the small and great homeland.

²⁸ Baraniak J., *Wychowanie do tolerancji*. "Życie Szkoły" 2009, No. 9

²⁹ Grzesiak J., *Lekcje i diagnostyka psychopedagogiczna dziecka*. Konin 2014.

Our research conducted among students of teaching faculties in randomly selected scientific centers showed that too much content of education requires from them tedious memory acquisition. Meanwhile, expectations from future teachers turn out to be eloquently large as to the content particularly useful for performing in the course of teaching at school in contact with children and with the local environment³⁰.

In the search for ways to improve quality, more attention should be paid to the issue of triangulation, which requires, among others, a multitude of research methods and techniques. Our research has shown that in student diploma papers, the survey technique is very often utilised as the only method, and the analysis of collected data takes schematic quantitative indicators without taking into account context variables.

Our research also covered the issues of student research clubs associating students specialising as teachers of “pre-school and early school education” and “elementary education” (with additional specializations). It turned out that the issue of children’s education in the world of the little and greater homeland is reflected only in traces in their activities and in the documentation of the achievements of the research clubs. This causes obvious concern, and consequently indicates the need for a radical improvement in the preparation of people to work as a teacher, taking into account the system of pedagogical practices.

Future teachers of all subject specialties, including teachers of elementary education of children, cannot be deprived of opportunities to fulfill themselves on the basis of a little and great homeland with the wide participation of children and the entire local community. On one hand, the teacher-to-be acts as a recipient of cultural elements, on the other hand, he or she should be personally prepared to disseminate and multiply cultural achievements at school and in out-of-school environments, and also be able to effectively influence the shape of cultural education of students from an early age of school (and regional) education. Teacher’s work

³⁰ Compare: M. Jakowicka, *Wzbogacanie doświadczeń uczniów ...* op. cit.; J. Grzesiak, *Problemy integracji kultury i edukacji szkolnej*. In: J. Grzesiak (eds.), *Edukacja i kultura*. Kalisz 2002.

should be more and more of a “*living process*” – requiring adaptation to educational situations and thus limiting the role of the textbook as the primary source of learning content³¹.

CONCLUSIONS

The discussed issues as well as many other issues not addressed in this paper indicate that literary texts such as legends, fairy tales and stories should constitute permanent linguistic and historical values in the civic and patriotic education of the young generation. From a pedagogical point of view, they are very up-to-date and valuable, especially in the upbringing of children both in family homes as well as in pre-school and early school education – also at subsequent, higher levels of national education.

A teacher being a guide and a leader for his students in the construction of their world of values should have a specific sensitivity towards beauty and spirituality, increase their competences by an aesthetic and cultural aspect. All this in order to cope with the challenges faced throughout the processes of shaping sensitivity to beauty (including language), goodness, regionalism and patriotic values in their pupils. Education concentrated around little homelands should sensitize children to values inherent in the local environment and to their own values; it should also teach how to recognize the beauty of nature, native speech, cultural monuments, as well as arouse reflection on the experienced beauty of their own country – region³².

On one hand, a modern school should form patriotic attitudes within the atmosphere of internationalism and multiculturalism, and on the other hand, it should counteract any attitudes contrary to the patriotism and identity of every person – a nation. With scientific pride and satisfaction, one should refer to all manifestations or attempts to search for optimal solutions for education around little Homelands, including legends and other texts of regional and even international scope.

³¹ See e.g. J. Grzesiak, *Podstawy teorii i metodyki kształcenia praktycznego nauczycieli*. Konin 2010; Z. Mysłakowski, *Nauczanie żywe a podręcznik szkolny*. Lviv 1936.

³² Compare: I. Wojnar, *Humanistyczne intencje edukacji*. Warsaw 2000.

At the end of our considerations, we draw the following conclusions and desiderata:

- as a result of transformational changes, the traditional understanding of patriotism and education around little Homelands is undergoing changes and the spread of the disturbing tendency of their gradual “undervaluation” in favor of the preference and domination of mass culture of global nature over regional education,

- for the sake of preserving and surviving native local cultures and proper patriotic upbringing, the education of children in every kindergarten and in every modern school should sensitize them to the beauty, the good inherent in the resources of little homelands as laid down in the proverb “*what youth is used to, age remembers...*”

- to ensure the continuity of local cultures and multiculturalism, regional research is necessary, as well as organizational efforts of educational and local authorities to preserve or restore valuable components of these cultures;

- there is a need for changes in teacher education – including pedagogical practices – for the mandatory development of real competences for them in the field of cultural education and patriotic education in the world of values inherent in small homelands, as well as in poetry, fairy tales, legends or even myths;

- it is advisable to do diagnostic, evaluation and design research on regional, language and civic education both in the course of teacher studies and as part of statutory research conducted by academic centers,

- basing on reliable methodological foundations, care should also be taken to shape the research competences of students in the roles of future teachers – ready and willing to undertake pedeutological research, as well as research on the quality of education, including education around small Homelands,

- regional traditions and education focused on little homelands should be subject to particular care for cooperating local governments, teachers and culture activists.

Elementary education of young children and their teachers in the realms of little homelands is of fundamental importance for forming civic society of today, tomorrow and the day after tomorrow. The realisation of the above desiderates may lead to a gradual, although authentic and non-politicized, good change for the better both in education and in the system of education sciences.

SUMMARY

The subject of this article is education of children and their teachers in the light of civic and regional education and closely tied with legends, fairy tales, poetry and with myths as literary texts addressed to children (and to adults at the same time). In this context the author's on-merits considerations have an interdisciplinary character and at the same time integrate the main four research areas – linguistics, historiography, as well as education and sciences.

The text sequences highlighted in the text are focused on issues:

- 1) a child in the world of poetry, fairy tales, legends and stories,
- 2) truth and legends and myths about the past as the subject of research,
- 3) fairy tales, stories and legends in children's publications,
- 4) regional legends and a little homeland a world of values towards the child as well
- 5) about the need for evaluation studies on civic education in the context of caring for the beauty of the language of the child and its teachers. Forming "little homelands" based on the fullest possible knowledge of one's own cultural traditions favors the formation of a civic society which, on the one hand, can appreciate the value of mass culture and its own regional culture, and on the other, with forgiveness, can recognize and tolerate the differences and values of cultures of other nations, ethnic groups and other local communities. With the experience in the form of beliefs, ideas, views acquired within the realm of litthe Homeland, the child creates his own, individual, hierarchical – and specific system of values expressed in the categories of *want, have, act and be*. An ordered hierarchy of values indicates the direction of the aspirations of each individual and social

groups. In the era of social transformation, in the face of the knowledge society, the issue of the value system is the subject of constant scientific research. The author briefly presents the results of his own research and outlines the conceptualisation of language and civic education integrated with regional education of children and their teachers. Finally, the author postulates that all concepts for a real improvement in the education of children around small homelands should be constructed on the basis of a mature methodology of reliable research relating to education, as well as towards the sciences.

REFERENCES

1. Barthes R., *Mit i znak*. Warsaw 1970.
2. Banach Cz., *Wartości w systemie edukacji*. «Lider» 2001, nr 3.
3. Baraniak J., *Wychowanie do tolerancji*. “Życie Szkoły” 2009, nr 9.
4. Brzoza E. (eds.), *Baśnie i legendy polskie*. Warsaw 1997.
5. Czerwiński M., *Mity, prawda, fikcja*. Wrocław 1964.
6. Denek K., *Aksjologiczne aspekty edukacji szkolnej*. Toruń 1999.
7. Denek K., *O nowy kształt edukacji*. Toruń 1998.
8. Denek K., *Wartości i cele edukacji szkolnej*. Poznań-Toruń 1994.
9. Denek K., *W stronę szkoły jutra i jej nauczyciela*. In: J. Grzesiak (eds.), *Ewaluacja i innowacje w edukacji nauczycieli*, vol. II. Kalisz 2007.
10. Deptuła C., *Galla Anonima mit genezy Polski*. Lublin 1990.
11. Dymara B. (eds.), *Dziecko w świecie marzeń*. Krakow 1999.
12. Dymara B., Łopatkowa M., Pulinowa Z., Murzyn A., *Dziecko w świecie wartości*. Krakow 2003.
13. Dymara B., Denek K., Korzeniowska W., *Dziecko w świecie wielkiej i małej Ojczyzny*. Krakow 2009.
14. Gajda J., *Wartości w życiu człowieka. Prawda, miłość, samotność*. Lublin 2004.
15. Grzesiak J., *Mała Ojczyzna jako świat wartości i przestrzeń edukacyjna dzieci*. In: K. Denek, L. Pawelski, B. Urbanek, A. Żukrowska (eds.), *Wokół małych ojczyzn*. Szczecin 2009.

16. Grzesiak J., *Lekcje i diagnostyka psychopedagogiczna dziecka*. Konin 2014.
17. Grzesiak J., *Nauczanie „żywe” i karty pracy we współczesnej szkole*. In: K. Denek, T. Koszczyc, P. Oleśniewicz (eds.), *Edukacja Jutra*, tom 2. Wrocław 2006.
18. Grzesiak J., *Podstawy teorii i metodyki kształcenia praktycznego nauczycieli*. Konin 2010.
19. Grzesiak J., *Problemy integracji kultury i edukacji szkolnej*. In: J. Grzesiak (eds.), *Edukacja i kultura*. Kalisz 2002.
20. Jakowicka M., *Wzbogacanie doświadczeń uczniów klas początkowych w kontaktach ze środowiskiem*. Warsaw 1982.
21. Jezierski P., *Jakie wartości w wychowaniu ?*. «Edukacja i Dialog» 2000, nr 1.
22. Jodełka – Burzecki T., *Baśnie polskie*. Warsaw 1985.
23. Labuda G., *Źródła, sagi i legendy od najdawniejszych dziejów Polski*. Warsaw 1960.
24. Kłoskowska A., *Kultury narodowe u korzeni*. Warsaw 1996.
25. Kuleczka P., *Krajoznawstwo i turystyka, czyli dialog w przestrzeni*, In: J. Grzesiak (eds.), *Ewaluacja i innowacje w edukacji*. Kalisz 2008.
26. Kurzeja A., *Dziecko w świecie bajek i baśni*. In: B. Dymara (eds.), *Dziecko w świecie zabawy*. Krakow 2009.
27. Kunowski S., *Wartości w procesie wychowania*. Krakow 2003.
28. Malicki J., *Mity narodowe, Lechiada*. Wrocław 1982.
29. Malinowski B., *Mit, magia, religia*. Warsaw 1990.
30. Mastalski J., *Aksjologiczne przestrzenie spotkania w edukacji*. In: K. Denek, T. Koszczyc, P. Oleśniewicz (eds.), *Edukacja jutra*. Wrocław 2009.
31. Mastalski J., *Samotność globalnego nastolatka*. Krakow 2007.
32. Mysłakowski Z., *Nauczanie żywe a podręcznik szkolny*. Lviv 1936.

33. Pawelec L., *Tradycja wartością przedszkolnej edukacji regionalnej*. W: M. Królicza (eds.), *Edukacja przedszkolna i wczesnoszkolna*. Częstochowa 2007.
34. Piaget J., *Równoważenie struktur poznawczych*. Warsaw 1981.
35. Pilch T. (eds.), *Encyklopedia pedagogiczna XXI wieku*. Tom VII. Warsaw 2008.
36. Rozporządzenie Ministra Nauki I Szkolnictwa Wyższego z dnia 17 stycznia 2012 r. w sprawie standardów kształcenia przygotowującego do wykonywania zawodu nauczyciela. Dz. U. 2017, poz. 131.
37. Rozporządzenie Ministra Edukacji Narodowej z dnia 14 lutego 2017 r. w sprawie podstawy programowej wychowania przedszkolnego oraz podstawy programowej kształcenia ogólnego dla szkoły podstawowej. Dziennik Ustaw 2017, poz. 356.
38. Samsonowicz H., *O historii prawdziwej. Mity, legendy i podania jako źródło historyczne*. Gdańsk 1997.
39. Siemieński L., *Podania i legendy polskie ruskie i litewskie*. Warsaw 1975.
40. Theiss W. (eds.), *Kultura, edukacja, rozwój lokalny*. Warsaw 2001.
41. Topolski J., *O pojęciu teorii w badaniu historycznym: teoria a mit*. In: *Pamiętnik XIII Powszechnego Zjazdu Historyków Polskich*, vol. 1. Wrocław 1986.
42. Wojnar I., *Humanistyczne intencje edukacji*. Warsaw 2000.
43. Wygonik E. (eds.), *Najpiękniejsze legendy polskie*. Krakow 2003.

Information about the author:

Grzesiak Jan

Dr hab. in the Field of Pedagogical Sciences,
Professor at the Department of Pedagogy and Social Work,
State School of Higher Professional Education in Konin
4, Popiełuszki str., Konin, 62-510, Poland

CHILD-CENTRISM IN THE CONTEXT OF MODERN PEDAGOGICAL THEORY AND PRACTICE

Kvas O. V.

INTRODUCTION

The relevance of child-centered ideas in the modern pedagogical theory and practice is difficult to dispute. It lies in the pedagogical heritage, both in the theoretical and practical. These ideas left behind the creators and continuers of child development in its daily world over the centuries: teachers, scientists, public and educational figures, doctors, politicians, religious figures, lawyers, representatives of various power structures. Because of their activity, such sciences as pedology, pediatrics, child sociology, child psychiatry, age psychology, childhood history, pedagogical psychology, sociology of education, pedagogy of individualism, personal pedagogy, pedagogy of culture, national pedagogy were emerged.

Due to the activity of the representatives of the pedocentric direction in pedagogy, world scientific congresses and conferences strongly spoke in defense of the child: International Congress of Pedology (Brussels, 1911), International League of New Education (Calais, 1921), International Congress of Child Psychiatry (1955), Conference on Experimental Pedagogy (Geneva, 1959), International Conference on Alternative Education (Lodz, 1992).

Concern for the future of children brought together indifferent people in a number of public organizations and societies: the International Society for the Care of Children (1892), the International Pedological Society (1910), the International Organization for the Assistance to Children (1920), the Society of Children's Friends (1949), the United Nations Children's Fund – UNICEF (1953), World Foundation for Childhood

(2000). The movement for the protection of the rights of children has also intensified. It was based on the recognition of the child's right to be interpreted by his human personality with his specific social, existential and individual problems. A number of international legislative acts have been adopted to regulate these issues: the Geneva Declaration of the Rights of the Child (1923), the First Protocol to the Convention on Human Rights and Fundamental Freedoms (1952), the Declaration on the Rights of the Child, approved by the United Nations General Assembly (1959), The International Convention on the Rights of the Child (1989), the introduction of the post of Commissioner for the Rights of the Child in Ukraine (2011)¹.

The evolution of industrial societies and the intensification of individualization processes in modern education are causing increasingly qualitative changes in the learning culture. There is a decentralization of initiatives, responsibilities of competencies with the spread of the ideas of globalization.

In these circumstances, the school should become an environment where the pupils are important to society. Such a society needs educational institutions, where a new culture of learning exists, and its features have underpinned the pedagogy of child-centrism for many decades: recognizing the child as the central figure of the educational process, comparing of the pupil's to their own social experience with scientific knowledge, joint reflection on one's own actions in order to better absorb knowledge and continue initiated initiatives.

Based on above, the educational process is considered not only as a transfer of knowledge and development of skills, but also as a process of expanding, improving and updating existing cognitive schemes. What a child learns in school largely depends on what she already knows herself².

¹ Illich I. *Spółeczeństwo bez szkoły*. Warszawa : PIN, 1976. S. 219.

² Schoenebeck H. *Thema Schule. Was Eltern und Lehrer schon tun können-20 Vorschläge, Freundschaft mit Kindern*. Münster, 1981. P. 8–11.

Creating an enabling environment for effective schooling, according to child-centered ideas, results in:

- the main emphasis in learning is placed on the research process of finding the truth, the nature of phenomena, connections in this process the key interest is the interest of pupil's;

- the primary competences of pupil are enriched, expanded and supplemented;

- pupil strive to achieve results that could increase educational potential;

- the teacher creates the conditions for creative activity of pupils in the lesson.

Thus, the purpose of learning is not to assimilate and reproduce teacher's transmitted knowledge and algorithmic skills, but to create knowledge by pupils. Learned in this way in the pupil's mind the knowledge have a dynamic, dialogical, emancipatory character. It becomes a part of the life experience and give the right to his own understanding of the world at the same time as being personally responsible for that understanding.

The creative model of teaching, sometimes referred to as constructive, is a modern carrier of ideas o child-centricity, enhanced by pedagogical cooperation. This model is built on a natural basis. The following requirements should be considered while using it at school:

- only through the social activities a child can be given the space to interpret his own experience, he learn to use the essence of cognitive phenomena in such a way that would meet the requirements of the cultural environment in which the child is (class, school, etc.); its activity is always perceived in a cultural and historical context.

- the pupil's must believe in himself as a learning person and also have the right to decide how to study;

- the teacher at school ceases to be the sole guarantor of the truth, but he is responsible for the methods, technologies and forms of organization

of the educational process; such an approach is based on learning in a group (class) whose members, in the broadest sense of the word, collaborate in the process of learning, all pupil's are involved;

– the role of the teacher in the educational process changes from mentoring to mentoring (advisory, counseling), he becomes a person who defines the goal, proposes tasks, monitors the development of students, supports their activity, encourages cooperation³.

One of the major achievements of the creative school model, where the child builds his own knowledge, is the reliance on interpersonal relationships. The traditional model of teaching and learning overestimates the interaction «adult – child», «teacher – pupil».

This model is based on an anthropocentric approach to learning. Child-child interaction is displaced into the extracurricular environment. These relationships are an important component of the socialization of children, their cognitive, social and moral activities. It is obvious that the school will become more child-centered, more natural and organized so that learning, life and emotions will not be detached from it.

The ideas of child-centrism concerning the upbringing of a child remain extremely relevant for today. This is especially the case for marginalized children living in poverty and demoralization. These are children who don't find support in the family, at school, in educational and care institutions and are forced to seek friendly, safe feelings and, in fact, shelter on the street. Child-centrism in postmodern society must be deeply rooted in philosophy and social pedagogy.

Nowadays child-centrism explores not only the child, but also the world in which he lives. The study of the child's living space involves the study of the nature, patterns and actions of people who focus life activity on a small spatial segment. We can talk about the “geographical aspect” of specific realities that take place in the child's living space (city, district, street). It is important for the educator always keep in mind that social and

³ Права дитини: від витоків до сьогодення: зб. текстів, метод. та інформ. матеріалів. Авт.-упоряд. Г. М. Лактіонова. К. : Либідь. 2002. 277 с.

pedagogical and natural development are closely intertwined in the study of the child's living space. Social facts, including pedagogical ones, have a different origin than natural laws, their predictability is different. They can be understood only when they have come together, hence the need for their description, analysis and attempt to understand them ex post. It can be done by reconstructing historical and pedagogical researches and extrapolating them to modern pedagogical science and practice⁴.

Human rights begin with the rights of the child. If the rights of the child are part of the educational process and the education system, they increase greatly the value of both human and child rights and the education system itself.

The reorientation of modern social culture towards the mutual respect of rights adults and children reaffirms the view that adults should not be constantly overburdened with their obligations to children, otherwise it threatens to become their slaves; children also can't be granted by exclusive rights. It could lead to anarchy. There is no doubt that society must recognize the rights of the younger generation to freedom, dignity, lives, which would guarantee individual and public development. Responsibility for addressing this issue should be manifested through the combination of children's rights with their responsibilities.

In implementing a child-centered approach to the protection of the rights of the child by society, the last one should be aware that these are not rights that children should have or rights over which children would give themselves advice. Most likely, these one should be rights that serve children who should be respected, protected from being violated by other people, as well as created by a person, institutions (state, school, government) against disenfranchisement⁵.

If we say that human rights, as well as the rights of the child, derive from its nature, it means natural law, unwritten law, a right that is higher

⁴ Права дитини: європейський досвід. упоряд. Н. М. Костяк. Львів: ПАІС. 2007. 113 с.

⁵ Лутай В. Філософія сучасної освіти. К. : Центр – Магістр – S – Творчої спілки вчителів України, 1996. 360 с.

than the right established by man. Therefore, it is indestructible and cannot be disposed of. If adult society seriously violates this right by limiting or neglecting, it maintains the inevitable conflict between children and adults.

As modern law began to penetrate the relationship between children and adults, it changed and shifted from despotic-national to partner-business, reinforcing on both sides the need for respect, love, trust, and an adjustment to ethical values and ideals.

The process of making children aware of their rights has an important educational dimension. It touches on the conscience of teachers, awakens the vulnerability of teachers and guardians to existing evil or pathology. Particular responsibility rests with those who have to stand up for the rights of the child in the state, namely, the child rights commissioner.

A difficult barrier to changing the legal status of a child is a family that adheres to the traditional approach to family education, which is the right of the family to raise the child as she sees fit. Sometimes it is even "breaking" personality. Each family establishes itself the right of public relations with the children to whom they should obey.

Increasingly, educators are pointing out that the widespread myth of moral self-improvement for adults by respecting their children's rights is nothing more than a myth. This is evidenced by the fact that most European countries consider a child to be a child from birth to 18 years. Many of them don't have legislative acts or decrees governing the state's child protection policy. In fact, a child can't exercise any of its rights independently, but only through adults⁶.

According to R. Farson, "the emancipation of children doesn't mean the disappearance of any morality, but rather the rejection of its duality. Our relationships must be based on the same principles, moral beliefs and rights. How the actions of adults are subject to certain rules, systems of value and prescriptions, so children should. Because of the purpose of

⁶ Дитинство в Україні: права, гарантії, захист. голов. ред. В. І. Довженко. К.: АТ – Вид-во – Столиця, 1998. 290 с.

emancipatory aspirations is ultimately to reduce the possibility of mutual enslavement”.

One of the important for the child is the right to self-development, because of this that he can free herself from violence and self-determination.

The child’s right to life without physical punishment is also obvious. It applies to almost all situations of communication between children and adults, including school and out-of-school facilities. Removal from the educational practice of physical punishment, would encourage pedagogical workers to look for other ways and methods of working with children without causing offense to them.

Representatives of the modern antipedagogical direction believe that the school belongs to those institutions that destroy the human rights to freedom of education and thought. To their view, the school is not only an instrument of exercise of power through repressive-selection functions, but also a place of change of human nature in accordance with the Puritan outlook. After all, children in this case are considered “savages”, who need to be constantly persuaded, directed and subjugated.

Antipedagogues claim that the learning process begins for everyone in a natural way from birth and can’t be avoided or exempted. The only problem is whether or not the children want to learn under duress. Instead of maintaining good order in schools, parents should be more supportive of their own children and of their friendly teachers, for the sake of better and free upbringing.

Taking into account the axiological dimension of antipedagogy, it tends to gravitate towards a more personalistic direction in pedagogy, which in turn opens more opportunities for dialogue between personalism and antipedagogy, and also delineates the field of joint activity to create new relationships necessary for the pupil's personality between the child and a teacher.

Among the most common pedagogical trends of the second half of the XX-th century, that actively implemented the idea of child-centrism was the critical-emancipation pedagogy that emerged on the basis of the critical theory of the Frankfurt School and the protest students' and students' movements in the late 1960-th. It was characterised by worldview ideas – from liberal, critical-rationalist to orthodox-marxist⁷.

Essential for the critical direction in pedagogy was the change in the system of values and mentalities. It can be characterized as a transition from the nomocentric to the autocentric perception of the world. The “Nomocentric” considers itself an imperfect creature dependent on the social environment. This creature concentrates mainly on what was previously installed (nomos is the rule). “Autotsentryk” believe in their own strength and capabilities. At the heart of this system is its values of rationality and ability to evaluate. The process of change of values can be characterized as the transition from values of the type “KON” (conservatism, conformism, conventionalism, controllability).

The school was criticized for such shortcomings as:

- school stresses due to student overload;
- low level of employment (old training programs, outdated teaching methods);
- dominance of object-subject approaches in training.

In contrast to such a school, representatives of this area sought a school that would:

- trusted in children, respected them as individuals;
- paid attention to all children without exception;
- created an atmosphere of goodwill at school.

The goals of critical emancipation education were as follows:

- resistance and resistance to conformism;
- critical rationality instead of irrationality serving the public interest;
- social change instead of reproducing what already exists;

⁷ Гонтаровська Н. Б. Освітнє середовище як фактор розвитку особистості дитини. Д. : Дніпро. 2010. 622 с.

– cooperation and solidarity instead of struggle.

Critical emancipation pedagogy taught to resist to human abuse. First of all, it is about the grievances that a person experiences from society. According to the representatives of this field of pedagogy, children should not immediately receive ready knowledge and models of behavior. A key issue should be the development of an emerging generation of independence, critical thinking, creativity, and encouraging it to fight for social change⁸.

Much attention has been paid to child-centered ideas and the widespread humanistic psychology and pedagogy in the West. Particular merit in establishing this direction goes to the eminent scientists C. Rogers, A. Maslow and Ch. Buhler. Humanism and existentialism became the two most important sources of humanistic psychology and pedagogy. The motto of this direction should be considered the words of Ch. Buhler: “The idea of man as an active creator of his own being”.

The main theses of humanistic psychology and pedagogy:

– the person is in the spotlight. Thus, the argument as the most important phenomenon in human cognition moves to the center;

– emphasis is placed on specific traits of human nature (ability to choose, creativity, self-affirmation, ability to evaluate);

– the choice of formulated questions and research methods in the knowledge of the child should be adequate to their significance;

– the main tenet of humanistic psychology and pedagogy is the respect for human values and dignity.

Teacher’s and personality oriented learning processes are significantly different. In the first case, the teacher has the knowledge he has to impart, in the second – it is generally accepted that pupils can think and learn on their own. In the first case, the teacher has authority, the pupils are obedient, in the second – the responsibility for the learning process rests with everyone: the teacher, pupils, parents, society.

⁸ Кремень В.Г. Філософія освіти XXI століття. Педагогіка і психологія: Вісник АПН України. 2003. № 1. С. 6–16.

According to C. Rogers, “Young people are really very motivated to learn, open, overcome problems. Unfortunately, these traits after a few years spent at school in most cases disappear somewhere. But the motivation remains, and the task is to release again”.

Constructivist pedagogy became very popular in German-speaking countries in the late XX-th century. The ideas of constructivism were first introduced by Austrian scientist P.Vatslavik in 1981. He published “Invented Reality”. Constructivists consider any reality a design created by people who believe that they are discovering and exploring reality.

Constructivism is understood as the transition from the old to the new image of the world in simplistic terms: from a deterministic or mechanical image of the world, with a hierarchical division based on centralized management, on rationality and control to an undetermined, probable, decentralized image of the world consisting of numerous small, simple particles that create a network of partially stable, partially variable moves that can be always predicted⁹.

The success of modern constructivism, on the one hand, lies in its resemblance to cognitive psychology and system theory, as well as to phenomena such as individualization, postmodernism, and the crisis of normative disciplines (subjects) that are widespread in the modern world. The key competences of constructivist pedagogy are:

- openness to difference, pluralism, suspense;
- tolerance of differences, paradoxes and uncertainty;
- the ability and willingness to observe;
- responsibility for one’s own and others’ emotionality;
- the ability and willingness to make decisions and suggestions from others;
- openness to public issues and key issues.

All of the above gives reason to argue that child-centric ideas, like a hundred years ago, find their place in different fields of modern social science

⁹ Щеглова С. Н. Как изучать детство? Социологические методы исследования современных детей и современного детства. М.: ТО ЮНПРЕСС, 2000. 72 с.

maps, regardless of what system of ideological or political coordinates they are contained in. It can be stated that the problems of childhood was tried to solve by the society in the last centuries. It didn't become smaller but increased and became more difficult to solve than before.

If at the beginning of the last century, E. Kay called it the "Child's Age", in the end it turned out to be the century that saw two world wars, hundreds of wars between countries, thousands of religious armed conflicts, the same number of ethnic conflicts in which many died children, it is better XXI century not to call by high-pitched words, but to make sure that every adult remembers that the fate of future humanity depends on it, because it is in the hands of children. How we educate them, what we teach, and how we teach them will be the future.

XX-th century was characterized not only by the "educational outbursts" that led to a qualitatively higher level of educational development, but also by the "educational crises" that hindered this development. In particular, the first was the real dynamic development of education at every stage of schooling – from elementary, through secondary to higher and extra-curricular; the second is in many countries of the world. There is a continuing economic and political crisis that prevents education systems from development.

In nowadays world, education is increasingly democratized. Each civilized country develops its own education and training system, creating a national system. In each country, the existing education system has gone a long way of becoming and developing, under the influence of its own economic, political, social and cultural-educational conditions. Therefore, both developed and developing countries don't have quite similar education systems. However, there is much in common between these systems. In particular, it is a common cultural heritage that has

significantly influenced and now influences the educational tradition of a particular people¹⁰.

Ukraine has been at the heart of civilizational challenges between East and West and, obviously, its cultural heritage has been significantly influenced by different peoples and civilizations not only geographically, economically, politically, but spiritually. At the same time, it was able to form and preserve her own authentic cultural tradition, including the educational one, that occupied a worthy place among the diversity of world pedagogical ideas, concepts, directions, movements.

It includes the development of child-centered ideas in domestic pedagogy. Ukraine may be proud of the fact that among the ideologists and theorists of the world at the very beginning of its pedagogical movement formation were domestic scientists S. Baley and I. Sikorsky. The first represented the Lviv School of Experimental Psychology, and the second – the Kiev School of Experimental Psychology.

Ukraine went hand in hand with those available reform movements in Europe and the USA in the early XX-th century that set out to change the world of the child for the better. Important changes were made both in the system of education and in the system of upbringing, the purpose was to care for all categories of children and young people, care for them: orphans, homeless people, morally neglected, juvenile offenders, disabled children.

In Ukraine those areas of pedagogical activity have been developed, that is called the theory of education, social pedagogy, and resocialization pedagogy. Here are some facts that illustrate the place of domestic educators in the world of pedagogical science: self-governmental children's republics of H. Lane and W. George (USA), institutions of absolute freedom for the troubled children of A. Neil (England); the colony and children's clubs of S. Shatsky (Russia), the work communes for homeless children A. Makarenko (Ukraine), the orphanage and the

¹⁰ Эриксон Э. Г. Детство и общество. 2-е изд., перераб. и доп. СПб. : Ленато : Фонд – Университет. кн., 1996. 592 с.

pedagogy “How to love a child” by J. Korczak (Poland), the “pedagogy of the heart” by V. Sukhomlinsky (Ukraine). It is in such a sequence that they are mentioned in modern classical foreign textbooks on pedagogy¹¹.

“Pedagogy of the Heart” by a prominent Ukrainian teacher of the XX-th century V. Sukhomlinsky became a component of humanistic pedagogy. It advocated the protection of the rights and freedoms of the child, calls on each child to see a personality.

Modern ideas of child-centered pedagogy must be deeply rooted in everything related to the child's living space (family, kindergarten, school, extracurricular and educational institutions, social environment).

During the last decades, in Ukraine has been done a lot of the work to make childhood problems a state problem. Both at the legislative level (constitution, laws, resolutions of the Verkhovna Rada) and the executive (creation of the Ministry of Youth and Sports, the introduction of the post of Commissioner for the Rights of the Child of Ukraine). The state tries to create everything necessary to provide the younger generation with proper conditions for development.

Among the positive steps taken by the state are a number of important decisions to increase maternal care at birth, approval of a number of state programs on maternity and childhood care. In particular, the example of the Ministry of Health of Ukraine implemented a program for granting a child-friendly hospital status to those institutions that provide a high level of quality of medical services. It could be an exemplary example for pedagogical institutions. Why not give such a status to the best schools – a “pupils friendly school?!” It is noteworthy that the state has experience in creating family-type homes where both their own and foster children can be brought up in the family circle. At the same time, it should be remembered that there is a statewide network of orphanages and boarding schools for orphaned children that don't have sufficient government funding.

¹¹ Эриксон Э. Г. Детство и общество. 2-е изд., перераб. и доп. СПб. : Ленато : Фонд – Университет. кн., 1996. 592 с.

It is obvious that the measures taken by the state to improve the demographic situation in Ukraine have yielded results. The number of newborns has increased significantly. But there was another problem – the lack of preschools. Some of them were alienated, some were rebuilt or demolished and the rest were repurposed.

Every child should have a chance for both physical and spiritual development in modern world. It is necessary to change our attitude towards the child – a complete perception as a person who is sovereign and has dignity. In this regard, it is also necessary to change the model of education: from a typical reactive one – which is realized under the influence of a certain situation, usually as a reaction to a child's negative behavior, to a proactive model – when we anticipate the situation, prevent mistakes, teach the child, explain to him what to do.

It is extremely important for parents in this sense to be proactive in teaching children values. A stable value system is not only one of the important conditions for life success but also protection against many wrong actions and external negative influences.

Modern society like the previous ones wants children to grow up to be intelligent, kind and happy people, be independent, create strong families, become full members of society. There is a disturbing disproportion between what society seeks and what we see around us: more and more children suffer from emotional disorders, demonstrate maladaptation to social life, suffer from depression and various addictions in modern Ukrainian society (narcotics, toxicological alcohol, gambling, etc.), committing suicide. Teachers state with dismay that children sometimes don't understand simple texts and tasks. Difficulties with language overlap with thinking problems. It happens in an increasingly complex world that needs more and more knowledge and intelligence.

The Ukrainian media space is full of reports of acts of aggression, violence, vandalism committed by children and youth, characterized by cruelty, senselessness, and the reasons for which they are committed seem

absurd. Why are more and more children having problems and causing problems? Perhaps babies born now are worse off than those born fifty years ago. Obviously not. Children are born the same, with the same needs, but grow up in a completely different world than their grandparents and even parents. They receive less and less of what they need for healthy development: time and parental affection, intellectual encouragement, familiarity with the true culture, positive behaviors, and every thing more harmful: loneliness, violence directed against them, examples of aggression, anti-heroes. Their needs are emotional, mental, moral, neglected, leading to complete demoralization.

Among the lately global problems have plagued mankind is the problem of environmental (natural) protection. It is not time to realize to everyone that the natural environment of a person is social, as well as the culture created by him. According to professor of Cornell University J. Garbarino: “Today's society is poisonous and culture is toxic”. It is the most poisonous effect understandably on the smallest social matter – children¹².

The environment our children grow up is – the family, the immediate environment (neighborhood, preschools, school, extracurricular institutions), society and its culture. African proverb says: “To raise a child, you need the involvement of the whole village”.

Undoubtedly, the family is the environment in which a person must gain experience of social interaction, absorb the basic values will be guided in life.

Earlier, a few decades ago, in Ukrainian society, all educational institutions complemented and supported one another for the common good of the child, although it was happening in a system overburdened with an ideological component. Today we can state that a child can't find proper support and protection in any of them.

¹² Ястребицкая А. Западная Европа XI – XIII веков. Эпоха, быт, костюм. М. : Искусство. 1978. 169 с.

The outside world and economic development are changing the psychology of parents who are increasingly concerned about survival. Work, stress, lack of proper living conditions, confusion, increasing divorce rate, unemployment lead to a lack of time and energy for parents to care for their children. As a result – emotional disorders and loneliness of children. The respect for each other disappears in family relationships, interpersonal ties are broken, there is a lack of conscious learning of values.

At the same time, it is due to lack of time, psychological ignorance, underestimation of threats from the modern culture, parents don't protect children from negative influences and allow them many bad habits and actions: excessive watching of television programs (often contraindicated for children), Internet.

Parents sometimes buy computer games for their children, which teach them to abuse and kill others; parents are easily discouraged by changes in children's behavior that may signal drug addiction; parents don't notice that young girls have money, expensive gifts, clothing that can be "sponsored". A large number of parents are convinced that it is their duty to make money for the better financial status of the family and that the upbringing of the child is the responsibility of the preschool or school.

Today, Ukraine is among the countries with the highest rates of HIV- positive children and orphans. At the same time, the orphanage may also be with living parents who either abandon their children themselves or are deprived of this right by the state.

Few people are talking today about the other side of orphanage either working or orphaned. Ukrainians began to travel extensively abroad, mostly to European countries in the early 1990-th. The main reasons were economic troubles and uncertainty about tomorrow. The long stay abroad led to their partial or complete assimilation with Western society. Many of them have already naturalized in these countries, some of them are planning to return home. The vast majority of them, leaving Ukraine, left

their children with their close relatives. Due to the long absence (most parents come only on big holidays), these children have received almost no proper family upbringing: parental warmth, understanding, support, love. It is obvious that parents helped them financially, taught, dressed, but it cannot replace their parental affection. Most likely here we can talk about certain moral obligations of parents to children, among which may be an effort to buy from a child for depriving her of a full-fledged childhood.

The problem of homelessness is also worth mentioning. Previously, this phenomenon was solitary. The number of children leaving parental homes is steadily increasing. More than two hundred thousand homeless minors are deprived of care, love and basic conditions for development. Many of them join the ranks of juvenile offenders.

In order for the child to become the center of the educational and upbringing process, he needs to help in this. Only adults (parents, teachers, educators) can do it. There is an opinion that it is necessary to start education in the family. We agree with it, but only when it comes to expectant parents and mothers. After all, the child learns from the example of his own family about the basics of family education. Subsequently society must do everything possible to ensure that the process of preparation for family life is not interrupted (school, university). The problem of parental training, as in the times of A. Makarenko, V. Sukhomlinsky, hasn't disappeared. Moreover, it has been exacerbated by the increasing number of divorces, the deformation of family relationships and so on.

For their part, there are educators who believe that the school should teach children, not educate. At school, children are not taught social norms of behavior and their negative, sometimes even bullying, actions are ignored or hidden by many teachers. It not only destroys the authority of educators, but also causes this behavior to escalate. It is sometimes absurd when central television channels broadcast a story shot on a cellphone by students scoffing at a teacher. Otherwise, as editorial ignorance, it will not

call such things, but the position of a teacher who by his behavior attests to utter helplessness is not acceptable, because in his example it undermines the authority of hundreds of thousands of educators.

A school that lacks clear rules of conduct, a school where adults don't fulfill their educational functions is an unattractive or even threatening place for children, which promotes neither learning nor healthy development. Without the authority of the teacher, the school becomes a territory of impunity for aggressive and vulgar children and it cannot provide protection for the weak and the abused. The true authority of a teacher comes not from condemnation, punishment, but from one's own attitude toward students, others, professional responsibilities, life. After all, children need moral authority.

The majority of Ukrainian society agrees that the Ukrainian school needs significant changes in order to serve children. Today, it does not teach to think, the art of understanding, to be an honest, compassionate person, that is because in life it is most necessary. The predominant form of knowledge acquisition remains as before the acquisition by memory of an increasing amount of material in which with few exceptions, important for the social coexistence of knowledge are lost. By overburdening children with the ever-increasing amount of information the school doesn't even give them what has been available for a long time – modern teaching and learning technologies.

Placed in the “procrustean bed” of the curriculum, the teacher has no time for students as individuals. Taking care of young people in the most favorable period of their life – childhood, the school is generally irrationally managing their potential and not adequately preparing them for future life challenges.

There is no need to blame only the teachers: the system of education and upbringing should be changed. It is necessary to start by changing the model of preparation of future teachers. Today's teachers, frustrated by the low social status in society, low salaries, organizational prescriptions are

sometimes helpless in conflict situations that arise in school. The need to talk about a system of values that the school would like to impart to the younger generation, but which cannot be separated from the adult value system has long matured in society. In a school that respects moral values such as respect, responsibility, self-discipline, honesty, solidarity, wisdom – both the children and the teacher will feel in their place. They will have the motivation to perfect themselves and enjoy the job well done.

The closest environment in the children's environment also includes the neighborhood (street, district, peer group). For a large number of children, it is not only a circle of friends, acquaintances, but also an anonymous environment where they can get their first negative experience of vulgarity, violence, experimentation with smoking, alcohol and drugs and more.

The political and social and economic transformation took place in Ukraine in the late XX-th – early XIX-th century in addition to positive changes the proclamation of independence, democratization of social life, led to a number of socio-economic difficulties.

The times of social protection of Ukrainian citizens have ended with the advent of the free market and privatization. The largest enterprises and even entire sectors of the economy, gave not only jobs, but also pulled “social” (sanatoriums, kindergartens, summer camps for children, houses of culture, sports facilities etc.) were in private hands. Many people have been unable to adapt to such radical changes in their lives. Entire regions find themselves in a zone of unemployment, cultural degradation, apathy and demoralization. All this leads to depopulation not only in rural areas but also in once powerful industrial cities.

But changes in Ukraine are not only the result of socio-economic transformation. Ukraine opened up the outside world and itself for it with independence. By building a democratic society with its attributes – freedom of speech, freedom of religion, respect for human rights. It has increasingly received those associated negative phenomena that go hand in

hand. The state has gained wide access to modern information technologies and ways of their broadcasting. Contemporary media are fueled by sensations, reports of violence, murder, acts of terror. Free communicating has led to previously unprecedented vulgarity and viciousness in the television space. Positive cognitive and cultural programs were somewhere on the margins of the Ukrainian television broadcast. It creates “evil world syndrome” and impedes the development of children, creating fear, arousing the unhealthy through the screens of computers and computers, instincts, teaching violence¹³.

Mass culture generates patterns to lower standards and the quality of relationships between people. The promoted values are: appearance, power, prosperity, life purpose – uncontrolled consumer activity and entertainment.

Modern culture has a significant impact on the younger generation, ultimately teaches that it will lead to life-threatening consequences in the future, to the lack of respect for oneself and others, selfishness, heartlessness, violence, the absence of any moral norms.

Due to the dominance of the media and the lack of parental care, childhood is slowly losing its status as a particularly worrying and protective society. Children are attacked by pictures of the darker sides of adulthood, daily experiencing the manifestations of violence and evil. It is constantly pouring out of television screens, irretrievably losing the extremely important attributes of childhood – feelings of safety, carelessness, innocence.

They become adults in advance. It which doesn't mean mature at all, rather on the contrary. The absence of parents (or their part) in the life of the child puts them at greater risk of being used by other adults.

Culture is not just about media and entertainment. It's also a way of behaving on the bus, at school, in the shops, on the street and ultimately in the family. Parenting has always been a difficult task. When we become

¹³ Кись О. Материнство и детство в украинской традиции: деконструкция мифа. *Социальная история. Ежегодник 2003*. М.: Российская политическая энциклопедия. 2003. С. 156–172.

parents we have to realize that we will have to give up for the sake of a child. This is the maturity of a person when we see the meaning in it and do it without feeling of our own loss.

To prepare children well for life is to give them life force, vital immunity and vital competences. It can be achieved by taking care of the emotional needs of children. Meeting these needs will be for them the best vaccination against external adverse effects.

Therefore the most urgent problems of childhood in Ukraine include the lack of a single long-term program that outlines concrete measures. It should be taken to ensure that a child in the country has legal, social, psychological and pedagogical, economic, medical, cyber-digital protection. All agencies must be involved in the adoption of this program, since children are as much members of society as adults. They are the same service consumers, customers, passengers, viewers.

The greatest responsibility for the implementation of the child-centered approach in education and training lies with the specialists – teachers, tutors, psychologists, social educators. Therefore special attention should be paid to the content of teacher education, which in fact has not changed for a long time.

We can take for example the psychological pedagogical unit which includes disciplines in pedagogy, psychology, methodology. Teachers and psychologists are trained not only by traditional (mostly state) universities but pedagogical universities in Ukraine.

All of the above gives reason to determine that the state should unify approaches to the training of pedagogical specialists, no matter where it is carried out. The content of psychological and pedagogical disciplines in addition must meet the modern needs of society in the specialists who can successfully fulfill his (society) requests for the final product.

Only a democratic state, civil and legal society can ensure the stable social development of its citizens and the upbringing of the younger generation in the spirit of true humanism. As society and peoples in

different parts of the world have defined the basic form of their life or coexistence with other peoples, the state must assume the responsibility and responsibility for the safety and proper living conditions of its citizens, especially the younger generation – its physical, moral development, quality education and the best education which inherently involves child-centered pedagogy which should become not pedagogy for the child but pedagogy of the child.

CONCLUSIONS

The positive consequences of the implementation of child-centered ideas in the practice of modern school activities are substantiated. It consists in the research nature of the learning process, and hence the formation of cognitive interests of students; enriching, expanding and supplementing the primary competencies of students; aspirations of increase of own educational potential; creating conditions for students' creative activity.

The relevance of the ideas of child-centrism in the upbringing, determination of the child's living space and substantiation of his rights are determined. Today, more than ever, the problem of the care and upbringing of all children, including those who have become street children for various reasons, becomes important.

The modern world is also changing the legal status of the child: recognizing the rights in conjunction with a number of duties is an important task of the present. It is analyzed the implementation of child-centric ideas in the national educational space. Positive steps of the state towards creating a child-centered living space of the individual (legislative initiatives, social programs, etc.) have been identified.

SUMMARY

The article deals with the importance of axiological formation of the younger generation. It was noted that parents should play a leading role in

this process. There are however problems in family education related to parental over-employment or absence.

It has been determined that the phenomenon of employment has left a large number of children with orphans, who having good financial support are deprived of their main – emotional connection with their parents and their support. The school is also partly eliminated from fulfilling its educational responsibilities. Older models often remain to relevant education, depriving pupils of the possibility to feel the subjects of self-creation and self-education.

Attention is paid to the modern training of pedagogical staff in pedagogical and classical universities, points out both the shortcomings of the training of prospective teachers and possible ways of their solution, in particular the unification of approaches to the training of pedagogical specialists regardless of where it is carried out. The article emphasizes on the necessity that the state should take on the responsibility and responsibility for the safety and proper living conditions of citizens, especially the young generation – its physical, moral development, qualitatively new education and the best education, provides pedagogy of child-centrism.

REFERENCES

1. Illich I. Społeczeństwo bez szkoły. Warszawa : PIN, 1976. S. 219.
2. Schoenebeck H. Thema Schule. Was Eltern und Lehrer schon tun können-20 Vorschläge, Freundschaft mit Kindern. Münster, 1981. P. 8–11.
3. Права дитини: від витоків до сьогодення: зб. текстів, метод. та інформ. матеріалів. Авт.-упоряд. Г. М. Лактіонова. К. : Либідь. 2002. 277 с.
4. Права дитини: європейський досвід. упоряд. Н. М. Костяк. Львів: ПАІС. 2007. 113 с.
5. Лутай В. Філософія сучасної освіти. К. : Центр «Магістр – S» Творчої спілки вчителів України, 1996. 360 с.

6. Дитинство в Україні: права, гарантії, захист. голов. ред. В. І. Довженко. К.: АТ Вид-во “Столиця”, 1998. 290 с.
7. Гонтаровська Н. Б. Освітнє середовище як фактор розвитку особистості дитини. Д. : Дніпро. 2010. 622 с.
8. Кремень В.Г. Філософія освіти ХХІ століття. *Педагогіка і психологія: Вісник АПН України*. 2003. № 1. С. 6–16.
9. Щеглова С. Н. Как изучать детство? Социологические методы исследования современных детей и современного детства. М.: ТО ЮНПРЕСС, 2000. 72 с.
10. Эриксон Э. Г. Детство и общество. 2-е изд., перераб. и доп. СПб. : Ленато : Фонд «Университет. кн.», 1996. 592 с.
11. Ястребицкая А. Западная Европа XI – XIII веков. Эпоха, быт, костюм. М. : Искусство. 1978. 169 с.
12. Кись О. Материнство и детство в украинской традиции: деконструкция мифа. *Социальная история. Ежегодник 2003*. М.: «Российская политическая энциклопедия». 2003. С. 156–172.

Information about the author:

Kvas O. V.

Doctor of Pedagogical Sciences, Professor,
Head of the Department of General Pedagogy
and Pedagogy of Higher School,
Ivan Franko National University of Lviv
7, Tuhan Baranoskiy str., Lviv, 79000, Ukraine

THE IDEOLOGY OF NATIONALISM AS THE SOURCE OF THE FORMATION OF EDUCATIONAL IDEAS IN THE UKRAINIAN EDUCATIONAL SPACE

Nevmerzhytska O.

INTRODUCTION

Humanity's core values are constantly undergoing changes and modifications. With their transformation, historical epochs and types of dominant ideology in a particular society have also changed. This process takes place by a certain algorithm: a new basic value causes the emergence of appropriate value orientations, indicated by the dominance of a particular ideology which is perceived by the respective ethnos (or one of its strata), and the latter causes the domination of the relevant social sphere, which, in turn, corresponds to a particular sphere of human psychology¹.

Thus, there is no doubt that ideology is organically interwoven into the system of values, and therefore influences the content of education and upbringing, its means, methods, forms, the nature of the relations between teachers and pupils, etc. The educational policy, purpose and standards of education, embedding of certain views and values of students, provision of certain information and formation of necessary skills through the content of education are all dependent on ideology².

According to American scientist Gerald L. Gutek, the views of an individual formed through the prism of ideology affect not only their relationship with the social, political and economic systems, but also their sense of self-identity and self-esteem. The way a person relates to these systems determines their relation to themselves, their roles, functions,

¹ Щокін Г. Український консерватизм як сутність національної ідеї. К. : МАУП, 2005. С. 44–45.

² Gutek G.L. Filozoficzne i ideologiczne podstawy edukacji. Gdańsk : Gdańskie wydawnictwo psychologiczne, 2003. S. 155.

aspirations (requests) and purpose. Ideology defines different personal roles not only in school but also in the future social, political and economic (professional) lives³.

Among the ideologies that influenced the development of pedagogy and the process of education in the late nineteenth and the first third of the twentieth century, nationalism stood out as the source of a specific direction of reformation called national education. Let us dwell on its analysis in more detail.

1. The genesis of nationalism as a political doctrine and as a movement

As a political doctrine and a movement, nationalism became known in the mid-nineteenth century. The idea of its inception emerged during the French Revolution of 1789, when the revolutionaries spoke in defense of the people, the "French nation." The ideas of nationalism spread in Western Europe and reached Latin America. By the end of the nineteenth century, nationalism had become a popular movement, and its attributes (flags, national anthems, patriotic poetry and literature, public ceremonies and national holidays) have expanded enormously. According to Fedir Kyryliuk, "nationalism became the second language of mass politics and did everything possible for primary education, mass literacy, and the distribution of popular newspapers"⁴.

The term "nationalism" "is often used in the sense of a feeling, worldview, an ideology or a political doctrine. Nationalism is an ideology in which the nation is the most important concept and central value"⁵. Nationalism implies a commitment to the cause of its own nation and the priority of the peoples' interests over its own. Every nation-state seeks to build a school system that would bring up good citizens and sincere patriots. This is also the purpose of education, which, through the study of the native language, history and art, draws young people to the

³ Gutek G.L. Filozoficzne i ideologiczne podstawy edukacji. Gdańsk: Gdańskie wydawnictwo psychologiczne, 2003. S. 154.

⁴ Кирилюк Ф.М. Філософія політичної ідеології. К.: Центр учбової літератури, 2009. С. 337.

⁵ Кирилюк Ф.М. Філософія політичної ідеології. К.: Центр учбової літератури, 2009. С. 342.

achievements of national culture, the organization of the educational process and the relations between its subjects.

However, it should be noted that under conditions of Ukraine, which has been stateless for centuries, nationalism was a means of preserving national identity in conditions of violent assimilation with other nations.

The emergence of nationalism was preceded by the populist paradigm, which developed among the citizens of Central and Eastern Europe, Ukrainians, Poles and Russians during the nineteenth century. This is an ideology that claimed to reflect the interests of the peasantry. However, it was created by a group of intellectuals who identified themselves with this social class⁶. For the young Ukrainian intellectuals of the nineteenth century, nation became the object of special attention. However, in trying to serve the people, the Ukrainian intellectuals understood the gap between them: in terms of education, values and, ultimately, the language of communication. Common was the occurrence of double loyalty when people who came from noble families combined their love of Ukraine with devotional service to the king. Borys Hrinchenko wrote about this phenomenon: "at the time Ukrainian activists had two souls: one was Ukrainian and the other was Russian. The Ukrainian soul was given to them by their families, a feeling of love for their native land, their language and their people; the Russian soul was given to them by the Russian life, the Russian government service and the bureaucratic commitment to the kindness shown by the Russian superiors"⁷. At the time, a small group of Ukrainian intellectuals (Mykola Tserteliev, Mykhailo Maksymovych, Izmail Sreznevskiy, Ivan Kotliarevskiy and others) collected and published Ukrainian folk songs, fairy tales and legends. They studied folk customs, traditions, beliefs, wrote historical treatises and works of art about folk life. It allowed them to discover the fact of the existence of the Ukrainian

⁶ Артюх В.О. Тяглість історії й історія тягlostі: українська філософсько-історична думка першої половини ХХ століття. Суми : Вид-во СумДУ, 2010. С. 28.

⁷ Б. Грінченко – М. Драгоманов. Діалоги про українську національну справу. К., 1994. С. 48–49.

people with their language, traditions, art and history for themselves and for others.

However, the discovery of the national idea has not yet led to the formation of national consciousness, has not awakened the desire for political independence of the Ukrainian nation. The second half of the nineteenth century marks the emergence of Ukrainophilia, an intermediate element of regional Ukrainian identity and the requirement of cultural and linguistic independence, while maintaining loyalty to the political "all-Russian" nation. "Ukrainophilia was the first to combine the Ukrainian idea with the one that is "sincerely democratic, massive, and popular". Thus, the national and social elements in this ideology are in unbreakable unity"⁸. Summarizing the characteristics of Populist ideology, Viktor Petrov wrote: "Populism is a specific variant of democracy with emphasized elements of ethnography... Populism exhibits egalitarian tendencies, affirms nationalism, proclaims the people an autonomous carrier of sovereignty, rights and power. The people are sublime and triumphant over everything. They are a self-affirmed absolute... Philologism, ethnographism, biological historicism and biological continuity in history are the boundaries which nationalism does not cross"⁹.

In the 1890s the political phase of the Ukrainian national revival began in connection with the mass struggle for the sovereignty of the nation. It was during this period that the ideological platform of the Ukrainian liberation movement crystallized.

2. The views of representatives of the nationalism ideology on the upbringing of children and youth

The founder of Ukrainian nationalism was Mykola Mikhnovskyi, whose ideal was embodied in the following formula: "One and only, indivisible, free independent Ukraine from the Carpathians to the Caucasus

⁸ Артюх В.О. Тяглість історії й історія тяглості: українська філософсько-історична думка першої половини ХХ століття. Суми : Вид-во СумДУ, 2010. С. 34–35.

⁹ Віктор Бер [Петров В. П.]. З циклу: Засади історії. Народництво. Час. Фюрт (Баварія), 1947. Лютий. Ч. 5. С. 7.

Mountains"¹⁰. These ideas were supported by many prominent political figures, among which were Dmytro Dontsov, Yulian Vassyian, Yaroslav Stetsko, Oleh Olzhych and Olena Teliha.

On the eve of the First World War, the Ukrainian movement in the sub-Russian lands was extremely weak. The war created opportunities for national work. According to Yaroslav Grytsak, paradoxically, it was during the wartime that the first national schools appeared in the territory of sub-Russian Ukraine. They were organized between 1916 and 1917 in Volhynia by the Galician people who came here as soldiers and officers of the Austrian army¹¹.

The period of the Central Council, the Hetman State and the Directory is characterized by various social changes, particularly the Ukrainianization of social life, nationalization, and disputes over the political system. However, a common feature of all three governments (the Ukrainian Central Council and Directory, as well as Skoropadskyi's pro-German government) was the desire to develop education and schooling in the national Ukrainian spirit. Although this period of Ukrainian statehood was short-lived, it was still fruitful in creating a national educational ideal. These searches were interrupted by the victory of the Bolsheviks and the establishment of Soviet power in Ukraine. Though uneven, the struggle of the Ukrainian people for independence was very fierce. To a large extent, it is associated with the name of Symon Petliura, the head of the Directory and the chieftain of the Ukrainian People's Republic. In his appeals to the people, this politician clearly indicated the values which are necessary in order to gain independence of the state. In particular, the Manifesto of the Head of the High Directory to the Ukrainian People clearly demonstrates Symon Petliura's commitment to such values as independence of Ukraine, freedom, "attachment to the native land, its culture and freedom", hope for

¹⁰ Міхновський М. Самостійна Україна. *Український націоналізм* : антологія / упор. В. Рог. К. : ФОРТЕ Стебеляк О.М., 2010. Т. 1. С. 26.

¹¹ Грицак Я. Нариси історії України: формування модерної української нації XIX – XX століття. К. : Генеза, 1996. 356 с.

a better future, discipline and work. Speaking to the people, he encourages all citizens to work for the good of their country, "because work is the guarantee of victory, the realization of our state ideals"¹².

Symon Petliura's Testament is the quintessence of his views on the ideal Ukrainian patriot. Recalling all those who have fallen for the freedom of Ukraine, he appeals to future generations with the call to form such traits as love for the Motherland, strength, courage, stoutness, loyalty and obedience. "...We shouldn't forget about the sword: we should learn to hold it more firmly, and at the same time care for the revival of the moral elements of its being, the creative love for the Motherland, caution to the enemies and revenge for their wrongdoings. In the symbiosis of these elements, the right path to liberation and constructive programs is found. The great rank of our knights teaches faithfulness to ideals and the ability to obey. Loyalty and obedience are the only prerequisites for the success of the national struggle". According to Petliura, fidelity to ideals is also the basis of the inner strength of wider public associations, including the national ones¹³.

Viacheslav Lypynskyi was characterized by distinctive views on the state independence of Ukraine. Being Polish by nationality, Catholic by religion and monarchist by political views, he upheld such values as religiosity and patriotism. In his Letters to the Farmer Brothers, he wrote: "In addition to the spiritual, religious cement, we need to have patriotism, a love for the common Motherland which would unite the local Ukrainians in the struggle for their own state..."¹⁴. At the same time, his understanding of patriotism was different from what radical nationalists had in mind. "To be a patriot means to wish with all your heart the creation of humane, state and political coexistence of the people living on

¹² Маніфест Голови Директорії Симона Петлюри до українського народу. 27 квітня 1920 р. ЦДАВО України. Ф. 4465. Оп. 1. Спр. 244. Арк. 14–15.

¹³ Заповіт Симона Петлюри. 22 січня 1926 р. Париж. ЦДАВО України. Ф. 5235. Оп. 1. Спр. 389. Арк. 2 зв.

¹⁴ Липинський В. Листи до братів-хліборобів (вступ). *Вячеслав Липинський та його*. К.-Житомир : Видавничий центр КНЛУ, 2007. С. 68.

the Ukrainian land, not to dream about the majority of your own countrymen drowning in the Dnieper. To be a patriot means to seek pleasure not simply in "being a Ukrainian" but in the honor of bearing the name of a Ukrainian. To be a patriot means first and foremost to demand good deeds from yourself as a Ukrainian and not to hate others because they are "non-Ukrainians". Finally, to be a patriot is to cultivate first and foremost social, political and state-building traits, such as faith in God, obedience to His laws and other spiritual values: loyalty, firmness, strong-willedness, discipline, reverence for your traditional government (monarchism) and chivalry as a political value"¹⁵.

The politician tried to create a formula for the effective functioning of an independent state. He emphasized that citizens should not perceive themselves as slaves, as "we are free and freedom-loving people, but in order to have this will and freedom, we will voluntarily limit ourselves with one and only obliging motto: honor, obedience, loyalty to the Hetman of Ukrainian Land!"¹⁶.

It is also worth noting that, as a deeply religious person, Viacheslav Lypynskyi emphasized the need to be guided by moral values in everyday political, social and personal life. In the *Brotherly Confession (On the First Anniversary of the Jury of the Ukrainian Union of Hetman Statesmen)* he wrote the following lines: "...first of all, we need firm beliefs, firm morals, great impulse and great activity, derived from this internal morality of ours"¹⁷.

Recognizing that the state is made up of smaller units, such as family, status and class, Viacheslav Lypynskyi stressed the need for their strengthening. "Having lost its state, a viable nation keeps itself in the family, the status and the class. There, in these firmest strongholds, lies

¹⁵ Липинський В. Націоналізм, патріотизм і шовінізм (Лист до Б. Шемета 12. 12. 1925 р.). *Вячеслав Липинський та його доба*. К.-Житомир : Видавничий центр КНЛУ, 2007. С. 152.

¹⁶ Липинський В. Листи до братів-хліборобів (вступ). *Вячеслав Липинський та його доба*. К.-Житомир : Видавничий центр КНЛУ, 2007. С. 83.

¹⁷ Липинський В. Братерська сповідь (У перші роковини Ради Присяжних Українського Союзу Гетьманців Державників). *Вячеслав Липинський та його доба*. К.-Житомир : Видавничий центр КНЛУ, 2007. С. 148.

the ruin of the state unit. The spirit of the nation and its national idea are preserved there. And the firmer are these strongholds, the faster is the arrangement of the state"¹⁸. He doesn't say anything about the upbringing of the younger generation as he was not an educator, but the following lines clearly state that such units can only be created by properly organized national upbringing, the content of which will be comprised of the following values: "spontaneous, innate desire; a clear idea, awareness of this desire; the will and reason which are necessary to carry out the idea; faith in God and that this idea is in accordance with God's laws; and love for the people and for the land, among which this idea should be carried out"¹⁹.

The creative heritage of Dmytro Dontsov includes a number of works ("Nationalism", "The Basis of Our Politics", "Where to Look for Our Historical Traditions", etc.), the main idea of which is to recognize the identity of the Ukrainian nation, its organic unity with the Western European world and opposition to Moscow. The author criticized the traditions and values of the nineteenth century (reason, evolution, cosmopolitanism): "The so-called traditions of the nineteenth century, the traditions of liberalism, democracy, belief in the disarming power of humanity, the "tears of the lizards of Nile", belief in all kinds of chimeras, but not in ourselves – all of these traditions should be buried"²⁰.

Justifying the national ideal, Dmytro Dontsov drew attention to certain conditions. Firstly, he emphasized the commonality of moving forward with the realities of the past: "we must realize the painstaking efforts of past generations in order to know how to move towards the same goal". Secondly, he stated that the ideal of the nation should not be "land", "a loaf of black bread" and peace, but "economic expansion and organization". Thirdly, he believed that the nation should nurture only those feelings and

¹⁸ Липинський В. Листи до братів-хліборобів (вступ). *Вячеслав Липинський та його*. К.-Житомир : Видавничий центр КНЛУ, 2007. С. 80.

¹⁹ Липинський В. Листи до братів-хліборобів. Про ідею і організацію українського монархізму. *Повне зібрання творів, архів, студії*. К. – Філадельфія, 1995. Т. 6. Політологічна секція. Кн. 1. С. 469.

²⁰ Донцов Д. Де шукати наших історичних традицій. Львів : Українське видавництво, 1941. С. 106.

ideas that would help it reach its goal as fast as possible. Moreover, he rejected internationalism, considering it to be "a cape for an alien idea". The nation must strive for its individuality and independence. However, when its "freedom leads to the start of disobedience, it must be limited". Lastly, he acknowledged the primacy of national values. He agreed with Niccolo Machiavelli that "when it comes to thinking about the well-being of the native land, the citizen should not be delayed by any entertainment of justice or injustice, humanity or cruelty. The essential point to be made above all is to ensure the nation's freedom and independence". Thus, Dontsov believed that the national idea should be inclusive, exceptional and vivid, it should "be above those "personalities" whose motto is not peaceful coexistence, but action and the will to dominate over certain principles, foreign ideas, own environment, "circumstances" and everything that is temporary and solitary"²¹.

The author was deeply convinced that every representative of the nation should believe in the national idea. For him personally, faith is one of the leading values, because it is the source of heroism, dedication, and courage. It hardens the thought and takes away all doubts of the heart. Therefore, bringing up the youth who would believe in the national idea is an important task of the whole society. Dontsov wrote that "young people who will not have this faith will not be able to play a proper role in the non-secular blizzard that is approaching our planet and Ukraine in particular"²².

The author also stated the need to form the nation's new psychological type based on its characteristic features. "We must call on a person of another type, different style, because ideas testify to their existence only through the style of nation, through the type of creators. To call for the resurrection of the kind of a person who would look soberly on life and the

²¹ Донцов Д. Націоналізм. Львів : Видавництво – Нове життя, 1926. 255 с.

²² Донцов Д. Хаос сучасності і молодь. Режим доступу: http://dontsov.blogspot.com/2010/03/blog-post_3394.html

future, and believe only in themselves and in their frightful and righteous God, who does not help the lazy ones..."²³.

From 1919 to 1939, Western Ukrainian lands were divided between Poland, Romania and Czechoslovakia. "Western Ukrainians displayed a different level of national consciousness and political activity within each state. The constitutional order of the Austrian part of the Habsburg Monarchy made it possible to crystallize the Ukrainian national consciousness and develop organized forms of public life. The heavy legacy of the previous Hungarian domination had an impact on the slowdown of national self-determination of the Transcarpathian Ruthenians. During the interwar period, Zakarpattia and Priashivshchyna were the terrain of mutual confrontation of three national orientations: Moscowphile, Rusynophile and Ukrainian. The part of the Western Ukrainian population which belonged to the Russian Empire before the First World War ended up with the heaviest political and cultural legacy"²⁴.

Obviously, the Polonization and Romanianization of all spheres of Ukrainian life did not cease, but became even more profound. However, in these circumstances, Ukrainian nationalism was going through a period of ascension, becoming more and more radical. This period marks the creation of the Ukrainian Military Organization led by Yevhen Konovalts, as well as the creation of Organization of Ukrainian Nationalists. These organizations engaged not only in political activities. Yurii Boyko-Blokhin wrote: "At the basis of our nationalism's outlook there are two pivotal points: firstly, the nation is the main historical factor in the world, and secondly, a creative individual is the main dynamic force of the nation"²⁵.

During this period, we can also clearly trace the efforts to create the ideal of a Ukrainian nationalist, a person who loves their homeland and is able to work creatively or even give their own life for its well-being.

²³ Донцов Д. Де шукати наших історичних традицій. Львів : Українське видавництво, 1941. С. 106.

²⁴ Грицак Я. Нарис історії України: формування модерної української нації XIX – XX століття. К. : Генеза, 1996. 356 с.

²⁵ Бойко-Блохін Ю. Основи українського націоналізму. *Український націоналізм* : антологія. К. : Українська Видавнича Спілка ім. Юрія Липи, 2011. Т. 2. С. 106.

Thus, Yurii Boyko-Blokhin believed that young people need to cultivate spirit and will, ingenuity, creative anxiety, purposefulness, the ability and desire to act for the good of the homeland. "Under the nurturing influence of nationalism, this irrational flame of pure love for our own nation must grow, and it can be the basis of miracles wrought in the name of liberation"²⁶. And this love must be impetuous and passionate, it must encompass the whole essence of a human being²⁷.

Zenon Kossak sets specific tasks to which the younger generation must be prepared. "You should always remember about the need to be creative and develop your creative values in order to satiate and elevate the world. If you are thirsty for creative expression, you need to be relentless and move towards your goals without any hesitation, but at the same time you must be unenvious and noble in rivalry. You have to be able to estimate the value and worth of your rivals. Exceed them and strive to be able to worthily appreciate those who are higher than you in their essence while preserving the purity of your conscience and the moral strength of your soul... In your life, you shouldn't be amused by the brilliant effect, but by a perfect creative activity. Live with a culture of substance, not a culture of form... You must live with a desire to see the world better than it is and to give all of your youthful passion and the potential of your creative forces to the fulfillment of this purpose. Know how to value the bearers of labor in your adoration of creativity in a comprehensive sense... Find the joy of life through creativity and may that joy make you strong and inspire you in your creative life!"²⁸.

The educational program outlined in the magazine "Nation Development" provides for the formation of political consciousness, moral, intellectual and physical education. According to the author, the main task

²⁶ Бойко-Блохін Ю. Основи українського націоналізму. *Український націоналізм* : антологія. К. : Українська Видавнича Спілка ім. Юрія Липи, 2011. Т. 2. С. 129.

²⁷ Бойко-Блохін Ю. Основи українського націоналізму. *Український націоналізм* : антологія. К. : Українська Видавнича Спілка ім. Юрія Липи, 2011. Т. 2. С. 130.

²⁸ Коссак З. Радість творчого життя. *Український націоналізм* : антологія. К. : ФОП Стебеляк О.М., 2010. Т. 1. С. 125–126.

of moral education is "fostering the youth's character". In his opinion, this task is especially urgent during the period of the world crisis, when "certain moral principles, which have been valuable for thousands of years and were the basis of ideas and thoughts, have now "collapsed". Along with the revaluation of values, there is an attribution of excessive importance to certain phenomena..., there is an indispensable underestimation of values and misunderstanding of the true, proper meaning of certain cases and phenomena..."²⁹. Among the values that should be instilled in young people, the author mentions respect for others' property, sacrifice, ideology, punishment, organization and respect for authority, strong will and readiness to obtain their freedom with their own hands. Thirst for knowledge is also very important for the younger generation. "Today we need as much knowledge and intelligency as possible, and in a double sense; firstly, we are in need of educated people who were and are the brains of the nation-state, and without whom there can be no nation and state, and secondly, we need the intelligency as a knowledge, as powerful spiritual weapon." Educational value should also be given to physical exercises. After all, they are the source of "health, strength, precision and beauty... they produce punctuality, gentlemanhood, sociability, domination over addictions...", "...the youth can put their temperament, energy, and strength to good use instead of spending it on wantonness and foolery"³⁰.

Moreover, Dmytro Myron's article "The Basis and Purposes of Nationalist Education (The Idea of the Nation in Education)" contains extremely detailed reflections regarding nationalist education. Considering that "educational values and virtues are an organic creation of the spirit, character, historical reality of the cultural and civilizational level, needs and requirements of this nation and this era"³¹, the author

²⁹ П.С. За душу молоді. *Розбудова нації*. Річник V. Прага, 1922. вересень – жовтень. Ч. 9–10. С. 249.

³⁰ П.С. За душу молоді. *Розбудова нації*. Річник V. Прага, 1922. вересень – жовтень. Ч. 9–10. С. 251–252.

³¹ Мирон Д. Ідея і Чин України. *Український націоналізм* : антологія. К. : ФОП Стебеляк О. М., 2010. Т. 1. С. 171.

expresses an opinion about the national (or rather nationalist) character of any kind of education. According to Dmytro Myron, nationalist education is a "practical system of values, assets, teachings, methods and influences that grows from the deepest spiritual and cultural origins of the national community, from a certain national and historical reality, vital needs and developed creative processes for the future, and gravitates towards the comprehensive development and strengthening of the spiritual and social forces, instincts, will, feelings, consciousness and validity of the national community and socially-active individuality for the good, strength and creative development of the Ukrainian nation on the basis of a single national idea, an idea of creative psychosynthesis, voluntaristic heroic vision, ethical values and aspirations of Ukrainian nationalism"³². In substantiating its purpose, the author states that "neither the ideal of an abstract, perfect individual and the rationalistic upbringing of humanity, nor the class interests of domination and privileges of racial feudal aristocracy or collectivism, nor the professionalism of medieval guilds and modernist syndicalism, nor even the beliefs of a particular religious community (be it Catholicism, Orthodoxy or Protestantism) can be the source, foundation, or purpose of education. Only the idea of the nation and the good of the nation can become the source, foundation and purpose of education"³³.

There are several tasks ahead of nationalist education, including the formation of a unified Ukrainian nation based on one national idea and common worldview, formation of a new type of Ukrainian people and creation of new spiritual, moral, cultural and socio-political values as opposed to the materialistic Soviet world³⁴.

³² Мирон Д. Ідея і Чин України. *Український націоналізм* : антологія. К. : ФОП Стебеляк О. М., 2010. Т. 1. С. 173–174.

³³ Мирон Д. Ідея і Чин України. *Український націоналізм* : антологія. К. : ФОП Стебеляк О. М., 2010. Т. 1. С. 172.

³⁴ Мирон Д. Ідея і Чин України. *Український націоналізм* : антологія. К. : ФОП Стебеляк О. М., 2010. Т. 1. С. 173.

Among its contents should be national-state, public, moral, social, professional, militaristic and physical directions³⁵. Within the nationalist organization, great attention should be paid to revolutionary national education and training, in order to "bring up devoted workers and capable, energetic and courageous leaders. In ideological education and discipline, great attention should be paid to the formation of strong, courageous characters, heroic souls and hearts. Ideological discipline should be a revolutionary national education that would shape a comprehensive worldview and cherish deep moral virtues and values. Socio-political development must give awareness of the task and the ability to organize revolution and state-building. Socio-political development should be manifested in the political formulation and activation of the will, in the political world, in the socio-political activity, in the organizational serviceability and in the advocacy training. In the revolutionary national struggle of Ukrainian nationalism, we need strong people, strong characters, hard-working people of rank, we need punitive members and leaders³⁶.

Among the values of education, Dmytro Myron highlighted the national idea, strong will, endurance and strength, iron discipline and organization, a sense of independence and domination of the spirit, aggressiveness and acquisition, sincere work and struggle, joy of work, a cult of strength, firmness, bravery, a sense of obligation and responsibility, etc. Their highlighting is connected both with the need to develop an independent state and with the mental traits of Ukrainians. In particular, considering that the Ukrainian character has such prominent features as "excessive emotionality, sentimentality, lyricism, pessimism obtained with quiet optimism, intellectualism, dreaminess, individualism, which is the influence of our historical experiences and long-term enslavement...", the

³⁵ Мирон Д. Ідея і Чин України. *Український націоналізм* : антологія. К. : ФОП Стебеляк О. М., 2010. Т. 1. С. 178.

³⁶ Мирон Д. Ідея і Чин України. *Український націоналізм* : антологія. К. : ФОП Стебеляк О. М., 2010. Т. 1. С. 197–198.

author outlined the following tasks of nationalist education: «to awaken and nurture such repressed, dormant mental energies as the force and endurance of the will, the energy of labor and struggle, the passion of work, the organization of feelings, systematicity, the depth and the farsightedness of creative thinking; and to counteract the loose flow of social life with the fostering of the spiritual, social and moral principles of discipline, organization, duty, responsibility, sovereignty, power, solidarity and unity of the national community"³⁷.

Having thoroughly analyzed the spiritual, philosophical, sociological and socio-political foundations of nationalist education, Dmytro Myron concludes that "a new type of Ukrainian person, a nationalist individual, is a person of duty and ideas, a person of strong character, a person of honor and discipline, a person of hard work, struggle and constant efforts to ensure the fullness of life, strength and greatness of the Ukrainian nation"³⁸.

However, it should be noted that although these views served as a benchmark for the establishment of educational programs for the Organization of Ukrainian Nationalists and other nationalist organizations, they did not receive significant distribution in educational practice neither in Western Ukraine nor in the Dnieper Ukraine.

On the territory of Transcarpathia, national liberation movement is closely connected with the name of a scientist, teacher, journalist, public, political and religious figure, head of the government of the Carpatho-Ukrainian state (1938–1939) Avgustyn Voloshyn. Soviet ideologues accused Voloshyn of unprofessionalism and orientation to Western powers, in particular assistance to fascists. Undoubtedly, these allegations are completely baseless. As noted by Oleksa Myshanych and Pavlo Chuchka, the activist's path was aimed at transforming the ethnic mass into

³⁷ Мирон Д. Ідея і Чин України. *Український націоналізм* : антологія. К. : ФОП Стебеляк О. М., 2010. Т. 1. С. 183.

³⁸ Мирон Д. Ідея і Чин України. *Український націоналізм* : антологія. К. : ФОП Стебеляк О. М., 2010. Т. 1. С. 197.

the nation in the time when the national self-awareness blossomed on the spot without the influence of any external factors. This path did not lie across Soviet Ukraine, it was not brought on the bayonets and was not imposed by the Communist Party. "Avgustyn Voloshyn's ascetic life, pedagogical and cultural activity are an example of how the Carpathian Ruthenians (both the intelligentsia and the common people) have transitioned from the ethnic consciousness to the Ukrainian mentality. Having felt the need for their own statehood and the desire to fight for it, the Rusyns became Ukrainians"³⁹. The proclamation of the Carpathian Ukraine has set new challenges for educators. Among them were the preparation of the younger generation to stand up for their homeland and to develop it with hard work.

In his scientific, fictional and journalistic works⁴⁰, Avgustyn Voloshyn promoted the development of national consciousness and patriotism, national pride, integrity, sociability, discipline, nobility, civic solidarity, etc. Even when Carpatho-Ukraine lost its independence, Voloshyn did not lose hope for the "resurrection of the Ukrainian Nation". According to the politician, it could be provided by a generation that will consciously prepare itself for this mission, since "freedom can only be born and established with blood and patience... Let us prepare for that bright moment, cherishing the civic virtues of discipline, organization and unity. We should create a national monolith so that when a decisive moment is upon us, we would be able to encroach upon our rights with our hearts and our souls, and, having embraced it, be able to defend it"⁴¹.

As a deeply religious person, Avgustyn Voloshyn also emphasized the need to cultivate religious feelings, because "where there is no Jesus and His love, there is a place of selfishness and hatred"⁴². The activist attached great importance to the Church as an institution designed to educate the

³⁹ Мишанич О., Чучка П. Августин Волошин (1874 – 1945). *Волошин А. Твори*. Ужгород : – Гражда – , 1995. С. 35.

⁴⁰ Волошин А.І. Вибрані твори. Ужгород : ВАТ – Видавництво – Закарпаття, 2002. 528 с.

⁴¹ Волошин А. Твори. Ужгород : Гражда, 1995. С. 385.

⁴² Волошин А.І. Вибрані твори. Ужгород : ВАТ – Видавництво – Закарпаття, 2002. С. 122.

national masses, to shape the Christian worldview, and to promote a rightful social order. In his testament, Voloshyn wrote: "When our people are granted their political freedom, their constitution must be adapted to the absolute ethics of Christian universalism; in particular, it must ensure full freedom of activity for all historical factors of education, including the Catholic Church. Only a common Christian ethic that stands above nations and states can secure our nation an honorable place in the family of civilized nations. The Christian worldview presents the possibilities of the broadest and most righteous socialization of civic life without utilitarianism and without the cruelty of an ungodly social plan. Without adhering to this fundamental basis of healthy cultural development, our nation may once again lose its hard-won freedom"⁴³.

The educator considered school to be an important social creation "which should work in the spirit of citizenship for the good of the citizens"⁴⁴. According to Avgustyn Voloshyn, this social institution should not be satisfied with the appeals of philanthropism or realism and should not cultivate only one-sided spirit of freedom or speak about the socialist education. It must implement social, state-citizenship education that recognizes the rights and obligations of citizens, nurtures the ability to work for the family, the nation and humanity⁴⁵. In order to fully realize this ideal, the school should be transformed from the ancient bookish, aristocratic institution, in which there is a reign of formalistic spirit into "a new, active... democratic... scientifically grounded school of truth, a truly practical and Ruthenian school"⁴⁶.

Voloshyn dreamed of a new Europe, with a new order where there is no exploitation of the weak by the strong ones and where all resources are used for the well-being of every citizen and the intensive development of culture. "...the ideal legal order requires:

⁴³ Волошин А. Твори. Ужгород : Гражда, 1995. С. 388.

⁴⁴ Волошин А. Твори. Ужгород : Гражда, 1995. С. 119.

⁴⁵ Волошин А. Твори. Ужгород : Гражда, 1995. С. 120.

⁴⁶ Волошин А. Твори. Ужгород : Гражда, 1995. С. 121.

- 1) ensuring freedom of cultural work for all factors of culture;
- 2) ensuring work harmony between separate factors;
- 3) ensuring the cultural direction which is dominated by moral values;
- 4) multiplying the selection of future workers of the nation, so that individual abilities are not lost, but used to improve the quality of work"⁴⁷.

CONCLUSIONS

Therefore, the ideology of Ukrainian nationalism was an answer to the state ideologies of countries that comprised ethnic Ukrainian lands and served as a factor in preserving the national identity of Ukrainians, as it promoted such values as state independence, native language, freedom, readiness to defend the homeland, etc. The emergence of nationalism was preceded by the populist paradigm, which put the nation in the spotlight, and the second half of the nineteenth century was marked by the emergence of Ukrainianophilia, the priority of which was to determine the cultural and linguistic independence of the Ukrainian people. In the 1890s the political phase of the Ukrainian national revival began in connection with the mass struggle for the sovereignty of the nation. Thus, we can distinguish several stages that differ in the influence of nationalism on the formation of educational ideals:

1) From 1890s to 1917: despite the weakness of the Ukrainian movement in the sub-Russian lands, it was at this time that the first national schools appeared in Volhynia. Their main values were determined by the native language, customs, traditions, history, art, etc.;

2) the stage of the Liberation movements: a short period during which the ideology of nationalism was state-owned. The main task was the formation of the patriot of the Motherland, a strong, courageous individual who is faithful to the ideals of national struggle and a creator who is able to look soberly into the future and believe in themselves;

⁴⁷ Волошин А. Твори. Ужгород : Гражда, 1995. С. 147.

3) the stage of development of nationalism in the Western Ukrainian lands during the interwar period in response to foreign assimilatory influences, in which the attempt was made to create the ideal of a Ukrainian nationalist who loves their homeland and is able to work creatively or even give their own life for its well-being.

Among the educational values promoted in the works of the representatives of Ukrainian nationalism are the national idea, sacrifice, ideology, punishment, organization and respect for the authority, strong will and readiness to obtain freedom with own hands, endurance, discipline, sense of independence and courage. Content of nationalist education included national-state, public, moral, social, professional, militaristic and physical directions.

SUMMARY

The article defines the influence of the ideology of nationalism and the formation of educational ideals, emphasizes that in the conditions of Ukrainian statelessness, nationalism was a means of preserving national identity. It is stated that the emergence of nationalism was preceded by the populist paradigm, which put the nation in the spotlight, and the second half of the nineteenth century was marked by the emergence of Ukrainianophilia, the priority of which was to determine the cultural and linguistic independence of the Ukrainian people. In the 1890s the political phase of the Ukrainian national revival began in connection with the mass struggle for the sovereignty of the nation. There are several stages that differ in the influence of nationalism on the formation of educational ideals: 1) From 1890s to 1917: despite the weakness of the Ukrainian movement in the sub-Russian lands, it was at this time that the first national schools appeared in Volhynia. Their main values were determined by the native language, customs, traditions, history, art, etc.; 2) the stage of the Liberation movements: a short period during which the ideology of nationalism was state-owned. The main task was the formation of the

patriot of the Motherland, a strong, courageous individual who is faithful to the ideals of national struggle and a creator who is able to look soberly into the future and believe in themselves; 3) the stage of development of nationalism in the Western Ukrainian lands during the interwar period in response to foreign assimilatory influences, in which the attempt was made to create the ideal of a Ukrainian nationalist who loves their homeland and is able to work creatively or even give their own life for its well-being. Among the educational values distinguished by content analysis of the works of the representatives of Ukrainian nationalism are the national idea, sacrifice, ideology, punishment, organization and respect for the authority, strong will and readiness to obtain freedom with own hands, endurance, discipline, sense of independence and courage. Content of nationalist education included national-state, public, moral, social, professional, militaristic and physical directions.

REFERENCES

1. Артюх В.О. Тяглість історії й історія тяглості: українська філософсько-історична думка першої половини ХХ століття. Суми : Вид-во СумДУ, 2010. 266 с.
2. Б. Грінченко – М. Драгоманов. Діалоги про українську національну справу. К., 1994. 188 с.
3. Бойко-Блохін Ю. Основи українського націоналізму. *Український націоналізм* : антологія. К. : Українська Видавнича Спілка ім. Юрія Липи, 2011. Т. 2. С. 103–134.
4. Віктор Бер [Петров В. П.]. З циклю: Засади історії. Народництво. *Час*. Фюрт (Баварія), 1947. Лютий. Ч. 5. С. 7.
5. Волошин А. Твори. Ужгород : «Гражда», 1995. 447 с.
6. Волошин А.І. Вибрані твори. Ужгород : ВАТ «Видавництво «Закарпаття», 2002. 528 с.
7. Грицак Я. Нарис історії України: формування модерної української нації ХІХ – ХХ століття. К. : Генеза, 1996. 356 с.

8. Донцов Д. Де шукати наших історичних традицій. Львів : Українське видавництво, 1941. 112 с.
9. Донцов Д. Націоналізм. Львів : Видавництво «Нове життя», 1926. 255 с.
10. Донцов Д. Хаос сучасності і молодь. Режим доступу : http://dontsov.blogspot.com/2010/03/blog-post_3394.html
11. Заповіт Симона Петлюри. 22 січня 1926 р. Париж. ЦДАВО України. Ф. 5235. Оп. 1. Спр. 389. Арк. 1 зв. – 2 зв.
12. Кирилюк Ф.М. Філософія політичної ідеології. К. : Центр учбової літератури, 2009. 520 с.
13. Косак З. Радість творчого життя. *Український націоналізм* : антологія. К. : ФОП Стебеляк О.М., 2010. Т. 1. С. 121–126.
14. Липинський В. Братерська сповідь (У перші роковини Ради Присяжних Українського Союзу Гетьманців Державників). *Вячеслав Липинський та його доба*. К.-Житомир : Видавничий центр КНЛУ, 2007. С. 145–150.
15. Липинський В. Листи до братів-хліборобів (вступ). *Вячеслав Липинський та його*. К.-Житомир : Видавничий центр КНЛУ, 2007. С. 59–96.
16. Липинський В. Листи до братів-хліборобів. Про ідею і організацію українського монархізму. *Повне зібрання творів, архів, студії*. К. – Філадельфія, 1995. Т. 6. Політологічна секція. Кн. 1. 471 с.
17. Липинський В. Націоналізм, патріотизм і шовінізм (Лист до Б. Шемета 12. 12. 1925 р.). *Вячеслав Липинський та його доба*. К.-Житомир : Видавничий центр КНЛУ, 2007. С. 151–152.
18. Маніфест Голови Директорії Симона Петлюри до українського народу. 27 квітня 1920 р. ЦДАВО України. Ф. 4465. Оп. 1. Спр. 244. Арк. 14–15.
19. Мирон Д. Ідея і Чин України. *Український націоналізм* : антологія. К. : ФОП Стебеляк О.М., 2010. Т. 1. С. 169–198.

20. Мишанич О., Чучка П. Августин Волошин (1874–1945). *Волошин А. Твори*. Ужгород : «Гражда», 1995. С. 5–36.
21. Міхновський М. Самостійна Україна. *Український націоналізм : антологія* / упор. В. Рог. К. : ФОП Стебеляк О.М., 2010. Т. 1. С. 17–32.
22. П. С. За душу молоді. *Розбудова нації*. Річник V. Прага, 1922. вересень – жовтень. Ч. 9–10. С. 248–252.
23. Щокін Г. Український консерватизм як сутність національної ідеї. К. : МАУП, 2005. 64 с.
24. Gutek G. L. *Filozoficzne i ideologiczne podstawy edukacji*. Gdańsk : Gdańskie wydawnictwo psychologiczne, 2003. 348 s.

Information about the author:

Nevmerzhytska O.

Doctor of Pedagogical Sciences, Associate Professor,
Professor at the General Pedagogy
and Preschool Education Department,
Drohobych Ivan Franko State Pedagogical University
24, Ivan Franko str., Drohobych, 82100, Ukraine

PRESERVATION OF A HIGHER EDUCATION INSTITUTION AS A PREREQUISITE OF SOCIO-ECONOMIC DEVELOPMENT IN THE REGION

Orshanskiy L. V.

INTRODUCTION

The real socio-economic and spiritual development of society is the strengthening of the role of regions. As a result, the regionalization of higher education becomes relevant, which involves its adaptation to the socio-economic conditions of a specific territory, providing labor resources possessing knowledge and competencies specific to existing enterprises and organizations in the region. It should be noted that in Ukraine, the importance of regional policy in the field of higher education in recent years has increased significantly under the influence of socio-political processes. This trend is especially traced in connection with the gradual decentralization of power, the expansion of rights and powers of regions in various spheres of activity, including education.

The Ukrainian government pays a special attention to regional policy in the field of higher education, in particular, in the distribution of higher education institutions (HEI) by regions. As indicated in the informational and statistical bulletin of the results of the education industry in 2017–2018 the indicator of such a distribution is the number of universities of a certain level, which accounts for one percent of the population of the region. According to this indicative indicator, the leaders in the absolute number of III – IV levels of accreditation HEI in the given period were Dnipro, Donetsk, Kyiv, Odessa, Kharkiv and Lviv regions. The most balanced is the distribution of universities in the Kharkiv, Odesa and Zaporizhzhya regions, while significant disparities between the number of population and the number of state-owned HEI of III – IV accreditation levels are

observed in Vinnytsa, Volyn, Luhansk, Mykolayiv, Kropyvnytskyi and Kherson regions. Several regions, including Ternopil and Khmelnytsky, have reduced this imbalance at the expense of private universities, however in the vast majority of these regions of private property ownership did not resolve this problem¹.

In their development, individual regional HEI actually moved beyond the classical universities and began to evolve into regional university complexes that integrate different levels of education acquired in higher vocational schools, technical colleges, etc. Creation of such complexes in modern conditions promotes effective interaction of HEI and regions, bringing together institutions of education of different status, profile, forms of ownership and level of accreditation.

The functional structural organization of the regional university reflects the diversified nature of the region and, to a certain extent, responds to the group and individual needs of its population. Thus, the national regional higher educational institutions respond promptly to the demands of the economy of their region, therefore the classical directions of training of specialists with a higher education diploma receive a practical orientation taking into account the features of economic development of the territory. The predicted situation on the market of educational services makes regional HEI pay close attention to the formation of conditions for attracting graduates of secondary schools. This is due to the extremely aggravated demographic situation, which naturally caused a fierce competition between higher education institutions of all-Ukrainian and regional levels.

Regional HEI gradually become centers for providing the whole spectrum of not only educational services, but also cultural, social, ecological and other kinds of assistance to the population of the region. One of the main goals of regional HEI is to provide and multiply the

¹ Освіта в Україні: базові індикатори. *Інформаційно-статистичний бюлетень результатів діяльності галузі освіти у 2017/2018 н. р.* URL : <https://mon.gov.ua/storage/app/media/nova-ukrainska-shkola/1serpkonf-informatsiyniy-byuleten.pdf>

human resources of the region². Therefore, the choice of the type of regional HEI is determined by the needs of the real sector of the economy of a specific region, its potential, size, development, structure and specificity of the economy.

Hence, the problems of higher education can not be solved in isolation from the problems of socio-economic development of the state and its separate regions. On the other hand, the priority role in the formation and implementation of the innovative strategy of socio-economic development should belong to the higher education, which has the necessary intellectual potential for solving this large-scale problem. As noted in the analytical report “Regional Development and State Regional Policy in Ukraine”, regional HEI in accordance with the main directions of regional innovation policy: 1) take an active part in the development and implementation of the strategy of innovation development of the region and its monitoring; 2) coordinate and implement measures of state and territorial development programs of the region; 3) participate in the development of business plans, scientific and methodological and informational provision of innovative development of the region; 4) carry out scientific and methodological support for the development of regional innovation structures, small and medium innovative enterprises, technology transfer centers, technology parks, resort poles, etc³.

1. Drohobych Ivan Franko State Pedagogical University as the generator of innovative social and economic development of the region

Among the diversity of regional universities a significant niche is occupied by pedagogical universities. It should be noted that the public discussion of ways of reforming pedagogical education actualizes the

² Ржепішевська В. В. Проблеми та перспективи функціонування вищих навчальних закладів у регіональній інноваційній системі. *Ефективна економіка* : електронний журнал. 2013. № 3. URL : <http://www.economy.nayka.com.ua/?op=1&z=1877#>

³ Регіональний розвиток та державна регіональна політика в Україні : стан і перспективи змін у контексті глобальних викликів та європейських стандартів політики : аналітичний звіт. URL : https://surdp.eu/uploads/files/Analytical_Report_Main_part_UA.pdf

analysis of a number of problems of the economy and management of the educational branch. In particular, it is necessary to resolve the contradiction between the need to ensure an efficient, sustainable functioning of the training system for teachers and the aggravation of the risks of ill-considered optimization of the HEI. Most clearly this contradiction is manifested at the regional level; therefore, we consider it necessary to argue the social effectiveness of the preservation and gradual transformation of the traditional system of higher pedagogical education for the region which chose the innovative way of socio-economic development. According to T. Nakonechna, the need for an integrated approach to the formation of an innovation and educational strategy of the region should meet the following requirements: taking into account the complex features of the region, promoting their conservation and development; having a systemic character; ensuring the creation of socio-economic conditions for the introduction of innovations⁴.

An example of Lviv region, and, above all, the Drohobych area, in this sense is quite indicative, since it is an agro-industrial, tourist and cross-border region, which has a pronounced specificity of socio-economic and socio-cultural development of the territory. There are several groups of objective constituents that stipulate the need for a sustained link between innovation development and the presence in the Drohobych area of pedagogical education, in the system of which the main subject is a specialized HEI – Pedagogical University.

1. *Territorial structure of the region.* The Drohobych area occupies a rather large territory – 1217 km², which incorporates four cities, two urban-type settlements and 74 villages. As of January 1, 2019 the population of Drohobych area amounted to 74,350 people. The administrative center is Drohobych – a city of regional significance, located on the territory of 44,5 km² with a population of 96,612 inhabitants (together with the town of

⁴ Наконечна Т. Ю. Регіональна інноваційна політика як фактор зростання національної економіки. *Теоретичні і практичні аспекти економіки та інтелектуальної власності*. 2010. Т. 1. С. 71.

Stebnyk)⁵. As you can see, the main types of settlement in the Drohobych area are villages. In these conditions, the preservation of pedagogical education in the region solves many problems: provision of rural schools with qualified, diverse pedagogical staff, preservation of a network of small-scale schools and the formation of large secondary schools (lyceums) with specialized training, development of social infrastructure, cultural and educational environment, etc. and, as a direct consequence, the preservation of villages as the main types of settlement in the region.

2. *Socio-demographic structure of the region.* After the “demographic pit” of the mid-1990s in the twentieth century, in the early 2000s in the Drohobych region, a tendency towards a gradual increase in fertility rates was observed with the proportion of children of pre-school and school age increasing noticeably. In this regard, there is a need to increase the number of pre-school, general secondary and extra-curricular institutions in the region. As a result, there is a growing demand in educators, teachers, social educators, psychologists, speech therapists, and organizers of children’s and youth creativity. This demand is also due to the natural aging of teaching staff, certain migration processes and changes in the professional orientations of the younger generation. The task of expanding the regional market of pedagogical work, increasing its diversity in line with the changing socio-demographic situation, is first of all solved by the professional pedagogical HEI.

3. *State of health of the population.* In spite of the moderately continental climate with mild winters and warm summers and the proximity of the Carpathians, the consequences of the Chernobyl accident, the ecological catastrophe in Stebnyk – the largest deposit of potassium salts in Ukraine, the barbaric exploitation of Borislav oil deposits, and other unfavorable natural and man-made factors require systematic introduction of health preserving technology for educating children and young people. Therefore, modern schools require specialists in the field of

⁵ Дрогобицький район : статистична інформація Головного управління статистики у Львівській області. URL : https://www.lv.ukrstat.gov.ua/ukr/si/oper/2019/t180119_1.pdf

inclusive education for working with children with special educational needs, specialists in defectology, social work, adaptive physical education, rehabilitation, etc. In this area, the pedagogical HEI is objectively a monopolist for the preparation of these categories of qualified specialists.

4. Migration processes and socio-cultural development of the region.

On the one hand, low living standards in the Drohobych area account for the outflow of an active part of the population to other regions of Ukraine, near and far abroad, on the other hand, the region became an attractive destination for population migration from the occupied territories of Crimea and the East of Ukraine. The maintenance of the balance between the outflow and the influx of the population is accompanied by a gradual but significant change in the ethnic, religious, socio-cultural structure of the population of the region. Therefore, the teachers themselves are called to solve the problem of non-conflict intercultural communication, to form social tolerance in students, to level the language barrier in education, etc. The development of these specific professional competencies is possible only due to changes in the approaches to professional training of pedagogical personnel. Pedagogical HEI in the region is intended to solve the practical tasks of developing and implementing social and psychological and pedagogical technologies for the education and upbringing of children and young people in a multicultural society.

5. Socio-economic development of the region. The need to develop a science-intensive, efficient economy, modernization of industries, agriculture and services, computerization of production, logistics and infrastructure puts high demands on the quality of professional training of the skilled personnel. The level of this training primarily depends on the quality of the general secondary education of the future specialist as a result of the work of a qualified teacher. Therefore, pedagogical education in the region is a system-forming factor for the formation and development of the regional labor market. The presence of a pedagogical HEI, on the one hand, enables the preservation and improvement of the system of

general secondary education, on the other hand, serves as a stabilizer and catalyst for the socio-economic development of the region.

Given the above facts, which are mostly typical for other regions of Ukraine, the risk of losing its main profile by pedagogical education, its subordination to classical universities is assessed as a risk of loss of subjectivity of regions in the socio-cultural and economic space of the state.

The analysis of the hypothetical scenario where pedagogical HEI in the region lose their main profile shows that the consequences in the near future may be manifested in such socio-economic processes, which are undesirable for the development not only of Drohobych area, but also of Lviv region as a whole: 1) a decrease in the quality of labor market resources in the region; 2) imbalance of deficit and surplus of pedagogical staff in the system of pre-school, general secondary and vocational education, and hence – imbalance between demand and supply in the regional market of educational services; 4) reduction of the potential development of the educational and general educational cluster in Lviv region, and the quality of the professional training of pedagogical staff, which may lead to a general re-orientation of the education system; 5) violation of functioning of the system of continuous pedagogical education and adherence to the principle of “education throughout life”; 6) loss of potential of development of social, spiritual and cultural sphere of the region; 7) systemic deterioration of the migration situation in the form of: the outflow of the most qualified teachers in other regions and neighboring countries; departure of young people from the region to receive a vocational education on popular or desirable profiles; reduction of the number of qualified pedagogical staff in rural areas in connection with the closure of small-scale schools; mass transfer of families to cities in order to get children more high-quality general and vocational education; 8) the growth of social tension, increasing the conflict-relatedness of the population of the region, increasing the number of

groups of people with socially deviant behavior; 9) increasing barriers to the availability of high-quality secondary, vocational and higher education in the region and as a consequence – reducing the quality of human potential of the population and labor resources of the Lviv region; 10) the loss of the role of Lviv region as one of the leading centers of psychological and pedagogical sciences in Ukraine (for example, 2016 liquidation of the Lviv Scientific and Practical Center of Vocational Education of the National Academy of Sciences of Ukraine).

The experience of combining HEI, as a rule, based on classical universities, clearly demonstrates the reality of these consequences. It is no coincidence that pedagogical education as an integral part of the socio-cultural space of the region remains an independent educational cluster. Almost all the regions where the merger of HEI (Zhytomyr, Kryviy Rih, Cherkassy, Chernivtsi, etc.) has taken place, maintain pedagogical education as an independent branch of higher education, taking into account the special socio-cultural significance of this educational cluster in the development of the region.

On the other hand, the most optimal way to solve the urgent tasks of reforming pedagogical education in the region is to strengthen the basic profile pedagogical HEI. The main areas of activity of Drohobych Ivan Franko State Pedagogical University (DSPU) are the following: training of highly-skilled specialists for the education system and other branches of the economy of Ukraine; retraining of specialists and improvement of professional skills of educational institutions of educational institutions and pedagogical workers; development, publication of educational and teaching-methodical literature; organization and conducting of fundamental and applied researches; preparation of scientific and pedagogical personnel of higher qualification; integration of the university into the European higher education system⁶.

⁶ Дрогобицький державний педагогічний університет імені Івана Франка: літопис 2018 року / укл. Юрій Кишакевич. Дрогобич : РВВ ДДПУ, 2019. 223 с. URL : <http://dspu.edu.ua/wp-content/uploads/2019/05/1-2018-st-016-037.pdf>

DSPU as an effective IV level of accreditation HEI with almost eighty years of history and tradition has a number of significant advantages that allow it to remain the nucleus of the educational cluster of the region⁷:

1. *Territorial-administrative.* DSPU has a favorable geographical and geographical location that provides attractiveness for consumers of pedagogical services in Lviv, Ivano-Frankivsk and Zakarpattia regions. Transport accessibility of Drohobych due to the proximity of international routes reduces the territorial barrier on the way to obtaining high-quality higher education. The location of the HEI allows for operational interaction with the executive authorities of the region, ensuring the mobility of management decisions.

2. *Material and technical.* DSPU has a developed logistical and informational and resource facilities, therefore it is the center of cluster development of the whole system of education of the region. The training of future teachers is held in eight educational buildings with a total area of 43,101.63 m², of which: classrooms, lecture halls, offices, laboratories – 17,419.83 m², computer classes – 906,90 m², sports halls – 1,152,20 m², premises for scientific and pedagogical workers – 1759,50 m², dormitories – 25,558,80 m², dining rooms and buffets – 795,30 m², medical center – 96,60 m², preventive and recreation centers – 2350,50 m², etc.

The University has one of the most up-to-date scientific and educational libraries with an area of 2223,80 m², consisting of 4 sections, 10 reading rooms for 350 seats (438,60 m²), two bookshops, a reference and bibliographic department, a collection and processing department literature, department of information technologies and computer software of the library. The total number of funds is about 700 thousand units, including: 299 thousand copies of educational literature, 297 thousand – scientific publications, 99 thousand copies of fiction. Of particular value is the fund of rare editions, which has 1300 copies. Annually the library

⁷ Інформація про наукову та науково-технічну діяльність Дрогобицького державного педагогічного університету імені Івана Франка за 2018 рік. URL : <http://dspu.edu.ua/science/info-about-science-technic-activity>

receives 12,000 publications, serves about 9,000 users and issues 665,000 documents.

3. *Structural and functional.* The structure of the DSPU allows us to fully carry out the functions of training and professional development of the teaching staff of the region. Hence, about 80 % of specialists involved in the education system of the region are graduates of Drohobych higher education.

As of January 1, 2019, there are four educational and scientific institutes (physics, mathematics, economics and innovative technologies, foreign languages, music, physical culture and health), five faculties (psychology, pedagogy and social work; philological, historical, biological and natural, primary and artistic education), postgraduate education center and pre-university training. At 42 departments of the University there are specialists from 12 branches of knowledge in 38 specialties at the first (bachelor), second (master) levels of higher education and educational qualification level of a specialist. In general, 5160 students study at the university (3,231 – full-time and 1,929 – in correspondence form of study).

4. *Scientific-organizational.* As of September 1, 2018, the teaching personnel of the DSPU consisted of 537 scientific and pedagogical workers, of which: doctors of sciences, professors – 67 (12,4%), candidates of sciences, associate professors – 340 (63,3%), without scientific degrees and titles – 130 (24,3%). Compared to 2017, the qualitative indicator of the scientific and pedagogical composition of the university grew by 10,2%. There are postgraduate and doctoral programs in the DSPU, in which the specialists of higher scientific qualification are trained: at the third (educational-scientific) level – doctors of philosophy in 6 branches of knowledge, 13 specialties, 19 specialties (93 graduate students) and doctorates in 5 scientific specialties (6 doctorate). Since 1997, more than 200 postgraduate students and 6 graduate students have successfully defended their dissertation theses.

There are three specialized academic councils at the DSPU: D 36.053.01 – for the defense of doctoral and master’s theses in the specialty 13.00.01 – general pedagogy and history of pedagogy (in 2018 4 doctoral dissertations and 8 candidate’s theses were defended); K 36.053.02 – for defense of candidate’s theses in the specialty 10.02.01 – Ukrainian language (in 2018 2 theses have been defended); K 36.053.03 – for defense of candidate’s theses on specialty 07.00.06 – historiography, source study and special historical disciplines (in 2018 4 theses were defended).

5. *International.* The international cooperation of the DSPU covers 20 countries: Austria, Azerbaijan, Belgium, Belarus, Bulgaria, United Kingdom, Egypt, Italy, Kazakhstan, Lithuania, Moldova, Germany, Poland, Russia, Romania, Slovakia, USA, Hungary, Czech Republic and Japan. As of January 1, 2019, 46 international agreements are being implemented. The main directions of international cooperation include: joint activities on the problems of educational, methodological and research work; exchange of experience in certain areas; introduction of innovative training programs; exchange of scientific and pedagogical workers in order to intensify educational and research activities, internships, participation in scientific conferences; preparation of joint publications on conducted scientific and scientific-methodological researches; exchange of scientific and educational literature; exchange of experience in the organization of the educational process and training programs in related fields; development and coordination of masters’ study programs within the framework of the “Double Diploma” project; exchange of students (study, practice, student scientific conferences); realization of joint research projects, including international grants; participation in creative competitions and festivals, etc.

The University actively participates in the ERASMUS + mobility program, in particular: the projects on “Student mobility of individual students and teaching staff of HEI between participating countries and

partner countries” (Erasmus + KA1) with Lublin Catholic University and Rzeszow University (Poland) have been successfully completed; within the framework of the “Erasmus + KA 107” program, cooperation with the KATNO Higher School (Kottrike, Belgium) and Krakow University of Economics (Poland) are in progress; a joint international project with the European Union is being held on “Integration of the scientific environments of the Polish-Ukrainian border area (Poland – Belarus – Ukraine)”.

There is an active exchange of students with educational institutions in Austria, Poland, Belgium, within the bounds of the scientific curriculum of students (Maria Curie-Sklodowska University in Lublin, Poland), campus studies (Vienna Pedagogical Institute, Austria), the “Double Diploma” program (Polonium Academy in Czestochowa, Poland), practices of social teacher (University College VIVES, Belgium), summer school of the Ukrainian language for Austrian students with the participation of Drohobych students (Vienna – Lviv). 29 teachers and 78 students of the DSPU have taken part in international scientific-practical conferences, competitions, competitions and educational projects.

6. *Innovative*. DSPU is the center of scientific and methodological support for the regional education system, the center of integration of pedagogical and general educational institutions into a single complex, organized on the principles of continuous education. The university implements combined curricula with pedagogical colleges, technical schools and higher vocational schools in the region. The mobile training and retraining system of pedagogical staff is based on theoretical principles and practical recommendations of the School of Management Education Development. Today, an innovative model is being tested which aims at organizing the cluster interaction of the university as a center with institutions of vocational education, secondary schools and other educational and cultural institutions of the region.

7. *Social.* The development of pedagogical education on the basis of effective HEI ensures its attractiveness for students, broadens the socio-cultural possibilities of students, and allows the university to meet the multi-disciplinary educational needs of young people. The functioning of the DSPU in the socio-cultural space of the region greatly contributes to maintaining social stability, preventing social deviations, reducing the risks of social conflicts in the youth environment and the general population.

The functioning of the specialized pedagogical HEI in the Carpathian area will allow the region to reveal its potential as a major educational and cultural center and cross-border territories. Further increase of priority scientific-intellectual, personnel, information-communication, material and technical resources will facilitate to determine and effectively implement directions of modernization of the system of pedagogical education taking into account the specifics of the innovative socio-economic development of the region. The integration of pedagogical education in the Carpathian region with Drohobych State Pedagogical University as a center is oriented on the specific socio-economic problems of the region's development. Creation of a regional educational and pedagogical cluster will allow: 1) to reduce the deficit of teaching staff in the system of pre-school, general secondary, extra-curricular and vocational education of the region; to provide market of pedagogical work of the region and, first of all, rural school, highly skilled teaching staff; 2) to stabilize the migration situation in the region, connected with the obtaining of competitive profile pedagogical education; to minimize the outflow of the most qualified scientific and pedagogical workers and school graduates to other regions and neighboring countries; 3) to improve the quality of training of pedagogical staff through the development of professional competences and scientific level of teachers of the DSPU, introduction of innovative technologies in the process of training and education, the use of practical experience accumulated by the team of pedagogical HEI; 4) to develop a regional educational and pedagogical cluster at the expense of provision of

educational, methodological, scientific, psychological and pedagogical, organizational, methodological and informational support of educational process in educational institutions of the region; 5) to preserve the system of continuous pedagogical education in the region, to provide the possibility of qualitative retraining and professional development of pedagogical workers around the DSPU; 6) to develop inclusive, special education in the region, to provide educational needs of groups with limited physical and material capabilities; 7) to implement professional psychological and pedagogical support for the socialization of children and youth in order to preserve their physical, mental and social health.

Thus, the analysis of the problem shows that increasing the efficiency of the functioning of the system of pedagogical education and, as a consequence, the impetus of socio-economic development of the region is connected with the preservation of the basic profile pedagogical HEI and its active innovative activity.

The mission of the regional pedagogical university ought to be directed at reproducing the intellectual potential of the region and its effective use to improve the quality of life of the population of the territory, and the basic principles of its organization should be the following: 1) the principle of purposefulness – provides the justification of the goals and priorities of the regional pedagogical university (training highly-skilled personnel to meet the needs of the regional educational industry and the economy; transformation of the HEI into educational, scientific and innovative complex, the transition from “preservation” of traditional scientific schools of the university to their active development, ensuring reproduction and raising the intellectual potential of the region); 2) the principle of consistency – involves the definition of goals, taking into account the relationship of educational, scientific and innovative activities with all sectors and spheres of life of the region; 3) the principle of integrity – involves the achievement of such a composition and content of the structural units of the university of pedagogy, proportions and

relationships between them, which are intended to provide a balanced system of activities aimed at achieving the goals; 4) the principle of efficiency – involves the achievement of the goals set at the lowest cost; 5) the principle of adaptability – provides for an adequate response to the current and future needs of regional education, culture and economy; 6) the principle of balance of interests – involves the search for a consensus among all participants in the process of forming a new quality regional pedagogical university.

Preservation and development of the regional pedagogical university on the basis of these principles is an actual task of the present, the solution of which will allow mobilizing the intellectual potential of the region and ensuring its innovative socio-economic uplift.

Today, the competitiveness of any organization, enterprise, institution, institution directly depends on the ability to continuously develop and innovate. To the same extent, the competitiveness of the region on the national market, or the competitiveness of the country on the world, depends on the ability to continuously generate and innovate. The ability to innovate depends, above all, on the innovative potential of people, for the creation of which a largely responsible system of higher university education. On the one hand, the university is called to become the generator of new knowledge leading to innovation; on the other hand, to prepare skilled, competitive personnel with a high innovation potential. It should become a concentrator and a center for new knowledge and nuclei of the crystallization of innovation development, technology transfer, the launch of innovative ideas in various sectors of the national economy of the region. In addition, the university should be considered as a creative environment, whose socio-cultural function is to produce new knowledge and values, to create concepts, theories, methodologies, technologies, and information.

2. Strategic Development Program of Drohobych Ivan Franko State Pedagogical University

The *mission* of Drohobych Ivan Franko State Pedagogical University, as the generator of the innovative socio-economic development of the region, is aimed at the implementation of the following main components:

1) *educational* – to develop an innovative, which corresponds to world standards, a system of training of qualified pedagogical staff, competitive in the market of educational services, focused on self-realization, civic values and social responsibility;

2) *scientific* – to train the personnel of higher scientific qualification, to develop psychological and pedagogical research in the priority directions;

3) *cultural* – to be the center of culture in the region, helping to change the social environment, creating a certain spiritual atmosphere, teaching intellectual and constructive solution of problems, creative approach to realization of models of life, combining material and spiritual components at all stages of human life;

4) *innovative* – to be the leading scientific-coordination center for the development of the innovative environment of the region and the formation of a special innovation culture and innovations in it as a way of thinking and everyday activities.

In order to carry out this mission, it is necessary above all to work out a strategic program to be implemented in the following areas:

1. Organizational development of the university:

– development of the university organizational structure taking into account the principles of project management;

– creation of a network information and analytical system for making managerial decisions and reporting, developing new management technologies;

– ensuring the full-scale functioning of the quality management system as a mechanism for monitoring and optimizing management processes;

- update of the local normative base of the university in connection with the change of organizational-legal form (autonomy);
- development of the university management system for improving the conditions of professional activity and social conditions of scientific and pedagogical workers and students;
- adaptation of the organizational structure of the university to solve strategic tasks of an innovative nature;
- a combination of mechanisms for solving tactical tasks in the management of the university with a program for its strategic development through the medium and short-term planning mechanism and the system of balanced indicators;
- development of the corporate information system and network infrastructure, integrating data sources and information flows of all structural entities of the university complex, as well as aspects of their activities;
- improvement of the system of support and management of management decisions on the basis of resource monitoring, control of actual distribution and evaluation of the efficiency of their use;
- improvement of normative documents regulating the use of personnel, financial, information and material and technical resources in order to ensure effective management of the university.

2. Development of personnel potential:

- development of corporate culture, economic incentives and social guarantees in order to create conditions for the most complete self-realization of scientific and pedagogical workers and students and maximum satisfaction with work and study;
- development and implementation of a program for the reproduction and development of human resources that involves DSPU's participation in the teaching and scientific activities of the most talented, competent graduates and graduate students, as well as creative specialists in the field of educational activities;

- development of long-term relations with leading foreign scientific and educational centers in the form of academic exchanges;
- internships of teachers, post-graduate students and doctoral students of the university;
- involvement of foreign scientists and practitioners in the scientific and educational activities of the university;
- development and commissioning of a permanently updated system of requirements for the competitive selection of faculty members taking into account the innovative approach to educational activities, systematic participation in research work of an innovative nature, publications in international scientific-metric databases, obtaining degrees and degrees, attracting students to performance of scientific research, their effectiveness and other indicators;
- increasing requirements for all categories of employees (administrative, managerial, teaching and support staff), their professional level and degree of qualification, the possibility of developing new information technologies and methods of organizing the educational process;
- formation of a personnel reserve of the leading staff of the university, structural units, as well as a pedagogical and scientific reserve;
- development of mechanisms for the implementation of targeted social support of scientific and pedagogical staff of the university:
 - targeted support of leading scientific and pedagogical schools,
 - development of a university-wide grant system for young teachers, postgraduates and doctoral students;
- provision of guarantees of labor rights and freedoms of scientific and pedagogical workers, creation of favorable working conditions, protection of their rights and interests, as well as provision of guarantees of compliance with the requirements of safe work and social insurance;
- development of social infrastructure objects, their modernization, reconstruction, construction of new objects;

- increasing the efficiency of using social infrastructure and sports facilities to maintain a healthy lifestyle and raise the cultural level of scientific and pedagogical workers and students;

- expansion of the range of measures to ensure the protection of the rights of scientific and pedagogical workers and students by including them in collective agreements with the administration of the university;

- provision of participation of scientific and pedagogical workers and students in the management of the university through public and trade union organizations;

- raising the professional qualification level of the faculty as a condition for ensuring high quality education, research and compliance with licensing requirements.

3. Development of educational activities:

- gaining leading positions in the training of future teachers through the improvement of the system of vocational education through the wide introduction of new technologies and strengthening the integration of the educational process, research and innovation activities, as well as through the development of a multi-level system of continuing vocational education using modern information and communication technologies, in t distance education;

- strengthening the position of the university as an innovative research center of competence in the field of educational and information technologies, achievement of the status of the leading scientific and educational center;

- support and development of the university of innovative educational environment in order to prepare competitive educators able to develop the market of educational services in priority areas for the region;

- expansion of the spectrum of educational programs; an increase in the proportion of targeted contractual training, the active participation of the university in the development and implementation of targeted regional development programs in terms of staffing;

– development of project training of students based on innovations and cooperation in the interests of educational institutions and institutions of the region;

– development and improvement of innovative educational technologies using the principles of continuous graduate education: pre-university training, basic higher education (bachelor, master), basic scientific education (doctor of philosophy, doctor of sciences), continuing education (second higher education, advanced training and professional retraining, additional qualification);

– use of the information and communication network for the full access of students and teachers to the combined information resources of Ukraine and the world information environment, as well as for the introduction of educational systems based on the latest information technologies;

– introduction of full-time distance learning through the use of resources of the scientific library, including in the implementation of additional educational services (second higher education, additional qualifications, etc.);

– development and improvement of the quality management system at the university; provision of regular internal and external quality audits of educational-professional and educational-scientific programs and educational disciplines;

– organization, in conjunction with the departments and departments of the region's education, to monitor the needs of pedagogical staff with the task of identifying priority areas and levels of training and retraining of specialists, expanding the range of new specialties; creation of a system for analyzing the needs of educational programs and graduates of the educational institutions of the region, establishing long-term partnerships with public and private providers of educational services;

– expansion of interaction with major domestic and foreign universities; conclusion of agreements that provide for the exchange of students, postgraduate students and teachers;

– strengthening of the university’s position in the international market of educational services by improving educational-professional and educational-scientific programs, their international accreditation;

– increasing the academic mobility of teachers, students, postgraduates, doctoral students through the expansion of international exchanges; providing more opportunities for students to study foreign languages (especially English);

– intensive development of informational support of the educational process, achievement of full availability of modern educational, methodical and scientific literature, as well as electronic resources;

– creation of an effective system of staffing of the educational process of the university; improvement of the educational load planning system and teachers payments through optimizing the educational process by the criterion “quality –expenses”; development of new mechanisms for funding educational activities of structural units;

– completion of the transition to a credit transfer organization of the educational process with nonlinear asynchronous individually directed educational trajectories.

4. Development of scientific activity:

– integration of research and innovation activities with the educational process;

– improvement of the mechanism of attraction and effective use of budget and extra-budgetary funding for achievement of high scientific results; development of material and technical base of scientific research;

– expansion of interaction with regional authorities, educational institutions, scientific institutions, enterprises of various forms of property, etc., with the purpose of orientation of scientific researches on tasks and problems of the region; establishment of an expert center for analysis of economic, scientific and technical and socio-cultural development of the region on the basis of the university;

– improvement of the effectiveness of postgraduate and doctoral management; expanding the range of specialties of post-graduate and doctoral studies in accordance with modern problems of innovative economy, priority scientific directions in psychology and pedagogy; development of extra-budgetary forms of training for postgraduate and doctoral students;

– expansion of specialized scientific councils for the protection of dissertations from various scientific specialties; improvement of organizational and material basis of activity of specialized academic councils;

– pursuit of a purposeful personnel policy for the preparation and consolidation at the university of scientific personnel of the highest qualification;

– development of advanced foreign scientific experience through participation in international scientific programs, internships and exchanges of specialists; creation of scientific centers and laboratories intended to provide permanent cooperation with foreign partner universities; broad involvement of young scientists, undergraduate and graduate students to this process;

– creation of an effective system of stimulation of teachers and employees for the high results of scientific work and improvement of domestic and international scientific and metric indicators.

5. Development of innovation activity:

– formation of the developed innovative infrastructure of the university, including the promotion of the creation of small high-tech enterprises on the basis of the university;

– activation of innovative entrepreneurship, expansion of the practice of creating a university of various forms of business associations;

– implementation of the system of measures to support the inventive and innovative activities of university staff and students;

- development of innovation activities related to the introduction and promotion of the intellectual property market belonging to the university;
- stimulation of innovative activity of structural units, employees and students of the university, as well as small innovative enterprises created on the basis of higher education;
- priority development of research at the university aimed at technological modernization of the real sector of the region's economy;
- comprehensive support for the commercialization of research results of structural subdivisions, university staff and students;
- development of the applied research base of the university, expansion of applied research in the interests of development of priority sectors of the region's economy;
- facilitation of formation, preparation and promotion of innovative, scientific and technical projects and programs of the University regarding promising areas of science and technology;
- ensuring interaction between the university's academic departments and business partnerships established at the university with the aim of introducing into their own scientific and technological developments;
- support of the activity of structural subdivisions of the University aimed at the development and production of high-tech products, as well as the provision of scientific, technical and educational services;
- comprehensive interaction with state and public organizations, funds for the development of scientific activity of individual employees, students, as well as structural subdivisions of the University;
- formation of a system of sustainable innovation-oriented relations, long-term programs of scientific and technical cooperation between the university, other educational institutions, enterprises and organizations of various forms of ownership;
- development of cooperation with enterprises of the real economy sector for the organization of joint educational programs with the involvement of leading specialists, the use of material and technical potential and resources of enterprises of the region in the educational process;

– increase of students' participation in applied research for the practical realization of fundamental scientific knowledge gained during the learning process.

6. Development of extra-curricular activities:

– creation of conditions for active life, maximal satisfaction of students' needs in intellectual, cultural, spiritual, moral and physical development;

– identification and development of creative potential of students, their involvement in national culture, formation of value orientations, patriotism, stable moral principles and norms, adherence to the chosen profession, strengthening of active life position;

– raising students' aspirations for work, healthy lifestyle, zero-tolerance attitude to drugs, drinking, anti-social behavior; creating conditions for the formation of healthcare-retaining competence in the student environment, increasing the number of students involved in systematic promotion of a healthy lifestyle; formation among students of a conscious negative attitude towards all types of dependence;

– strengthening cooperation with regional organizations and medical institutions that carry out preventive work;

– formation of the physical culture of the student's personality and the ability to purposefully use various means of physical education and sports in order to preserve and strengthen health, psychophysical training and self-training for future professional activities;

– formation of students' needs for self-development, skills and abilities of collective management in various forms of student self-government;

– ensuring the interaction of the bodies of student self-government with the leadership of the university, government bodies, public associations, etc.; development of student initiatives and involvement of future specialists in various forms of social activity;

– provision of socio-psychological support to students, adaptation of freshmen and non-resident students to new learning conditions in order to harmoniously enter the university environment.

7. Informatization and telecommunication development:

– consolidation of scientific and innovative potential in the field of information technologies and telecommunications; organization of the development and implementation of specific applications for educational, industrial and other organizations in the region;

– creation of training and retraining system based on authorized courses in cooperation with leading software firms (Microsoft, Oracle, IBM, etc.);

– creation of technical conditions for the development and introduction of centralized electronic document management system at the university;

– implementation of a complex of works on the creation and operation of a single educational environment in the region;

– participation in the creation of the scientific and technical council on informatization of the region;

– creation of a service for innovation in the field of information technologies and a regional resource center of a single educational information environment (with the involvement of the departments of economic cybernetics and innovation and innovative systems and technologies);

– creation on the basis of the university of a regional educational network and services of its information content and technical support.

8. Development of international activity:

– development of international cooperation in the field of higher education, increase of academic mobility of students and teachers;

– international accreditation of educational-professional and educational-scientific programs, expansion of the range of directions of the program “Double diploma”.

9. Development of material and technical base:

- development and phased implementation of the program for the updating of educational, production, research and economic equipment;
- expansion of the area for educational, scientific, social, non-academic, economic activities through the completion of major repairs and commissioning of new infrastructure objects;
- implementation of a program aimed at creating decent and safe learning environment for students living in hostels.

10. Development of financial and economic activity:

- expanding possibilities of attraction of funds, diversification of sources of financial resources;
- multivariate financial resources at the expense of different sources;
- systematic analysis and control of financial flows, objective justification of cost estimates, timely adjustment of budget descriptions;
- improvement of the system of remuneration of the university staff and their material incentives;
- development of a system of interconnection of planning, attraction and rational use of extra-budgetary funds;
- economy of financial resources of the university;
- expansion of the spectrum of paid educational, consulting, service and other types of services;
- active involvement of charity and sponsorship funds, creation of a university development fund.

11. Development of marketing activities:

- increase of university revenues from the implementation of basic and additional educational programs due to deeper penetration of the regional, domestic and international markets of educational services;
- improvement of the conditions for the development of the system of job placement and adaptation to the labor market of graduates of the university;

- coordination of the activities of the structural units of the university, aimed at creating and implementing a system of employment promotion for university graduates;
- further development of the system of interaction of the university with partners-employers in the field of employment of future teachers;
- organizational and methodological development of the university's marketing activities (with the involvement of the Department of Management and Administration).

SUMMARY

Consequently, a modern pedagogical university, acting as the center of science, culture and education in the region, solves a complex of diverse tasks, the most important of which are stabilization and development of the territorial system of education, aiming at the innovative development of the region and meeting the educational needs of its population. The proposed principles, strategic program, directions and mechanisms for its implementation serve as an innovative model that involves organizational restructuring and transformation of the pedagogical university into a multistage, flexible, open and self-sustaining institution of higher education, which will contribute to the growth of the positive socio-economic dynamics of the region's growth.

REFERENCES:

1. Дрогобицький державний педагогічний університет імені Івана Франка: літопис 2018 року / укл. Юрій Кишакевич. Дрогобич : РВВ ДДПУ, 2019. 223 с. URL : <http://dspu.edu.ua/wp-content/uploads/2019/05/1-2018-st-016-037.pdf>
2. Дрогобицький район : статистична інформація Головного управління статистики у Львівській області. URL : https://www.lv.ukrstat.gov.ua/ukr/si/oper/2019/t180119_1.pdf

3. Інформація про наукову та науково-технічну діяльність Дрогобицького державного педагогічного університету імені Івана Франка за 2018 рік. URL : <http://dspu.edu.ua/science/info-about-science-technic-activity/>

4. Наконечна Т.Ю. Регіональна інноваційна політика як фактор зростання національної економіки. *Теоретичні і практичні аспекти економіки та інтелектуальної власності*. 2010. Т. 1. С. 67–72.

5. Освіта в Україні: базові індикатори. *Інформаційно-статистичний бюлетень результатів діяльності галузі освіти у 2017/2018 н. р.* URL : <https://mon.gov.ua/storage/app/media/nova-ukrainska-shkola/1serpkonf-informatsiyniy-byuleten.pdf>

6. Регіональний розвиток та державна регіональна політика в Україні : стан і перспективи змін у контексті глобальних викликів та європейських стандартів політики : аналітичний звіт. URL : https://surdp.eu/uploads/files/Analytical_Report_Main_part-UA.pdf

7. Ржепішевська В. В. Проблеми та перспективи функціонування вищих навчальних закладів у регіональній інноваційній системі. *Ефективна економіка* : електронний журнал. 2013. № 3. URL : <http://www.economy.nayka.com.ua/?op=1&z=1877#>

Information about the author:

Orshansky L. V.

Doctor of Pedagogical Sciences, Professor,
Head of the Department of Technological and Professional Education,
Drohobych Ivan Franko State Pedagogical University
4/6, M. Hrushevsky str., Drohobych, Lviv region, 82107, Ukraine

PROFESSIONAL EDUCATION AS A VALUE

Pahuta M. V.

INTRODUCTION

The development of human society is impossible without the transfer of cultural and historical experience from the older generations to the younger. And education has always been and is the way of entry into the world of science and culture. Therefore, in the current conditions of reforming the national education system, it is important to develop the axiological principles, values and ideals of the national education system. After all, it is the value (axiological) foundations of education that form the educational paradigm, which defines the direction, goals and methods of educational activity, ensuring the realization and development of educational inquiries of a society at a particular specific historical stage of its development.

Valuable issues interested people for a long time and today their development remains extremely relevant. The representatives of different sciences (philosophy, sociology, psychology, pedagogy, etc.) who consider values from different points of view were involved in solving this problem. Multidisciplinary approach provides better understanding of the nature of values to justify their classification hierarchy of values and the like. Significant interest in value issues is justified, because values are not only guidelines for the activities of subjects, means of meeting their needs, but also the vectors of the development of a society, the focus of spiritual life¹.

A person's life success is closely linked to the activity in which he or she self-realizes. At the same time, the acceleration of economic, social

¹ Невмержицька О. В. Визначення категорії – цінність – : до історіографії проблеми. // Східноєвропейський історичний вісник / [головний редактор В. Ільницький]. Дрогобич: Посвіт, 2017. Вип. 4. 172 с. Ст. 15–23.

and technological development rates lead to a person's need to improve his professional knowledge and skills². Thus, increasing the public's attention to the development of the education system, including the professional one.

Effective professional education contributes to the development of a person not only as a professional with developed professional competence, but also as a person of high culture, nationally conscious, with developed moral, ecological and economic consciousness, a good citizen of his country and representative of humanity.

At present, a solid, thorough mastery of complex and extensive knowledge that is necessary for successful self-realization of a person in public life is possible only via the educational process. Accordingly, education is regarded by most people as one of the key values of public life. Thus, education is not only a means of transmitting and multiplying socially important values, but also of personal and socially important values.

1. Value aspects of education

Education – is the process and result of assimilation by a person of a certain system of scientific knowledge, practical skills and related level of development of his mental-cognitive and creative activity, as well as moral and aesthetic culture, which in its totality determine a social personality and individual identity of that person³.

Yes, G. Hegel also noted that it is through education that people learn socially important concepts, principles and norms of behavior. That is why education is the process of human growth over its natural essence through the development of all what is created by mankind throughout its existence⁴. General education is a set of knowledge of basics sciences of nature, society, thinking, art, as well as the relevant abilities and skills

² Ломакина Т. Ю. Современный принцип развития непрерывного образования: монография. М.: Наука, 2006. 221 с.

³ *Енциклопедія освіти* / гол. ред. В. Г. Кремень. К. : Юрінком Інтер, 2008. 1040 с. Ст. 614.

⁴ Гегель Г. В. Ф. Работы разных лет / ред. А. В. Гулыга ; пер. Ц. Г. Арзаканьян, В. А. Рубин, Б. А. Драгун и др. М. : Мысль, 1971. Т. 2. 627 с.

required of every person, regardless of his profession. Mastering general education knowledge is the basis of scientific outlook, contributes to the development of cognitive strengths and abilities. General education is the basis of polytechnic and vocational education⁵.

At the same time, education is not only a process of transferring the experience and knowledge accumulated by a society to a person, but also the development of the individual's personality, his / her consciousness⁶. This makes education one of the key values of the modern world.

In teaching there is no single interpretation of the notions “education” and “vocational education”. In particular, A. Khutorskyi⁷ believes that different definitions of “education” reflects some of its facets:

1) education in relation to different subjects: individual, group of students, society, state, humanity, etc. ;

2) education as influence on personality and as development of personality;

3) education as a process and result of self-education of an individual;

4) education in relation to education, development or training;

5) education as a process characterized by personality changes over a period of time, and also involves the availability of pedagogical tools;

6) education as a result, which can be formally expressed in the form of a certificate or diploma, or substantively (mathematical or liberal arts education, etc.);

7) education as a system of educational structures⁸.

According to “The Encyclopedia of Education”⁹ the notion “education” is considered from several points:

– as a process, that is, a coherent unity of learning, education, development, self-development of an individual, preservation of cultural

⁵ Педагогика: Большая современная энциклопедия / сост. Е. С. Рапацевич. Минск : Современное слово, 2005. 720 с. Ст. 391.

⁶ Грехнев В. С. Ценностные основания процессов образования и образованности людей в современном обществе // Философия и общество. 2010. № 3. С. 40–55.

⁷ Хуторской А. В. Современная дидактика. СПб. : Питер, 2001. 544 с.

⁸ Хуторской А. В. Современная дидактика. СПб. : Питер, 2001. 544 с. Ст. 12

⁹ Енциклопедія освіти / гол. ред. В.Г. Кремень. К. : Юрінком Інтер, 2008. 1040 с.

norms with orientation to the future state of culture, creation of conditions for full realization of the internal potential of an individual and his becoming as an integrated member of society, fulfilling the function of succession of generations;

– as a socio-cultural component that promotes the economic, social, cultural functioning and improvement of a society through specially organized purposeful socialization and inculturation of individuals, expressed in a system that includes educational institutions, governing bodies, educational standards that ensure their functioning;

– as a result, that is, the level of general culture and education of younger generation, the assimilation of the spiritual and material potential that was accumulated by human civilization in the process of evolutionary development and which aims at further social progress;

– as the most general pedagogical concept, which means both social phenomenon and pedagogical process¹⁰.

Equally diverse are the approaches to define the notion of “professional education”. Thus, in “Sociological and pedagogical dictionary” edited by V. Radul the definition is based on the understanding of education as a system of educational structures: professional education – training in educational institutions of specialists of different levels of qualification for work in one of the branches of national economy, science, culture; an integral part of an unified system of public education, the content of which is an in-depth acquaintance with the scientific bases and technology of the chosen type of works; gaining of special practical skills and competences; the formation of psychological and moral qualities of a person, important for work in a certain sphere of human activity¹¹.

This approach underlines S. Goncharenko's definition of this notion. The author is convinced that “professional education is the training of specialists at different levels of qualification for employment in one of the

¹⁰ Енциклопедія освіти / гол. ред. В. Г. Кремень. К. : Юрінком Інтер, 2008. 1040 с. Ст. 615.

¹¹ Соціолого-педагогічний словник / за ред. В. В. Радула. Київ : ЕкОб, 2004. 304 с.

branches of national economy, science, culture; an integral component of the time of the unified system of public education”¹².

S. Goncharenko also provides a definition based on understanding of education as a sphere of transfer and assimilation of knowledge: “The term “professional education is also understood as a set of knowledge, skills and abilities, mastering which is able to work as a specialist of higher, secondary qualification or skilled worker”¹³. A similar definition is also formulated by M. Fitsula: it is a set of knowledge, practical skills needed to perform work in a particular field of work¹⁴.

N. Batechko views professional education as a continuous process, which is conditioned by the needs of an individual, a society and an economic state, and aims at continuous professional and personal development and self-improvement of specialists, expanding their opportunities both within the one chosen profession and in the conditions of changing sphere of professional activity¹⁵.

In “Pedagogical Encyclopedic Dictionary”, edited by B. Bim-Bad, we find definitions that interpret education as a process and a result: it is a socially and pedagogically organized process of labor socialization of an individual, providing orientation and adaptation in the world of professions, mastery of a specific profession and a skill level, continuous growth of competence and skill development in various spheres of human activity that creates conditions for professional formation, development and personal fulfillment and encourage achievement of humanistic and democratic goals of a society¹⁶.

At the same time, B. Gershunskyi views education as a system, a process, a result and a value. The scientist is convinced that the value

¹² Гончаренко С. У. Український педагогічний словник. Київ : Либідь, 1997. 376 с. Ст. 274–275.

¹³ Гончаренко С. У. Український педагогічний словник. Київ : Либідь, 1997. 376 с. Ст. 275.

¹⁴ Фіцула М. М. Педагогіка. Київ : – Академвидав, 2005. 560 с.

¹⁵ Батечко Н. Г. Підготовка викладачів вищої школи в умовах магістратури: теоретико-методологічні засади: Монографія / За ред. Я. В. Цехмістера К.: ТОВ – Видавниче підприємство – ЕДЕЛЬВЕЙС, 2014. 708 с. Ст. 138.

¹⁶ Педагогический энциклопедический словарь / гл. ред. Б. М. Бим-Бад. М.: Большая Российская Энциклопедия, 2003. 527 с.

characteristic of education touches education as a state, social and personal value¹⁷.

Accordingly, we believe that the definition of “professional education” can be given in a somewhat different interpretation: professional education is a process on the basis of which values and norms are transferred in the system of professional development, because knowledge embodies a certain value content.

The value of the term is very complex, it reflects the degree of importance of the object being evaluated, or of an individual, or a society as a whole. The human world is a world of values, which it assimilates, appropriates, transmits and guides in every life situation. It is also the world of values created by a man. Material values satisfy the immediate needs of a man and provide conditions for his survival; social – are the basis of society, and spiritual – contribute to the comprehensive mastery of the world. They determine the outlook of an individual, his attitude to himself and the world.

Cognition of values takes place in an activity that corresponds to the level of the development of each person, his or her life experience, the acquired system of knowledge, etc., and therefore is an extremely individualized process. Each person's world of values develops with him throughout his life in the process of socialization, through the activity he is involved, in which he creates material wealth and at the same time develops his own axiological consciousness. Values structure a person's motivation, determine the hierarchy of his needs. Values are at the heart of human activity, regulating and directing it.

Considering education as a kind of mediator between an individual and a socio-cultural sphere in which this person lives and develops, questions the person's value orientations, peculiarities of their formation and transformation in the process of vocational training come first. Value orientation of a person is formed on the basis of values and a special social

¹⁷ Гершунский Б. С. Философия образования. М. : Московский психолого-социальный институт, 1998. 432 с. Ст. 30.

attitude of a person to certain values, which are reflected in the mind of a person in the form of an object, which is necessary for that person to meet his needs. Valuable orientation always arises only in the connection with the actualization of the importance of a certain object in the consciousness of an individual, inclusion in human activity¹⁸. These value orientations in education in general and vocational education in particular, ensure the formation and development of a personality and professionally consciousness¹⁹.

One of the most important types of human activity is professional. It provides the opportunity for development, self-improvement, self-realization, provides material and spiritual well-being of an individual and at the same time is an important foundation for economic development, and therefore – social progress.

Subjective factors of successful professional activity are consciousness, spiritual world of a man, his professional training, knowledge, abilities and skills of production activity; social experience, the level of labor culture and ideological orientation and will qualities, creative thinking, talent and abilities, level of education and education rights; the capacity for long-term spiritual, moral and physical stress in the process of work; the degree of realization of freedom and creative potential; value orientations of labor activity²⁰.

Accordingly, for both the education system as a whole and professional in particular, it is important to assimilate the personality a set of humanistic and professional values. Professional values, which underlie the axiological approach to professional training of a specialist, are characterized by a measure of dominance, awareness and variability, and represent a set of personal orientations and attitudes, properties and

¹⁸ Грехнев В. С. Ценностные основания процессов образования и образованности людей в современном обществе // *Философия и общество*. 2010. № 3. С. 40–55.

¹⁹ Алиева Б. Ш. Ценностные ориентации личности в современной парадигме развития профессионального образования // *Вестник бурятского государственного университета*. Образование. Личность. Общество. 2017. Вып. 3. С. 15–21. Ст. 15–16.

²⁰ Зубов В. А. Труд в XXI столетии: особенности развития // *Молодой ученый*. 2016. № 6. С. 957–961. Ст. 957–958.

qualities on the basis of which a future specialist selects, develops and carries out professional activity.

The essence and content of values of professional education depends considerably on the dynamics of the development of a society, its priorities and dominants. Harmonization of the modern industrial development of a society is possible on the condition of the involvement of an individual in social orientations through their socio-cultural awareness. Especially important it is for the formation of professional and personal values in the systems of professional training. The values of education, as noted by B. Aliyeva with the reference to A. Leontiev, should be approved by a society preserved and passed down from generation to generation in the form of samples of culture reflected in the inner spiritual state of an individual²¹.

Comparing the content of concepts of value orientations, you can distinguish their common and distinctive features. Values are the result of social development, a product of socio-cultural sphere, they are not passed to an individual as a finished product, but people gradually assimilated them and in the structure of human personality are transformed into value orientations, which, in its turn, determine the features of its life.

Values are important elements of the internal structure of personality formed and secured by life experience of an individual, namely they determine the degree of personal importance to humans of certain aspects of his life activity, identify and highlight important aspects out of unimportant, minor for a human²².

The combination of the formed value orientations is a kind of skeleton of consciousness of a man, providing the formation of one's own life principles, their stability²³.

²¹ Алиева Б. Ш. Ценностные ориентации личности в современной парадигме развития профессионального образования // Вестник Бурятского государственного университета. Образование. Личность. Общество. 2017. Вып. 3. С. 15–21. Ст. 16.

²² Алиева Б. Ш. Ценностные ориентации личности в современной парадигме развития профессионального образования // Вестник бурятского государственного университета. Образование. Личность. Общество. 2017. Вып. 3. С. 15–21. Ст. 16.

²³ Философский энциклопедический словарь / гл. ред. Л. Ф. Ильичев и др. М.: Сов. энциклопедия, 1983. 839 с. Ст. 764.

Values act as socially constructed individual substructures related to the progressive development of a human as a subject of professional activity and is specific result of internalization by an individual of socio-cultural and professional values and forming on their basis of one's own system of personality – significant values. Thus, in the process of development, an individual not only gradually assimilates socio-cultural and professional values, but also transforms them in the creative process of value self-determination²⁴.

The formation and development of a person's professional values begins with the process of selection and mastery of the chosen profession and continues throughout the labour activity and provides:

- awareness of one's belonging to a particular professional community;
- change of attitude towards oneself as a professional;
- change of intra-subjective professional ideals;
- changing the criteria for choosing a profession;
- introspection of oneself as a specialist, identification, professionally important strengths and weaknesses, etc.²⁵

Professional value orientations play a decisive influence both on the professional, and the personal self-identity. Professional value orientation is dialectical unity of spiritual, rational (real), generally social and individual in a personality. Due to this, professional value orientations are one of the main in the global structure of personality characteristics and an integral structural component of vital self-determination of a personality. It is because of inherent individual professional important value orientations that provide a responsible attitude of people to their activity, stimulates one's creativity and learning.

The modern structure of personality value orientations should include: self-improvement, professional self-determination of a person,

²⁴ Алиева Б. Ш. Ценностные ориентации личности в современной парадигме развития профессионального образования // Вестник бурятского государственного университета. Образование. Личность. Общество. 2017. Вып. 3. С. 15–21. Ст. 16.

²⁵ Ціннісні парадигми освіти / укл. Н. О. Ткачова. Харків : Основа, 2004. 128 с. Ст. 34.

competitiveness of a person in the conditions of social and crisis phenomena. For example, the loss of a work a man is found in a situation, in which the orientations of rational knowledge do not help to overcome the current difficulties. In such conditions, a person comes to the aid of cultural and moral guidelines that allow him to adapt to the new conditions of society, make the right choice²⁶. And thanks to the education industry the internalization of general important (social and professional) values in conscious of a man is provided. However, this internalization of values and priority values occur throughout the life, it determines the success of the socialization of an individual.

Thus, narrowly focused specialization, utilitarianism in the system of organization and functioning of the modern educational industry lead to the fact that the ignorance of certain groups of people of some, necessary for all circles of knowledge, not only complicates and constrains their communication, but also creates certain threats to the civilizational development of a society. After all, people can communicate and understand each other, if they do not have mutual understandin, they are scattered and do not form a single monolithic nation (in the psychological and spiritual aspects), said V. Hrehnev²⁷.

That is why education is determined to perform the number of specific functions, which include:

- axiological, which encompasses such value properties of education, which are essential for the educational system itself, a society, a state, an individual;
- compensatory, which allows to fill the lack of knowledge;
- adaptive, which enables an individual to adapt to the constantly changing world, to changes in the sphere of production;

²⁶ Алиева Б. Ш. Ценностные ориентации личности в современной парадигме развития профессионального образования // Вестник бурятского государственного университета. Образование. Личность. Общество. 2017. Вып. 3. С. 15–21. Ст. 17.

²⁷ Грехнев В. С. Ценностные основания процессов образования и образованности людей в современном обществе // Философия и общество. 2010. № 3. С. 40–55. Ст. 44.

- developmental, which allows an individual to maintain social activity and participate in social processes;
- creative, which gives the opportunity to develop the creative potential of an individual at all stages of his life;
- cultural inheritance, which ensures that the personality is attracted to the riches of the world culture and its participation in the preservation, development, enrichment of cultural values;
- transformative, aimed at pedagogizing all spheres of society²⁸.

2. Axiological basis of vocational education

Let us dwell more on the analysis of the concept of "education as value", which is understood as the result of the evaluative interpretation of a social subject, which can be both a society and a certain social group or personality of the objective value of education, which is expressed in a certain attitude to it.

It is obvious that in the modern world the value of education is increasing, because it is the driving force for the development of both society and every individual, in particular.

Education is becoming a universal value, becoming one of the global problems of today. Being a means of meeting a variety of needs and goals, education becomes a personal value.

Belarusian scientist O. Ivanchina²⁹ provides a number of theses that explain the social value of education. First of all, the scientist claims that quality education of the population provides economic growth. We also add that education is also a driving force for social and cultural development. Against this background, the problem of continuing education is becoming more and more relevant in today's world.

²⁸ Слостенин В.А., Чижакова Г.И. Введение в педагогическую аксиологию. М. : Издательский центр – Академия, 2003. 192 с. Ст. 135–136.

²⁹ Иванчина О.Н. Образование как ценность в современном мире // Актуальні проблеми сучасного розвитку цивільного, міжнародного, морського, господарського та транспортного права : Матеріали VII Міжнародної конференції. К. : КДАВТ, 2017. С. 302–304.

The scientist also states that education influences social stratification. On the one hand, education does allow the individual to move from the lower social strata to the higher strata, but current Ukrainian realities do not always support this statement.

We agree with the author's thesis that people with higher levels of education are less likely to commit crimes and also have better opportunities to achieve longevity, because education is an important factor in human cultivation.

We also consider it important to say that education enables one to exercise endless self-realization and self-accentuation³⁰.

Modern society is a complex system of human relationships, and in such circumstances, the role of ethical rules is increasing, which would facilitate and streamline the functioning and interaction of people. It should be understood that within society, people are united in different communities: family, sociable, professional, etc. All of them are extremely important, as they are capable of promoting both social progress and regress.

The ethical value inherent in all these groups is the value of “labour”. From the pedagogical point of view, it is important to find ways of nurturing the mentioned value, which, however, is impossible without highlighting the essential characteristics of labor as an activity and labor as a value.

Labour is a specific form of activity inherent in a person, aimed at the development and transformation (according to onesr own goals, interests and needs) of the environment, improving social relations (social work) or creating new values (creative work)³¹.

The content, form and orientation of labour are determined by objective and subjective factors. The objective are the historical

³⁰ Иванчина О.Н. Образование как ценность в современном мире // Актуальні проблеми сучасного розвитку цивільного, міжнародного, морського, господарського та транспортного права : Матеріали VII Міжнародної конференції. К. : КДАВТ, 2017. С. 302–304. Ст. 302–303.

³¹ Філософський енциклопедичний словник / НАН України, Ін-т філософії імені Г. С. Сковороди; [редкол.: В. І. Шинкарук (голова) та ін.]. Київ: Абрис, 2002. 742 с. Ст. 514.

circumstances of the functioning of a society, the interests and needs of the people; the level of development of social production; the availability of natural resources, the impact of globalization on the nature of labour, real working conditions and the life of an employee; the level of education and professional competence of an employee.

Thus, in the Law of Ukraine “On Education” we read: the basis of professional education is “the formation and development of professional competences of a person necessary for professional activity in a particular profession in the relevant field, to ensure one’s competitiveness in the labor market and mobility and career prospects for life”³².

We agree with B. Gershunskyi³³, who highlighted four aspects of meaningful interpretation of the notion “education”: 1) education as a value; 2) education as a system; 3) education as a process; 4) education as a result. Since professional education is part of the broad concept “education”, the above mentioned aspects also constitute its essential characteristics³⁴. Let us dwell on this in details.

Professional education can be regarded as a state value, a social value and an individual value. Thus, the Law of Ukraine “On Education” states the following: “Education is the basis of the intellectual, spiritual, physical and cultural development of a person, his successful socialization, economic well-being, the key to the development of a society united by common values and culture, and the state”³⁵. In Art. 5 of the law education has been recognized as a state priority that “ensures the innovative, socio-economic and cultural development of a society. Financing of education is an investment in human potential, a sustainable development of a society and a state”. Otherwise, financing of education is an investment in the development of economy, culture, democracy, improving the quality of life

³² Закон України – Про освіту – // Відомості Верховної Ради (ВВР). 2017. № 38–39. Ст. 380.

³³ Гершунский Б. С. Философия образования. М. : Московский психолого-социальный институт, 1998. 432 с.

³⁴ Гершунский Б. С. Философия образования. М. : Московский психолого-социальный институт, 1998. 432 с.

³⁵ Закон України – Про освіту – // Відомості Верховної Ради (ВВР). 2017. № 38–39. Ст. 380.

and so on. Advance development of the level of education of participants in social production is a prerequisite for economic growth, because the availability of skilled labor provides increased efficiency of production. In addition, education is an important condition for innovative development of a state, which contributes to improving the quality of life of citizens.

For an individual, the level of professional education obtained is one of the indicators of his or her social status. Professional education functionally ensures: positioning and adaptation of an individual in the world of professions; mastering models and norms of professional culture, as well as specialized knowledge; obtaining a certain specialty and the corresponding level of qualification; development of certain areas of human activity, mastering new activities, increase competence and skill. Professional education creates opportunities for becoming not only social but also professional “ego” of an individual, the development and self-realization of an individual in the sphere of general and professional culture. At the same time, professional education is aimed at the realization of an individual (satisfaction of personal interests and needs), as well as humanistic and democratic social goals³⁶.

In the traditional sense, professional education is a system of multi-level institutions that differ in their profile. The Law of Ukraine “On Education”³⁷ distinguishes between the following levels of professional education: vocational, professional pre-higher, higher education and adult education (postgraduate education, vocational training of employees, retraining and /or advanced training courses), continuous professional development).

The purpose of professional education is to shape the professional competences of a person required to undertake the tasks of a professional activity in a particular profession in the relevant field, to ensure competitiveness in the labor market and mobility and career prospects throughout life. Professional education institutions are vocational schools,

³⁶ Климан С. Понятие и сущность профессионального образования. Акмеология профессионального образования. Екатеринбург, 2016. С. 78–82. Ст. 81.

³⁷ Закон України – Про освіту – // Відомості Верховної Ради (ВВР). 2017. № 38–39. Ст. 380.

vocational lyceums, vocational education centers, training and production centers, training courses, training centers, and other types of vocational training institutions.

Developing an educational qualification that confirms a person's ability to perform typical specialized tasks in a particular area of professional activity related to performing tasks of high complexity or the exercise of limited management functions is the task of professional advanced education. This link is expected to be presented by colleges.

Mastering the professional and general competencies of a high level required for pursuing a profession or field is the goal of higher education. This link is represented by such institutions as universities, academies, institutes, colleges.

Instead, the tasks of postgraduate education are to acquire new and improve previously acquired competences based on higher, vocational or professional advanced education or practical experience.

At the heart of building a professional education system is a set of principles that include flexibility, variability, continuity, integrity, and others. Undoubtedly, the system of vocational education should be geared to and adapted to socio-economic conditions, in particular the labor market. At the same time, the current situation compels not only the needs of the state for specialists of different specialties, but, above all, the needs of an individual, who must be competitive in the labor market.

The variability of professional education is to provide the person with the greatest possible number of educational trajectories, which ensures a plurality of types of vocational education institutions, as well as educational and professional programs of training of specialists, variability of the choice of software and methodology etc.

Continuity of professional education involves an organic combination of levels, educational and professional programs, and professional educational institutions as the elements of the professional education system. On the one hand, it helps to ensure the integrity of professional education and on the other – it is an integral part of an individual's life, which corresponds to the

process of his personal development. Continuity of professional education from vocational to postgraduate and self-education is characterized not only by the presence of levels of the educational system, but also by the special means that provide links between them. Such a means of communication of forms and content of education is continuity.

Professional education is essentially a process of moving from the goal to the result. The pedagogical process is a holistic pedagogical phenomenon which components are closely interconnected. The purpose is embodied in the content of education, which, in turn, defines the forms and methods of learning that are implemented with the use of certain learning tools. The components of the process of vocational training are: target, incentive-motivational, content, operational-activity, control-regulation, control-effective.

The pedagogical process in a professional education institution has three interrelated functions: educational, upbringing and developmental. The educational function is to form a system of scientific, technological and professional knowledge, the ability to apply the acquired knowledge, skills in practice, etc. Upbringing function involves the formation of scientific outlook, respect for work and people of work, high moral qualities, etc. among the applicants for professional education. Developmental function is manifested in the formation of a future specialists of rational methods of thinking, the improvement of cognitive processes, the formation of a culture of work, etc.

Professional education is also a result that captures the fact of appropriation by both a state and a society, and a personality of all values that are born in the process of professional education, which are important for the economic, moral and intellectual status of consumers of educational products³⁸.

The result of professional education is the formation of professional competence and personality culture.

³⁸ Педагогика: Большая современная энциклопедия / сост. Е. С. Рапацевич. Минск : – Современное слово, 2005. 720 с. Ст. 375.

Professional competence is an integrative characteristic of the professional and personal qualities of a specialist, which is a reflection of the level of knowledge, skills, experience that are sufficient to achieve the goal of a certain type of professional activity, as well as the moral position of a specialist. It manifests itself in the readiness for the activity, analysis of the results of work and technological processes, analysis of professional situations and problems, analysis of technical documentation, tasks of the activity, organization of work, compliance with technical and technological requirements of production, coordination of various types of professional activity, possession of professionally important information regarding the object of activity, predicting typical and atypical work situations, proposing safe working conditions, mastering additional qualifications and professions, ensuring a high level of work culture, the rules of operation of industry equipment, timely removal of technical and technological violations, compliance guidelines, standards and requirements for physiological, economic, environmental and ergonomic factors³⁹.

Professional competence is a necessary component for bringing personality to culture. This is not just about professional culture, but about culture as the highest manifestation of human education. On the one hand, culture arises through human activity, and on the other, a man is both a consumer and a creator of culture, while becoming a product of culture, because he assimilates the values of the environment in which he lives and functions.

At the same time V. Lugovyi considers the values of education as motivating competencies, while noting that the value orientations of an individual are an integral part of professionally important competences⁴⁰. K. Kabryl sticks to that point that considers competence of values for a range of professionally important issues, in which a person is well-informed, has the necessary knowledge and values that enable him to

³⁹ Енциклопедія освіти / гол. ред. В. Г. Кремінь. К.: Юрінком Інтер, 2008. 1040 с. Ст. 722–723.

⁴⁰ Луговий В. І. Формування ціннісної компетентності науково-педагогічних працівників – важлива умова їх успішної діяльності в сучасній вищій школі // Проблеми освіти : наук. зб. // Ін-т іннов. технологій змісту освіти МОН України. К., 2010. Вип. 63, Ч. 1. С. 3–9. Ст. 4-8.

express his own professional-evaluative judgments, the ability to see and understand the world around us, orient in it, the ability to choose target and meaningful settings for one's own actions and deeds, make correct decisions and value judgments⁴¹.

The content of the concept of values is so great that their totality forms a coherent system of complex hierarchical structure. In general, they can be represented in the form of the following groups of values: universal, national, civic, professional, personal. Moreover, the value of education has a distinctive essence. On the one hand, it is in the process of education that a person perceives and assimilates the whole system of socially important values, adapts and transforms them into his or her own system of life principles and beliefs, which further determine all his actions and deeds. On the other hand, education, including vocational, is inherently personal and social value, because, both education itself and the knowledge, skills, values, and moral and ethical paradigms acquired in its process have their own special self value – as a prerequisite for effective socio-cultural development of a person and further successful life.

Therefore, the notion “value of professional education” should be considered inseparable with the system of vital values and orientations of a man and a society. First, education, providing natural needs of human knowledge of the facts and of the self, is already creating prerequisites for being one of the most important values in life of a man.

Second, fulfilling their social appointed function training new generations in social life, professional education, along with a certain system of general public and professionally important knowledge and skills should ensure the assimilation of the younger generation all values and ideals, characteristic for this society.

Third, education should now ensure the formation and development of a creative personality ready, including morally and psychologically, to accept

⁴¹ Кабриль К. В. Формування ціннісних компетентностей майбутнього вчителя музики у процесі диригентсько-хорової підготовки : автореф. дис. канд. пед. наук : 13.00.04 / К. В. Кабриль; НАПН України, Ін-т вищої освіти. К., 2013. 20 с.

and create innovations. Such a demand is conditioned by the contemporary realities of social development, accelerated scientific, technological and social progress. In a market economy, the role of creative work is increasing, since it, being free from stereotypes, normativity and tradition, becomes the pledge of material and spiritual well-being of citizens, while reflecting the subjective nature of a man as a free creator of material and spiritual goods, not as mechanical executor of someone else's will. At the same time, it is extremely important and demanded by a society is formed the ability to properly assess the moral and ethical nature of all innovations, their compliance with social and personal needs and requests.

Education, including professional education, is a value to both an individual member of society and to a society as a whole, because it forms the basis of mutual understanding and interaction between its members. For a state, a unified education system is a solid foundation for the constitution of the nation, citizenship, the formation of a single cultural and information space with clearly fixed values. For a society, education is an economic and humanitarian contribution to the future⁴².

CONCLUSIONS

Today, education in general, and professional education in particular, is one of the necessary branches of human activity for social and personal development. It is an important means of preserving and broadcasting professional and social experience and culture, a catalyst for the personal development of a man, a society and a state, and therefore a driver of personal and social progress. From this position of value issues of professional education is important and was developed by a number of sciences (philosophy, sociology, psychology, pedagogies, etc.). In terms of pedagogy, it is important to distinguish professional values as a system of professionally important ideals and goals that a society lives on. In

⁴² Иванчина О. Н. Образование как ценность в современном мире // Актуальні проблеми сучасного розвитку цивільного, міжнародного, морського, господарського та транспортного права : Матеріали VII Міжнародної конференції. К. : КДАВТ, 2017. С. 302–304. Ст. 302–303.

addition, professional education is an important regulator of individual activity in various fields of activity, encouraging it to improve itself.

In this way, we can speak that professional education is not only a means of disseminating socially and personally important values, but also itself a personally and socially important value.

SUMMARY

The results of a theoretical research aimed at studying the axiological nature of professional education are reflected in the paper. The definitions of “education” and “professional education” are given and the lack of an unified approach to their interpretation is established. It is stated that the term “education” is interpreted in the scientific literature: 1) as a value; 2) as a system; 3) as a process; 4) as a result. Since professional education is part of the broad notion “education”, these aspects are also its essential characteristics. The value aspects of education are revealed, the personal and social importance of professional education as one of the values of modern world is substantiated. It is proved that the notion “value of professional education” should be considered in unbreakable unity with the system of vital values and orientations of an individual and a society.

REFERENCES

1. Алиева Б. Ш. Ценностные ориентации личности в современной парадигме развития профессионального образования // Вестник бурятского государственного университета. Образование. Личность. Общество. 2017. Вып. 3. С. 15–21.

2. Батечко Н. Г. Підготовка викладачів вищої школи в умовах магістратури: теоретико-методологічні засади: Монографія / За ред. Я. В. Цехмістера. К.: ТОВ «Видавниче підприємство «ЕДЕЛЬВЕЙС», 2014. 708 с.

3. Гегель Г. В. Ф. Работы разных лет / ред. А. В. Гулыга ; пер. Ц. Г. Арзаканьян, В. А. Рубин, Б. А. Драгун и др. М. : Мысль, 1971. Т. 2. 627 с.

4. Гончаренко С. У. Український педагогічний словник. К. : Либідь, 1997. 376 с.
5. Гершунский Б. С. Философия образования. М. : Московский психолого-социальный институт, 1998. 432 с.
6. Грехнев В. С. Ценностные основания процессов образования и образованности людей в современном обществе // Философия и общество. 2010. № 3. С. 40–55.
7. Енциклопедія освіти / гол. ред. В. Г. Кремень. К. : Юрінком Інтер, 2008. 1040 с.
8. Закон України «Про освіту» // Відомості Верховної Ради (ВВР). 2017. № 8–39. Ст. 380.
9. Зубов В. А. Труд в XXI столетии: особенности развития // Молодой ученый. 2016. №6. С. 957–961.
10. Иванчина О.Н. Образование как ценность в современном мире // Актуальні проблеми сучасного розвитку цивільного, міжнародного, морського, господарського та транспортного права : Матеріали VII Міжнародної конференції. К. : КДАВТ, 2017. С. 302–304.
11. Кабриль К. В. Формування ціннісних компетентностей майбутнього вчителя музики у процесі диригентсько-хорової підготовки : автореф. дис. канд. пед. наук : 13.00.04 / К. В. Кабриль; НАПН України, Ін-т вищої освіти. К., 2013. 20 с.
12. Климан С. Понятие и сущность профессионального образования. Акмеология профессионального образования. Екатеринбург, 2016. С. 78–82.
13. Ломакина Т. Ю. Современный принцип развития непрерывного образования: монография. М. : Наука, 2006. 221 с.
14. Лосев А. Ф. История античной эстетики. Аристотель и поздняя классика. М. : Искусство, 1975. 776 с.
15. Луговий В. І. Формування ціннісної компетентності науково-педагогічних працівників – важлива умова їх успішної діяльності в сучасній вищій школі // Проблеми освіти : наук. зб. // Ін-т іннов. технологій змісту освіти МОН України. К., 2010. Вип. 63, Ч. 1. С. 3–9.

16. Невмержицька О. В. Визначення категорії «цінність»: до історіографії проблеми. // Східноєвропейський історичний вісник / [головний редактор В. Ільницький]. Дрогобич : Посвіт, 2017. Вип. 4. 172 с.
17. Педагогика: Большая современная энциклопедия / сост. Е. С. Рапацевич. Минск : «Современное слово», 2005. 720 с.
18. Педагогический энциклопедический словарь / гл. ред. Б. М. Бим-Бад. М. : Большая Российская Энциклопедия, 2003. 527 с.
19. Слостенин В.А., Чижакова Г.И. Введение в педагогическую аксиологию. М. : Издательский центр «Академия», 2003. 192 с.
20. Соціолого-педагогічний словник / за ред. В. В. Радула. Київ : «ЕкОб», 2004. 304 с.
21. Філософський енциклопедичний словник / НАН України, Ін-т філософії імені Г. С. Сковороди; [редкол.: В. І. Шинкарук (голова) та ін.]. К. : Абрис, 2002. 742 с.
22. Фіцула М.М. Педагогіка. К. : «Академвидав», 2005. 560 с.
23. Философский энциклопедический словарь / гл. ред. Л. Ф. Ильичев и др. М. : Сов. энциклопедия, 1983. 839 с.
24. Хуторской А. В. Современная дидактика. СПб. : Питер, 2001. 544 с.
25. Ціннісні парадигми освіти / укл. Н. О. Ткачова. Харків : Основа, 2004. 128 с.

Information about the author:

Pahuta M. V.

Candidate of Pedagogic Sciences, Associate Professor,
Doctoral Student at the General Pedagogy
and Preschool Education Department,
Drohobych Ivan Franko State Pedagogical University
24, Ivan Franko str., Drohobych, 82100, Ukraine

PSYCHOPHYSIOLOGICAL AND MUSICAL-PSYCHOLOGICAL ASPECTS OF PREPAREDNESS OF PRESCHOOL CHILDREN TO INSTRUMENTAL MUSIC EDUCATION

Stashevska I. O.

INTRODUCTION

One of the most pressing problems of modern society is the early development of the child's potential. It is the period from the birth to five years old that is crucial for the whole future life of a child: who it will become, what it will be interested in, what abilities it will discover – is mainly determined by this period of life. Up to the age of five, children have the unique ability to learn, and they can learn anything you want, if they are trained in the right form. However, according to psychologists, in the future, this easiness of information assimilation is gradually lost¹.

The early development of children is considered today in society as a factor in raising people's spiritual and intellectual potential. For this purpose, special kindergartens, research institutes, associations are being created in different countries of the world, various methods of early learning in swimming, gymnastics, reading, mathematics, foreign languages, arts, playing musical instruments and more are being developed.

According to the results of neurophysiological studies, it is known that our brain consists of two interconnected hemispheres that have their functional specialization: the left hemisphere is responsible for the analytical process of thinking, language, writing, numbers, etc.; and the right one – for a holistic process of perception, spatial, nonverbal ideas,

¹ В. Кантан. Раннее обучение и развитие ребенка : методики Масару Ибука и Г. Домана. СПб. : Лань, 1998. 64 с.

understanding of language, musicality. However, the full functioning of the brain, the balance of all mental processes is ensured by equal and coordinated interaction of both hemispheres².

In this regard, the musical activity of people and their musical education are of particular importance. According to the latest neurobiological and neurophysiological research, the perception of the melody is carried out to a greater extent by the right hemisphere and the rhythm – by the left. This means that music simultaneously activates the work of both hemispheres, resulting in musicians have a better consistency of interaction between two hemispheres of the brain. With this phenomenon, researchers explain the fact of long-term activity of people closely associated with music activities³.

It is difficult to overestimate the value of the initial period of the younger generation musical education, because the basic structures of personality are laid in early childhood. Problems of musical education of preschool children attracted the attention of many prominent personalities of the past, as well as progressive scholars and educators of the present (J.A. Comenius, J.-J. Rousseau, J. Pestalozzi, F. Fröbel, B. Asafyev, N. Vetlugina, L. Vygotsky, N. Ganoshenko, J. Dillenkofer, I. Dzerzhinskaya, F. Domke, G. Fischer, L. Friedemann, M. Gellrich, H. Gembris, E. Gordon, P. Heilbut, D. Kreuzsch-Jacob, M. Küntzel-Hansen, V. Kon, K. Minkevichus, M. Nilson, G. Noll, J. Ribke, S. Suzuki, O. Szende, B. Teplov, M. Trubnikova, N. Folomieieva, V. Shatska, N. Chycherina, etc.).

At the same time, due to the society's awareness of the multifunctional importance of musical art in the personality development, in particular, the positive impact on the spiritual, emotional, intellectual and general physical development of a child from an early age, the problem of preschool children musical education still does not lose relevance and needs further development.

² Воробьева Е. А., Губар А. В., Сафьянникова Е. Б. *Анатомия и физиология*. М.: Медицина. 1988. С. 362.

³ Bastian H. G. *Kinder optimal fördern mit Musik*. Mainz: Schott. 2001. S. 38.

1. Psychophysiological features of the development of preschool children as a key guideline for forming a pedagogical strategy for their musical and instrumental education

For thousands of years, people have used the musical instrument as a means of expression along with singing and dancing. But traditionally playing a musical instrument was not considered a child's activity for a long time. Nowadays, thanks to the efforts of progressive scholars and practitioners, musical and instrumental education of preschool children is an important component of the cultural paradigm of the developed countries of the world.

Unfortunately, even with a strong initial desire to play music, it can often be observed that after the first lessons related to playing the instrument, children enthusiasm disappears. Not all children endure the first year of study. The complexity of mastering the instrument discourages children from playing music. Therefore, the central task of the preschool period of musical education is to awaken and keep the desire to play in the child.

A prerequisite for achieving the effectiveness of musical and educational activities is the development of pedagogical strategies taking into account the psychophysiological features of preschool children development.

As it is known, the thinking of a child of preschool age is based on the reflective forms of mental activity – feeling and perception. As they grow older, another form of intellectual activity, the imagination, becomes more and more important. Scientists characterize the imagination as “a generalized dynamic image of reality, which is formed during the dialectical process that takes place in the psyche beyond direct contact with what is imagined...”⁴. Based on some information about the world, our imagination is able to create even such ideas that are unmatched in reality. In such a way the real and inner worlds of the child are intertwined.

⁴ Раппопорт С. О вариантной множественности исполнительства. *Музыкальное исполнительство*. № 7. М.: Музыка. 1972. С. 18.

Imagination and fantasy play a paramount role in its thought process. Given the peculiarities of child psychology, one should not detach the teaching of playing a musical instrument from the child's habitual existence in the world of fairy tales and games.

Already after the age of three, the child's thinking is sufficiently developed to understand the simplest cause and effect relationships and dependencies, provided that they are presented in a visual form. The visual-acting, visual-figurative, and by the age of five, verbal-logical thinking begins to function. This is the age of curiosity that encourages a child to research and experiment. There is an intense development of self-awareness, the ability to manage their feelings and behavior. Despite the fact that the willed qualities of preschoolers are not yet sufficiently developed, the vast majority of children are able to show willpower efforts to achieve a certain goal, provided that the goal is close and clear to them, and the actions evoke strong emotions. By the age of five, the ability to determine the purpose of future activity and ways to achieve it, the ability to self-control the process of their own work and its end result are formed. All this creates conditions for the successful start of a variety of musical, including musical and instrumental activities of the child.

Children's thinking does not work abstractly, but specifically and visually. Above all, the child perceives what has interested and amazed it emotionally. The most important feature of children's perception is the low ability to differentiate the individual properties of the perceived object, in connection with which the child also experiences the music integrally and without proper training differentiates between the individual musical parameters.

As it was already noted, at the age of 3–5, a child is in the world of its fantasy and the main type of activity is a game in which not only previously accumulated life experiences are reflected, but also the need for self-expression and further knowledge of the world are satisfied. At about 4 years old, the child's game takes on new forms. A special role is played

by a thematic or plot-role-playing game in which the child peculiarly reproduces all that it watches. Therefore, such a game is imitative. The instrumentalist must take into account the fact that the motivation of the child's play for the child is the process of action itself, as opposed to the adult, who is more interested in the result of their work. However, in the learning process, the interest of the child is increasingly directed towards the achievement of the result of its own activity, which is an important factor for successful learning of playing a musical instrument: the child seeks for an acceptable acoustic result of its play, feels joy from the performed music, etc.

In addition to gaming, other activities begin to develop gradually: artistic, labor, educational. In the third year of life there is a growing desire for independence, which is more manifested in imitation; that is why in the process of teaching preschoolers to play the instrument, such an important role is given to the child's independent activity, visual and illustrative teaching method.

An important task in the process of musical-instrumental upbringing of a child is the development of its artistic and figurative thinking, which occurs, first, through the formation of the ability to associate certain music with specific semantic images and feelings, that is, the ability to its aesthetic perception, and, second, by developing the abilities and skills of reflecting reality and the inner world in music through the means of musical creativity.

The primary condition for accomplishing this task is "forming connections between associative ideas and patterns of musical embodiment of figurative-semantic phenomena"⁵, that is, combining figurative thinking of a child with its performing skills. Obviously, this task is modified and complicated in accordance with increasing the child's level of development, and such development methods of figurative-associative

⁵ Дьяченко Н., Котляревский И., Полянский Ю. Теоретические основы воспитания и обучения в музыкальных учебных заведениях. К.: Муз. Україна. 1987. С. 56.

thinking, such as verbal expressions, clarity, comparison, variability⁶, remain unchanged throughout the learning. Only the methods of their embodiment change.

At preschool age, a child already has a certain stock of imaginative ideas that have been influenced by external stimuli from its past experience and are related to its life, nature, its own emotional experiences, movement feelings and musical impressions. Different types of ideas are linked into associative chains. Each of the impressions can cause the following one. Therefore, the initial development process of the expressive capabilities of the instrument should be based on the imaginative association of the motor, visual, acoustic, tactile and spatial impressions of children accumulated in their memory.

There are subject, emotional and artistic associations. It is the artistic associations that connect the system of artistic means, techniques and structures with the vital, subject and emotional associations⁷. When performing a piece of music, the types of associations are intertwined and complement each other in the mind of a child with a well-developed figurative-associative sphere, one figurative-associative association causes another one.

The word and the verbal description of music have an irreplaceable influence on the formation of artistic and figurative thinking of the child. Undoubtedly, it is impossible to study without timing. But specific concepts must be explained to the child in a language in which abstract designations by means of imaginative pedagogical language acquire a meaningful color, “inspiration”. Figurative expressions are very attractive to the child and are crucial in the development of its interest in music. Dry terminology and a stereotypical schematic method of expression are far from living child’s perception. A vivid representation of a musical image allows them to select the necessary means of expression, find a way of

⁶ Ражников В. Г. Резервы музыкальной педагогики. М.: Знание. 1980. С. 12–15.

⁷ Раппопорт С. О вариантной множественности исполнительства. *Музыкальное исполнительство*. № 7. М.: Музыка. 1972. С. 18.

sound-forming, articulation, dynamic hues, etc., characteristic for this image, to translate it into real sound. Figurative comparisons and analogies can be found in various fields of environmental reality: in everyday life, in nature paintings, in related arts, especially in children's literature, etc.

Imitation ability is a rich source for preschooler learning activities. For example, when playing musical puzzles, when the teacher performs various sound-tracing techniques on the instrument, and the student finds an appropriate image, the child has a natural desire to try to represent something itself. Playing "echo", the student can repeat after the teacher to imitate the sounds of different animals, birds, musical instruments, etc.

Obviously, it is difficult for a young child to come up with a sound story itself. To facilitate such a task, it is advisable for the teacher, together with the students, to draw up a kind of vocabulary of the simplest rhythmic and articulatory models, onomatopoeic effects. Parents can help making cards with graphic images of performing techniques and small artistic illustrations that children can draw on their own.

Attempts to make a musical embodiment of contrasting musical images are useful. In the form of questions, the teacher can stimulate the child's ability to make comparisons, for example: what sounds short (rain drops) and longer (phone bell), sounds quieter at first, and then louder (approaching plane noise), etc. Pictures from children's books, images of household scenes, pictures of nature will serve as a clear example. Visual examples related to tactile sensations (stroking or light hitting the arm, touching something cold, fluffy, prickly, etc.) and the analogies between them and the nature of sound production on the instrument are often effective.

The development of figurative-associative thinking, in close connection with mastering the material of elementary music, logically leads the student to a conscious mastery of a basic arsenal of expressive means of an instrument that can be successfully used for the development of improvisation skills soon after the beginning of the lessons.

With the help of already known game techniques children can improvise musical tales and record them graphically. The search for images and means of expression is entirely dependent on the fantasy and imagination of the teacher. However, the lesson should become not only the creativity of the teacher, but first of all – their co-creation with the student. The ability to bring a young musician to their own discoveries is valuable. Identifying their initiative, expressing their own judgment, as well as their questions is indicative of a proper approach by the teacher. It should be borne in mind that the ability to express themselves verbally depends on the type of the child's character, its general cultural level, vocabulary, and the degree of emotional perception.

Particularly important for the development of the child is the communication with peers. Already at preschool age, there is a need for recognition and self-affirmation, and a sense of self-esteem, which is often manifested in increased vulnerability. In this connection, it is of particular importance to combine the group and individual forms of learning to play a musical instrument.

Alternating and skillfully planning individual and group lessons allow to solve many professional problems more successfully. The child is more likely to learn at a group lesson the content of some training lessons, such as mastering the formulation of a playing apparatus, the basics of ensemble music, rhythmic and intonational elements of music related to the use of such methodical techniques as rhythmic pattern subtexting, melody singing, use of rhythmic movements, improvisation on the instrument, etc. For work on musical-artistic expression and technical improvement of a piece of music performance, pair lessons are more suitable. Individual lessons are needed to address the individual problems of each student, as well as the initial phase of developing a new work.

Group form of instrumental music education gives the possibility to find suitable motivation for children's interest in work, which prevents the occurrence of motivational crisis in students, especially at the initial stage

of mastering the difficulties of instrumental performance. For very small “musicians” it will be, first of all, a game and communicative motivation. The motive for achieving quality performance can be a moment of competitiveness, a desire to demonstrate them and be better than others. Watching and analyzing the play of other students, the child draws conclusions and tries not to repeat the mistake made by another.

Child’s comparing of its achievements with the performance of other children creates the conditions for the formation of the ability to adequately evaluate their own actions and quality of performance. In the process of group music, its performing fantasy and imagination are activated. In addition, working in a group contributes to the formation of students’ communication skills: the ability to listen to a partner, adhere to the rules of the game, the ability to respond to optical and acoustic instructions, the ability to manage the group through similar signs, as well as stabilize democratic relations between peers. Collective musical creativity can help children to overcome the timidity and anxiety of the audience, which is an important factor for successful performance on the concert stage in the future.

Communication with adults is also equally important for the child, whose love and respect become a guide for its behavior and a necessary stimulus for self-improvement. Working with preschoolers requires special attention and patience from the teacher, because the nervous system of a child under 6 years old is still very unstable.

A huge role in maintaining positive motivation is played by the teacher’s communication culture with the student. The harmonious development of the child’s personality is promoted by the democratic style of communication of the teacher with the student, characterized by the following features by V. Petrushyn: recognition of the right to independence of judgment and promotion of such independence; building educational work on encouragement and stimulation, not on the threat of punishment; the desire to form a high self-esteem and belief in their own

strength, which excludes humiliating mockery, remarks, irritability and intolerance; the teacher's desire to unite their students in a team, that's why the successes of some are not put in harm with others and the students are not opposed to each other; the teacher's ability to project tomorrow's personality of their student based on their existing inclinations⁸.

The prerequisite for the lessons is dynamism. However, great attention should be paid to assessing the physical and mental state of the child: general fatigue, loss of interest, decreased reaction rate, lack of concentration, etc. Particularly at an early stage of education, overwork and overload of children are unacceptable, which may cause them to be reluctant to continue their studies.

Not only age, but also individual characteristics of each student should be the subject of special attention of the teacher-instrumentalist. Thus, children differ in gender, character, temperament, life experience, attitude to people and themselves, ability to express their thoughts verbally, the level of cognitive processes (feeling, perception, memory, thinking, imagination, and attention), etc.

The preschool age is an era of versatile motor activity, intensive search for precise, coordinated actions. By the age of five, the child's movements become more sophisticated, psychomotor coordination is improved. According to psychologists, since the age of 4–5, most children, without much difficulty, master the asymmetrical movements of the hands, isolated movements of the fingers, which is the basis for the development of instrumental techniques.

The quality of the musician's performance is directly linked to the production of precise muscular and spatial sensations. The naturalness and expediency of the movements is the most important means of achieving the creative freedom of the performer. The main problem in building a musical instrumentalist's playing apparatus is to determine the limit of muscle tension and the ratios of different muscle conditions during the play.

⁸ Петрушин В. И. Музыкальная психология. М.: Владос. 1997. С. 301.

Muscle feeling is “a “mediator” between hearing and sound”⁹, that’s why from the very beginning of musical instrumental education it is necessary to promote the constant development of the ability to control muscle tension and relaxation, to choose the optimal state depending on the playing situation, to use the least possible degree of activity “through constant self-liberation”¹⁰.

Prevention and rescue from excessive muscle tension is one of the main problems of instrumental pedagogy. On the one hand, tightness does not allow achieving the necessary performance result, and on the other hand, prolonged over-tension (chronic muscular tightness) leads to serious occupational diseases.

This is especially dangerous in the preschool period of musical and instrumental development. Negative emotions from mental and physical stress during exercise can awaken in the child an instinctive reluctance to engage not only playing the instrument, but also music in general.

Most often, the excessive muscle tension of the child occurs in the following situations: the child is tired, upset, afraid to make a mistake, holds its breath, holds the instrument uncomfortably; the force of finger pressure on the fingerboard grows with increasing loudness and emotional arousal; as the tempo increases, not only the playing muscles, but also not playing ones, is noticeable, etc.

The only ways to overcome muscular tightness is a control of the actions and an instant relaxation of tight muscles in the process of performing.

The other extreme of the muscle condition is over-relaxation (most commonly found in children at the age of 3–4) that prevents movements that require a certain muscle tone. Strengthening of muscles and development of joints flexibility will help the child in development of the differentiated feeling of muscular condition.

⁹ Кюхлер Ф. Техника правой руки скрипача. К.: Муз. Україна. 1974. С. 30.

¹⁰ Штейнгаузен Ф. О физиологии ведения смычка. М.: Музторг. 1930. С. 36.

The development of the necessary motor skills is facilitated by various gymnastic exercises. Therefore, the obligatory element of the first lessons in the class of “special instrument” should be gymnastic exercises for the formation of spatial-motor sensations, the development of muscular freedom, plasticity, coordination, reactivity, agility of movements, fine and large motor skills, firmness and strength of the fingers. Despite the fact that the child’s movements look awkward at the beginning, its motor skills, reaction abilities under the appropriate conditions are rapidly developing.

When choosing gymnastic exercises, it is necessary to adhere to the following principles: to start with the motor combinations familiar to the child in daily life; to go from large movements to smaller ones; to exercise in the form of games; all gymnastic exercises should prepare for the specific motor functions necessary for further training. It is advisable to perform preparatory gymnastic exercises in a rhythmically organized form.

According to psychological research, “motor sensations are related to the memory of the muscles of any actions performed and their brain memorization in the form of neural traces”¹¹. Therefore, when preparing a preschooler to master elementary game movements, one should rely on their previous experience of balancing, relaxing, falling, etc., based on various motor-game activities: swimming, cycling, sledding, riding on a carousel, etc.

An important feature of preschoolers is their poor ability to perform a series of actions only on verbal instructions without showing the example before or after. According to the results of experimental studies, only 10% of children from 3 to 4 years old can do this, 51% from 4 to 5 years old, and 84% from 6 to 7 years old¹². Movement, like any other information, is easier for children to learn through a visual example than through a verbal explanation. However, when shown with verbal guidance, motor skills are formed more successfully, require fewer repetitions, and are characterized

¹¹ Петрушин В. И. Музыкальная психология. М.: Владос. 1997. С. 150.

¹² Szende O. Zur Didaktik und Methodik der instrumentalen Früherziehung. Mit Beispielen aus dem Geigenunterricht. Wien: Universal Edition. 1981. S. 43.

by fewer mistakes than with a silent showing¹³. Thus, the indispensable unity of verbal and visual-illustrative teaching method is of particular relevance in the development of preschoolers' skills in playing the instrument.

2. Features of musical development of preschool children in view of their preparedness for instrumental music education

The development of a child's musicality depends on two major factors: the genetically determined maturation of language and acoustic centers of the brain, as well as the environmental impact. Numerous studies have shown that the maturation of these centers is incomplete if there is no permanent external influence on the organs of perception. In E. Gordon's theory of teaching, which underlies the developmental psychology, there is a statement that all people appear in the world with absolute hearing and a sense of rhythm, which creates the most important prerequisites for musical development. However, if innate abilities are not developed, they gradually disappear¹⁴.

Musical development of the child is carried out in three stages: unconscious perception, more or less meaningful perception and gradual transition to conscious musical activity. The basis of forming the ability of musical perception is the communication of a person with music, which should begin at the earliest stages of its existence.

Experimental research in the field of psychology and developmental physiology proves that the child's auditory perception begins even before the birth. The human embryo is able to perceive and differentiate external acoustic stimuli: not only noise, but also sound level, rhythm of spoken language and music. Hearing organs and the vestibular apparatus that begin to function at the age of 4.5 months are responsible for this activity¹⁵.

¹³ Воспитание детей дошкольного возраста. Ред. Л. Н. Прокопиенко. К.: Рад. шк. 1990. С. 326.

¹⁴ Müller K. Vorschulerziehung und Frühpädagogik. *Musik im Vorschulalter. Dokumentation der Studientagung „Musikalische Früherziehung*. Regensburg: Bosse. 1974. S. 20.

¹⁵ Tomatis A. Der Klang des Lebens. Vorgeburtliche Kommunikation – die Anfänge der seelischen Entwicklung. Reinbek: Rowohlt. 1987. S. 61.

Moreover, the impressions of the acoustic signals are delayed in its memory, and even in the first days after birth, the child is able to recognize the verses or musical passages that were often heard before. The infant is known to distinguish the mother's voice from other voices, but it can also distinguish the sound and rhythmic specificity of the language spoken by its mother from meaningless component sequences, as well as from other languages (e.g., distinguish German from English, French, etc.)¹⁶.

M. Gellrich states that important stages of a child's musical development also begin before their birth and in the early years of life, and any kind of mother's musical activity during pregnancy directly affects the musicality of the baby's future. The more powerful the influence, the more prominent it is when singing or playing a musical instrument. The embryo is particularly receptive to the sounds of violin, guitar and cello – instruments that have a rich overtone sound spectrum. In addition, sound resonance is transmitted through direct contact of the instrument with the mother body¹⁷.

Approximately 2 months after birth, the baby's vocalization begins to develop. A crucial role in this process is played by non-verbal communication of the infant with the environment: it imitates the melody of speech¹⁸.

Being aware of the system of musical symbols as a kind of language, for which development it is necessary to pay as much attention as for the development of the mother tongue, scientists come to the belief – music teaching of children of early preschool age can be carried out similar to the teaching of their mother tongue. This is possible provided that the child between two and five years old hears a lot of music¹⁹. It is worth considering

¹⁶ Tomatis A. *Der Klang des Lebens. Vorgeburtliche Kommunikation – die Anfänge der seelischen Entwicklung*. Reinbek: Rowohlt. 1987. S. 14–16.

¹⁷ Gellrich M. *Musikalitätsförderung im vorgeburtlichen Stadium und im Kleinkindalter. Musikalische Bildung in Zwischenräumen. Symposiumbericht Musikalische Früherziehung/ Grundausbildung. Hamburg 1992.* Mainz: Schott. 1993. S. 60.

¹⁸ Gembris H. *Entwicklungspsychologie musikalischer Fähigkeiten. Kompendium der Musikpädagogik*. Kassel: Bosse. 1995. S. 314.

¹⁹ Gellrich M. *Musikalitätsförderung im vorgeburtlichen Stadium und im Kleinkindalter. Musikalische Bildung in Zwischenräumen. Symposiumbericht Musikalische Früherziehung/ Grundausbildung. Hamburg 1992.* Mainz: Schott. 1993. S. 55-70; Steinschaden B., Zehetmar H. *Hören und Geigen nach Suzuki. Eine Anleitung aus europäischer Sicht*. Wilhelmshaven: Heinrichshofen. 1982. 61 s.

that musical works should be repeated frequently, as well as paying special attention to the quality of music and the choice of musical style.

Developmental psychology points to the phenomenon of acceleration, which is expressed in the accelerated physical and mental maturation of the child: the degree of general development of the modern preschooler is much higher than it was a few decades ago. The results of experimental studies of the child's musical abilities indicate that already at preschool age, children have abilities that are not used in their musical development, so it is not intense enough. By the age of 4–5, children have sufficient intonation and hearing experience, which is formed both in the conditions of purposeful actions in the family, kindergarten, etc., and spontaneously under the influence of the surrounding sound environment. For example, when creating the necessary pedagogical conditions, children of 3–4 years old will learn the simplest singing skills and be able to sing a small song on their own or with the help of an adult²⁰, at the age of 4–5, many children can determine the overall mood of the music and even genre features (song, dance, march)²¹, as well as they have an elementary sense of musical form, ability of harmonious and even timbre hearing: 97% of five-year-olds recognize the sound of the trumpet, 93% – the violin, 96% – the piano²². Already at the age of five most children have a fairly high level of development of rhythmic and melodic memory, determined by a stock of visual, auditory, emotional, motor impressions.

Empirical studies of the elements of a child's musical competence in early childhood provide a basis for justifying the use lawfulness of any kind of musical activity in the process of its musical education. H. Gembris, on the basis of English and German-language publications of the last decades of the twentieth century in the field of musical development psychology, classifies the ability to musical perception of a child according to the age stages of its development:

²⁰ Ветлугина Н. А., Кенеман А. В. Теория и методика музыкального воспитания в детском саду. М.: Просвещение. 1983. С. 90.

²¹ Психология музыкальной деятельности: Теория и практика / Под ред. Г. М. Цыпина. М.: Академия. 2003. С. 218.

²² Michel P. Psychologische Grundlagen der Musikerziehung. Leipzig: Breitkopf/Härtel. 1975. S. 98–102.

- 0–6 months: prefers musical sounds to other noises; distinguishes high and low, loud and quiet sounds, as well as rhythmic changes and melodic transposition in another tone; voice range covers about 2 octaves;
- 6–12 months: distinguishes a musical phrase from a messy set of sounds;
- 1–2 years old: the child is capable of short-term synchronization of rhythm and movement; distinguishes between high, medium and low sounds; recognizes familiar tunes;
- 3–4 years old: distinguishes between fast and slow pace; major as cheerful and minor as sad tonality; determines the character, emotional imprint (joy, sorrow, rage, fear, etc.) of the melody in harmony and tempo;
- 5–6 years old: distinguishes the sound of different instruments, even within the same family (for example, violin, cello, contrabass); distinguishes between tone and semitone; notices modulations in other tonality; feels tonic; capable of symbolic representation of melody and rhythm; distinguishes consonance from dissonance, tone from atonality, rhythmic organization from arrhythmic²³.

The results of modern psychological research indicate that in the fourth year of life in most children there is a significant progress in the development of musical and auditory abilities. The ability to reproduce a melody pattern relatively correctly is formed in most children between the ages of four and seven²⁴. Scientists note that at the age of 5, children can reproduce two components of the rhythm structure: tempo and metric pulsation, and at the age of 6–7 – all three: tempo, meter and rhythmic pattern of adequate complexity. The sense of musical rhythm develops in children by learning the system of music-rhythmic standards. At the initial stage of a child's musical development, psychologists recommend using duple, triple, and quadruple meters as the simplest standards of a musical

²³ Gembris H. *Entwicklungspsychologie musikalischer Fähigkeiten. Kompendium der Musikpädagogik. Kassel: Bosse. 1995. S. 317–320.*

²⁴ *Психология музыкальной деятельности: Теория и практика.* Под ред. Г. М. Цыпина. М.: Академия. 2003. С. 171.

meter and as tempo standards – slow, moderate, and fast. Moreover, at first the children master the standard of fast tempo, then – moderate, and approximately at the turn of 6–7 years old they acquire the ability to perceive and reproduce the slow tempo. The process of comprehending the size ranges from duple to triple meters, and the rhythmic pattern – from mastering simple “square” schemes to more complex ones²⁵.

A variety of musical activities are the means of musical development. Therefore, the content of lessons aimed at instrumental music education of preschoolers should include not only the development of instrumental playing skills, but also such types of musical activity of the child as listening to music, singing, acoustic experiments, language recitation, musical-rhythmic movement, elemental composition and improvisation, ensemble music, elements of musical theater.

Integration of various types of musical activity in the lesson will allow providing efficiency of development of artistic and figurative thinking, fantasy and imagination, auditory and motor coordination, internal musical representations, melodic, harmonious, timbre, dynamic hearing and sense of the rhythm of a child, formation of its musical intellect, fundamental staging and performing skills.

CONCLUSIONS

Thus, based on the results of researches in the field of psychology of general and musical development of the child, statistical analysis, experience of music-pedagogical practice of different countries of the world, it can be argued that physical strength, differentiation of sensory organs, motor and mental abilities, as well as the level of musical development, an ordinary child of 4–6 years old is allowed to carry out with it systematic lessons on mastering of performance elements on classical musical instruments (piano, violin, small guitar, block flute, etc.) and, moreover, the age of 4–6 is defined as the most favorable for starting

²⁵ Психология музыкальной деятельности: Теория и практика. Под ред. Г. М. Цыпина. М.: Академия. 2003. С. 155–156.

such classes. In addition, according to the results of scientific research and music-pedagogical practice, with the use of game forms of teaching and taking into account the age and individual characteristics of students, preschoolers do not lag behind school-age children and some of them develop even more intensively.

An important condition for ensuring the quality of preschoolers' instrumental music education is the integration in the activities content of different types of children's musical activity, which contributes to the formation of the beginner's ability to make meaningful, aesthetically-oriented perception of music, creative desire to reflect the surrounding reality and own inner world in sounds, and education of creative, spiritually developed personality from early childhood.

SUMMARY

Psychophysiological and musical psychological aspects of the preparedness of preschool children to instrumental music education are investigated in the work. The multifunctional importance of musical art in personality development is emphasized. The recommendations on formation of pedagogical strategy of instrumental music education taking into account psychophysiological peculiarities of children's development of preschool age are offered. Possibilities of development of artistic and figurative thinking of a child by forming in it the ability to associate certain music with specific semantic images and feelings and development of abilities and skills of real reality reflection and own inner world in music by means of musical creativity are characterized. The importance of combining group and individual forms of teaching preschoolers playing musical instrument is revealed. The peculiarities of musical development of preschool children in terms of their readiness for instrumental music education are analyzed. It is proved that physical strength, differentiation of sensory organs, motor and mental abilities, as well as the level of musical development of an ordinary child at the age of 4-6 allow to carry out with it systematic lessons on

mastering the elements of performance on classical musical instruments. It is stated that an important condition for ensuring the quality of instrumental music education of preschoolers is the integration in the content of various types' classes of children's musical activity.

REFERENCES

1. В. Кантан. Раннее обучение и развитие ребенка : методики Масару Ибука и Г. Домана. СПб.: Лань. 1998. 64 с.
2. Ветлугина Н. А., Кенеман А. В. Теория и методика музыкального воспитания в детском саду. М.: Просвещение. 1983. 255 с.
3. Воробьёва Е. А., Губар А. В., Сафьянникова Е. Б. Анатомия и физиология. М.: Медицина. 1988. 432 с.
4. Воспитание детей дошкольного возраста. Ред. Л. Н. Проколиенко. К.: Радянська школа. 1990. 368 с.
5. Дьяченко Н., Котляревский И., Полянский Ю. Теоретические основы воспитания и обучения в музыкальных учебных заведениях. К.: Муз. Україна. 1987. 111 с.
6. Кюхлер Ф. Техника правой руки скрипача. К.: Муз. Україна. 1974. 59 с.
7. Петрушин В. И. Музыкальная психология. М.: Владос, 1997. 384 с.
8. Психология музыкальной деятельности: Теория и практика. Под ред. Г. М. Цыпина. М.: Академия. 2003. 368 с.
9. Ражников В. Г. Резервы музыкальной педагогики. М.: Знание. 1980. 96 с.
10. Раппопорт С. О вариантной множественности исполнительства. *Музыкальное исполнительство. Вып. 7.* М.: Музыка. 1972. С. 3–46.
11. Штейнгаузен Ф. О физиологии ведения смычка. М.: Музторг. 1930. 107 с.
12. Bastian H. G. Kinder optimal fördern mit Musik. Mainz: Schott. 2001. 108 s.

13. Gellrich M. Musikalitätsförderung im vorgeburtlichen Stadium und im Kleinkindalter. *Musikalische Bildung in Zwischenräumen. Symposiumbericht Musikalische Früherziehung/ Grundausbildung. Hamburg 1992.* Mainz: Schott. 1993. S. 55–70.

14. Gembris H. Entwicklungspsychologie musikalischer Fähigkeiten. *Kompendium der Musikpädagogik.* Kassel: Boss. 1995. S. 281–332.

15. Michel P. Psychologische Grundlagen der Musikerziehung. Leipzig: Breitkopf/Härtel. 1975. 175 s.

16. Müller K. Vorschulerziehung und Frühpädagogik // Noll G., Suder A. Musik im Vorschulalter. Dokumentation der Studientagung „Musikalische Früherziehung“. – Regensburg: Bosse, 1974. S. 15–21.

17. Steinschaden B., Zehetmar H. Hören und Geigen nach Suzuki. Eine Anleitung aus europäischer Sicht. Wilhelmshaven: Heinrichshofen. 1982. 61 s.

18. Szende O. Zur Didaktik und Methodik der instrumentalen Früherziehung. Mit Beispielen aus dem Geigenunterricht. Wien: Universal Edition. 1981. 143 s.

19. Tomatis A. Der Klang des Lebens. Vorgeburtliche Kommunikation – die Anfänge der seelischen Entwicklung. Reinbek: Rowohlt. 1987. 304 s.

Information about the author:

Stashevskaja I. O.

Doctor of Pedagogical Sciences, Professor,
Honored Art Worker of Ukraine,
Vice-rector for Educational Work,
Kharkiv State Academy of Culture
4, Bursatskyi uzviz, Kharkiv, Ukraine

**COMPETENCE APPROACH IN TECHNOLOGIES
IMPLEMENTATION OF THE CHILDREN
AND PARENTS SOCIAL EDUCATION WHO ARE
IN DIFFICULT LIFE CIRCUMSTANCES OR HAVE
THE HIGHEST RISK OF GETTING INTO THEM**

Sushyk N. S., Karpinska N. V.

INTRODUCTION

The primary children's socialization and the parent's secondary socialization occur under the influence of favorable and unfavorable factors of the social environment. According to the author's position, a family is a small, social, dynamic, multifunctional group of people based on marriage, blood relationship, family relations, adoption or other form of children's placement such as guardianship, care, patronage, whose members live together connected by common life as well as mutual moral and material responsibility, homogeneity in formation and satisfaction of socio-cultural, socio-economic and other needs characterized by a set of social roles, norms, rules, behavior patterns, rights and responsibilities that govern the relationship between spouses, parents and children, siblings and other relatives.

According to the Procedure for the provision of social services to *the families in difficult life circumstances* such families include the ones that cannot independently overcome the negative impact of circumstances caused by the following factors: 1) old age; 2) partial or complete loss of motor activity, memory; 3) both incurable diseases and long-term treatment illnesses; 4) mental and behavioral disorders including those related to the psychoactive substances use; 5) disability; 6) homelessness; 7) unemployment; 8) poverty; 9) behavioral disorders in children due to parental divorce; 10) evasion the responsibilities in relation to the child upbringing by parents or persons replacing them; 11) loss of social ties including while in places of imprisonment; 12) child abuse; 13) domestic violence; 14) gender-based violence; 15) getting into a situation of human

trafficking; 16) damage caused by fire, natural disaster, catastrophe, hostilities, terrorist act, armed conflict, temporary occupation¹.

According to the Procedure of the Social Services Provision to *families at the highest risk to get into difficult life circumstances* due to adverse external and / or internal factors such families include: 1) families in which children are taken away from their parents without deprivation of their parental rights; 2) families where the process of parental divorce is taking place and the dispute between the mother and the father regarding the determination of the children place of residence and the participation of the parents in their upbringing is being resolved; 3) families with children where the parents long-term illness prevents them from fulfilling their parental responsibilities; 4) families with children with disabilities and families with children whose parents have disabilities; 5) families whose parents have their parental rights restored; 6) families with children where the parents are migrant workers; 7) low-income families with children; 8) families whose children exposed to institutional care; 9) families from which children are placed in the family of a foster parent; 10) families in which children systematically leave their place of residence arbitrarily; 11) families in which children do not regularly attend educational institutions without good reason².

As a result of adverse social factors the families, children and parents are in difficult life circumstances or have the highest risk of getting into them which negatively affects their various activities.

1. Types, purpose, tasks, principles of social work with families, children and parents who are in difficult life circumstances or have the highest risk of getting into them

Article 1 of the Law of Ukraine «On Social Work with Families, Children and Youth» stipulates that «*social work with families, children and youth* implies professional activity aimed at preventing, minimizing the negative consequences and overcoming difficult life circumstances of families, children and youth through strengthening their ability to realize their own life potential»³.

¹ Порядок організації надання соціальних послуг, затверджений постановою Кабінету Міністрів України від 1 червня 2020 р. № 587. URL: <https://zakon.rada.gov.ua/laws/show/587-2020-%D0%BF#n10> (дата звернення: 18.04.2021).

² Там само.

³ Про соціальну роботу з сім'ями, дітьми та молоддю: Закон України від 17.01.2019 р. № 2671-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2558-14#Text> (дата звернення: 18.04.2021).

According to Paragraph 15 Article 1 of the Law of Ukraine «On Social Services» «*difficult life circumstances* are the circumstances that adversely affect the life, health and individual development, functioning of the family, which the person / family cannot overcome on their own»⁴.

Social managers, social workers, social work specialists, social educators and other actors carry out various types of social work with families, children and parents who are in difficult life circumstances or have the highest risk of falling into them in order to prevent and overcome such circumstances, in particular: 1) social integration; 2) social adaptation, 3) social education; 4) social support; 5) social counseling; 6) social prevention; 7) social mediation; 8) social rehabilitation and others.

The standards defining the procedure, content, scope, conditions, criteria, quality indicators of social services provision have been developed and approved in order to effectively implement certain types of social work with families, children and parents who are in difficult life circumstances or have the highest risk of getting into them. According to Paragraph 17 of Article 1 of the Law of Ukraine «On Social Services» «*social services* are viewed as actions aimed at preventing difficult life circumstances, overcoming such circumstances or minimizing their negative consequences for individuals / families who are in them»⁵.

Article 12 of the Law of Ukraine «On Social Work with Families, Children and Youth» substantiates that «*the tasks of the subjects of social work with families, children and youth* are: 1) participation in the implementation of national, regional and other programs of social support for families, children and youth; 2) provision of social services, social assistance, social support to families, children and youth in order to restore their social functions, implementation of a system of measures to prevent and overcome negative phenomena, prevent families, children and youth from getting into difficult life circumstances; 3) implementation of social and preventive work among children and youth, implementation of a system of measures to prevent negative phenomena and overcome them; 4) introduction of state standards of social services, new forms, methods of social work with families, children and youth»⁶.

⁴ Там само.

⁵ Там само.

⁶ Про соціальні послуги: Закон України від 17.01.2019 р. № 2671-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2671-19#n482> (дата звернення: 18.04.2021)

Article 3 of the Law of Ukraine «On Social Services» stipulates that «*the provision of social services is based on the principles of: 1) respect for human rights, children's rights and the rights of persons with disabilities; 2) humanism; 3) ensuring equal rights and opportunities for women and men; 4) respect for honor and dignity; 5) tolerance; 6) legality; 7) social justice, 8) accessibility and openness, 9) impartiality and security; 10) voluntariness; 11) individual approach; 12) complexity; 13) confidentiality; 14) maximum efficiency and transparency of the use of budget and other funds by social service providers; 15) ensuring a high level of quality of social services*»⁷.

Social upbringing of children and parents who are in difficult life circumstances or have the highest risk of getting into them is a type of social work aimed at developing, forming a dynamic, integrated set of personal competencies to prevent and overcome such circumstances.

2. Goal, tasks, content of children's and parents' social education technologies who are in difficult life circumstances or have the highest risk of getting into them on the basis of the competence approach

Competence approach is an innovative approach to the technologies implementation of the individual's social education to provide a dynamic, integrated set of competencies (health, communication, life, legal, economic, social and other) of children and parents who are in difficult life circumstances or have the highest the risk of getting into them in order to prevent and overcome such circumstances.

Competence is an ability of an individual to activate, mobilize, and effectively apply values, value orientations, knowledge, attitude, skills, and experience in accordance with the requirements, challenges, and opportunities in a particular context.

Based on the results of the scientific literature studying, domestic experience of social work with families, children and youth on the nature, structure, content of personal competencies, we offer the following definitions:

⁷ Sushyk Nataliia Competent approach to realization of technology of social education of personality. Innovative Approach to Ensuring the Quality of Education, Scientific Research and Technological Processes : monograph / edited by Magdalena Gawron-Łapuszek, Yana Suchukova. Katowice : Publishing House of University of Technology, 2021. P. 894–895, 1219. URL: <http://www.wydawnictwo.wst.pl/uploads/files/3ae54f97de8a1480cfb229660e616f25.pdf> (дата звернення: 08.04.2021)

– **vital competence** is the ability of the individual to successfully solve pressing problems at different age stages in all spheres of life, to direct social and personal resources to self-improvement (self-knowledge, self-development, self-education, self-education);

– **health-preserving competence** is the ability of an individual to apply an integrated set of health-preserving competencies in certain conditions in order to achieve full physical, mental, spiritual, social well-being;

– **communicative competence** is the ability of an individual to communicate tolerantly and effectively with people in different life situations;

– **legal competence** is the ability of an individual to responsibly, effectively implement rights and responsibilities in all spheres of life;

– **economic competence** is the ability of the individual to responsibly earn, store, save, rationally use financial, material, personal, family, social resources;

– **social competence** is the ability of an individual to work effectively with partners in a group, team, team, perform various social roles and functions («citizen», «employee», «pupil», «student», «husband / wife», «father / mother» and other)⁸.

– **parental competence** is a dynamic, complex characteristic of personality, which provides for the formation of a system of values, value orientations, knowledge, skills, ability to perform quality functions of parents in relation to birth, care, development, communication, education, upbringing, protection of children in educational, upbringing, practical activities.

In order to provide social support to families who are in difficult life circumstances or have the highest risk of falling into them, social managers, social workers, specialists in social work, social pedagogues, parents and children based on partnership implement technologies of social education aimed at development, formation of an integrated set of personal competencies, in particular:

⁸ Сушик Н. С. Формування здоров'язберезувальної компетентності особистості у реалізації технологій соціального виховання дітей підліткового та юнацького віку. *Інноваційна педагогіка*. Одеса, 2021. Випуск 32. Т. 1. С. 181–183. URL: http://www.innovpedagogy.od.ua/archives/2021/32/part_1/41.pdf (дата звернення: 08.04.2021).

1. *Technology of social education «Steps to Your Health»* aimed at the development, formation of health-preserving competence of adolescents and young adults⁹.

2. *Technology of forming a healthy lifestyle using the method of «Peer-to-Peer»* aimed at the development, formation of health-preserving, communicative, legal, and vital competencies of adolescents and young adults¹⁰.

3. *Technology of social education «Personal dignity. Safety of life. Civic position»* aimed at the development, formation of vital, communicative, legal, social, economic, and leisure competencies of adolescents and their parents¹¹.

4. *Technology of social education «Profession. Education. Career. Success»* aimed at the development, formation of social competence of adolescents and young adults¹².

5. *Technology of social and financial education and upbringing «We create the future responsibly and sparingly»* aimed at the development, formation of vital, social, legal, economic competencies of young children¹³.

6. *Technology of social education «Changing life»* aimed at the development, formation of health-preserving, communicative, vital,

⁹ Сушик, Н. Компетентнісний підхід у реалізації технології формування здорового способу життя дітей підліткового та юнацького віку з використанням методу «рівний – рівному». *Нова педагогічна думка*. Рівне, 2019. № 4 (100). С. 93–95. URL: http://nbuv.gov.ua/UJRN/Npd_2019_4_21 (дата звернення: 08.04.2021).

¹⁰ Сушик, Н. Компетентнісний підхід у реалізації технології соціального виховання «Особиста гідність. Безпека життя. Громадянська позиція» дітей підліткового та юнацького віку. *Нова педагогічна думка*. Рівне, 2020. № 2 (102). С. 162–167. URL: http://nbuv.gov.ua/UJRN/Npd_2020_2_37 (дата звернення: 08.04.2021).

¹¹ SushykNataliiaCompetentapproachtorealizationoftechnologyofsocialeducationofpersonality. *Innovative Approaches to Ensuring the Quality of Education, Scientific Research and Technological Processes* : monograph / edited by Magdalena Gawron-Łapuszek, Yana Suchukova. Katowice : Publishing House of University of Technology, 2021. P. 900–902, 1219. URL: <http://www.wydawnictwo.wst.pl/uploads/files/3ae54f97de8a1480cfb229660e616f25.pdf> (дата звернення: 08.04.2021)

¹² SushykNataliiaCompetentapproachtorealizationoftechnologyofsocialeducationofpersonality. *Innovative Approaches to Ensuring the Quality of Education, Scientific Research and Technological Processes* : monograph / edited by Magdalena Gawron-Łapuszek, Yana Suchukova. Katowice : Publishing House of University of Technology, 2021. P. 903–906, 1219. URL: <http://www.wydawnictwo.wst.pl/uploads/files/3ae54f97de8a1480cfb229660e616f25.pdf> (дата звернення: 08.04.2021)

¹³ SushykNataliiaCompetentapproachtorealizationoftechnologyofsocialeducationofpersonality. *Innovative Approaches to Ensuring the Quality of Education, Scientific Research and Technological Processes* : monograph / edited by Magdalena Gawron-Łapuszek, Yana Suchukova. Katowice : Publishing House of University of Technology, 2021. P. 903–906, 1219. URL: <http://www.wydawnictwo.wst.pl/uploads/files/3ae54f97de8a1480cfb229660e616f25.pdf> (дата звернення: 08.04.2021)

economic, social competencies of children and parents who are in difficult life circumstances or have the highest risk of getting into them (see table).

Table

**Characteristics of the social education technology
«Changing the lives» of children and parents who are in difficult life
circumstances or have the highest risk of getting into them,
which is based on the competence approach**

№	Components of technology	Characteristics of technology components	
1.	<i>Object of technology</i>	Children and parents who are in difficult life circumstances or have the highest risk of getting into them.	
2.	<i>Subjects of technology implementation</i>	Social managers, social work specialists, social workers, social pedagogues.	
3.	<i>The purpose of technology</i>	Development, formation of children and parents competencies, who are in difficult life circumstances or have the highest risk of getting into them.	
4.	<i>The task of technology</i>	Formation of children and parents competencies (health-preserving, communicative, vital, economic, social), who are in difficult life circumstances or have the highest risk of getting into them.	
5.	<i>The structure of technology</i>	<i>The structure of the technology for children and parents, who are in difficult life circumstances or have the highest risk of getting into them:</i>	
		<i>Module 1. «Changing lives: learn to be healthy».</i>	
		<i>Module 2. «Changing lives: manage stress».</i>	
		<i>Module 3. «Changing lives: break the circle of anger».</i>	
		<i>Module 4. «Changing lives: raise children without punishment».</i>	
		<i>Module 5. «Changing lives: learn to communicate effectively».</i>	
		<i>Module 6. «Changing lives: a defender of himself».</i>	
		<i>Module 7. «Changing lives: make decisions».</i>	
6.	<i>Content of technology</i>	1) health-preserving competence formation of children and parents, who are in difficult life circumstances or have the highest risk of getting into them:	
	<i>Module 1. «Changing lives: learn to be healthy»</i>	value	health
		value orientation	development, strengthening, preservation, restoration of health
	knowledge	essence and components (physical, mental, spiritual, social) of health; subjective health factors: self-love, stable belief system, optimism, ability to periodically work at the limit of their capabilities, quickly adapt to changing social conditions, in particular, life circumstances, prevent, respond quickly to stress, recover from it, regulate emotions, feelings, behave with dignity; optimal health and a healthy lifestyle; factors for achieving optimal health: a stable system of values, value orientations, positive thinking, physical activity, healthy eating, sleeping, quality medical care, full-	

			fledged hygiene, clean ecological environment of the individual; features of healthy nutrition: quality, regularity, diversity, energy, enzyme adequacy, safety, satisfaction; principles, components, planning and implementation of healthy eating; WHO recommendations on levels of physical activity for health, taking into account age, individual personality traits.
		attitude	children and parents responsible attitude to health
		experience, skills	following a healthy lifestyle, taking into account the age, individual characteristics of children and parents
		ability	to achieve the full physical, mental, spiritual, social well-being of children and parents
	<i>Module 2.</i> «Changing lives: manage stress»	value	mental health
		value orientation	development, strengthening, preservation, restoration of mental health
		knowledge	essence, signs, causes, stages, effects of stress; essence, level of stress resistance; methods, techniques, means of emotional self-regulation, feelings, personality behavior in order to prevent and overcome stress; signs of stress in different ages children, recommendations for parents to prevent and overcome stress in children
		attitude	children' and parents' responsible attitudes towards mental health
		experience, skills	do self-regulation of emotions, feelings, personality behavior in order to prevent and overcome stress at children and parents
		ability	to achieve the mental wellbeing of children and parents
		<i>Module 3.</i> «Changing lives: break the circle of anger»	value
	value orientation		development, strengthening, preservation, restoration of social health
	knowledge		nature, types, signs of domestic abuse; myths about domestic violence against children; causes and consequences of domestic violence against children; recommendations for the prevention of domestic violence
	attitude		children' and parents' responsible attitudes towards social health
	experience, skills		behave with dignity in a family that is in difficult life circumstances
	ability		to achieve the social wellbeing of children and parents
	<i>Module 4.</i> «Changing lives: raise children without punishment»	2) social competence formation of parents and children who are in difficult life circumstances or have the highest risk of getting into them:	
		value	parenthood
		value orientation	responsible, competent parenting
		knowledge	essence, stages, features of children's socialization; crisis periods (three, six or seven years, adolescence) of children; parental stereotypes about

			raising children; purpose, tasks, principles, styles (democratic, authoritarian, liberal), methods, techniques, means of raising children	
		attitude	personal responsibility for development, formation of parental competence	
		experience, skills	optimally and effectively apply methods, techniques, means of education taking into account the age and individual characteristics of children	
		ability	effectively raise children	
	Module 5. «Changing lives: learn to communicate effectively»	3) communicative competence formation of children and parents who are in difficult life circumstances or have the highest risk of getting into them:		
		value	communication	
		value orientation	effective communication	
		knowledge	essence and principles of effective communication, algorithm of constructive criticism; types and conditions of choosing the optimal distance in communication; essence and means of nonverbal communication (facial expressions, pantomime), types, features, content of gestures, posture, ways of the interlocutor; essence, prevention and overcoming of barriers in communication; recommendations for effective communication with introverts and extroverts; essence, types, methods of active listening; characteristics and conditions of effective application of five strategies (rivalry, avoidance, adaptation, compromise, cooperation) of behavior in conflicts; types and algorithm of drawing up of the citizens address, stages of communication, code of behavior at expert reception	
		attitude	effective communication depends on the level of individual communicative competence	
		experience, skills	implement the principles, stages of communication; use verbal and nonverbal means (facial expressions, pantomime, distance) of communication; actively listen to the interlocutor; apply five behavioral strategies to prevent and constructively resolve conflicts; communicate effectively with social workers and other officials	
		ability	communicate effectively with people in different life situations	
		Module 6. «Changing lives: a defender of himself»	4) life competence formation of children and parents who are in difficult life circumstances or have the highest risk of getting into them:	
	value		life	
	value orientation		Safe life	
	knowledge		safety and danger for children, norms and rules of safe behavior with different people; recommendations for safe behavior of children on the Internet, at school, at the entrance hall, at home, on the street	
	attitude		responsibility of parents and children for the safety	

			of their life and health
		experience, skills	safe behavior in various life situations
		ability	behave responsibly, safely in various life circumstances
<i>Module 7.</i> «Changing lives: make decisions»		value	life experience
		value orientation	gain quality life experience
		knowledge	simple and complex situations, factors influencing the choice, decision-making, decision-making algorithm using methods («brainstorming», «traffic light rule», «Descartes Square»); five types of personality behavior in decision making; recommendations for making effective decisions
		attitude	personal responsibility for decision making and its results
		experience, skills	make and implement effective decisions
		ability	make and implement effective decisions in difficult life circumstances
	<i>Module 8.</i> «Changing lives: manage the budget»	5) economic competence formation of children and parents who are in difficult life circumstances or have the highest risk of getting into them:	
		value	welfare
		value orientation	welfare wellbeing
		knowledge	essence, principles of financial planning; types of the person / family financial plans, algorithm of the financial plan development: definition of needs and the purposes; income and expense analysis; analysis of the efficiency of asset use; analysis of loans and debts; insurance protection analysis; personal / family budget development; adjustment of the person / family financial plan; an effective method of the «rule of four envelopes» of personal / family budget formation; recommendations for saving personal / family budget
		attitude	personal responsibility for the family financial support
		experience, skills	definition of financial goals; planning and drawing up a personal and family budget; earning, rational spending, saving money to achieve their goals; own finances management
		ability	responsibly use financial resources to achieve the well-being of the family
7.	<i>Forms of technology implementation</i>	Group forms of the individual social education: training, training sessions	
8.	<i>Methods of technology implementation</i>	Methods of the individual social education: conversation, information message, brainstorming, discussion, attitude, example, work in small groups, method of exercises, case method	
9.	<i>Educational and methodical support of technology</i> 1. Project «Charitable assistance to IDPs and the most vulnerable families affected by the conflict in Ukraine». Kyiv : all-Ukrainian charitable organization «Ukrainian Child		

Welfare Fund», 2017. URL : <https://childfund.org.ua/diialnist/voucher-programme> (last accessed: 08.04.2021).

2. Changing your life: learn to be healthy. Kyiv : all-Ukrainian charitable organization «Ukrainian Child Welfare Fund», 2017. 40 p. URL: https://childfund.org.ua/Uploads/Files/books_pdf/IDP_health.pdf (last accessed: 08.04.2021).

3. Health – how, for what and why? Recommendations for parents and children. Kyiv : all-Ukrainian charitable organization «Ukrainian Child Welfare Fund», 2017. 12 p. URL: https://childfund.org.ua/Uploads/Files/books_pdf/IDP_Health_for_Children.pdf (last accessed: 08.04.2021).

4. Changing life: manage stress. Kyiv : all-Ukrainian charitable organization «Ukrainian Child Welfare Fund», 2017. 36 p. URL: https://childfund.org.ua/Uploads/Files/books_pdf/IDP_stress.pdf (last accessed: 08.04.2021).

5. Changing lives: break the circle of anger. Kyiv : all-Ukrainian charitable organization «Ukrainian Child Welfare Fund», 2017. 32 p. URL: https://childfund.org.ua/Uploads/Files/books_pdf/IDP_book_angry.pdf (last accessed: 08.04.2021).

6. Changing lives: raise children without punishment. Kyiv : all-Ukrainian charitable organization «Ukrainian Child Welfare Fund», 2017. 56 p. URL: https://childfund.org.ua/Uploads/Files/books_pdf/IDP_parenting_2017.pdf (last accessed: 08.04.2021).

7. Changing lives: learn to communicate effectively. Kyiv : all-Ukrainian charitable organization «Ukrainian Child Welfare Fund», 2017. 56 p. URL: https://childfund.org.ua/Uploads/Files/books_pdf/IDP_communication.pdf (last accessed: 08.04.2021).

8. Communication for joy: recommendations for parents and children in communication. Kyiv : all-Ukrainian charitable organization «Ukrainian Child Welfare Fund», 2017. 12 p. URL: https://childfund.org.ua/Uploads/Files/books_pdf/IDP_Communication_for_Children.pdf (last accessed: 08.04.2021).

9. «Himself a defender». Recommendations for parents and children on safe behavior. Kyiv : all-Ukrainian charitable organization «Ukrainian Child Welfare Fund», 2017. 12 p. URL: https://childfund.org.ua/Uploads/Files/books_pdf/IDP_Safty_for_Children.pdf (last accessed: 08.04.2021).

10. Changing lives: make decisions. Kyiv : all-Ukrainian charitable organization «Ukrainian Child Welfare Fund», 2017. 20 p. URL: https://childfund.org.ua/Uploads/Files/books_pdf/IDP_book_decision.pdf (last accessed: 08.04.2021).

11. Changing lives: manage the budget. Kyiv : all-Ukrainian charitable organization «Ukrainian Child Welfare Fund», 2017. 32 p. URL: https://childfund.org.ua/Uploads/Files/books_pdf/IDP_budgeting.pdf (last accessed: 08.04.2021).

12. Changing lives: keep a budget. Workbook. Kyiv : all-Ukrainian charitable organization «Ukrainian Child Welfare Fund», 2017. 32 p. URL: https://childfund.org.ua/Uploads/Files/books_pdf/IDP_budgeting_workbook.pdf (last accessed: 08.04.2021).

CONCLUSIONS

Technologies of social upbringing of children and parents who are in difficult life circumstances or have the highest risk of getting into them, are characterized by the following features: 1) purposefulness;

2) conceptuality; 3) standardization; 4) interactivity; 5) diagnostics; 6) manageability; 7) controllability; 8) effectiveness; 9) optimality.

Substantiated technologies of children and parents social education on the basis of the competence approach should be implemented in compliance with the following conditions:

1) partnership interaction of social managers, social work specialists, social workers, social pedagogues, parents and children;

2) taking into account the socio-demographic and individual characteristics of the target group;

3) diagnostics of the level of participants' competencies formation at the initial and final stage of technology implementation;

4) use of interactive group forms of social work (video lectures), trainings (training classes), classes with the use of educational and preventive board games);

5) application of effective methods of the individual social education (conversation, information message, brainstorming, discussion, persuasion, example, work in small groups, the method of exercises, the case method);

6) regularity, optimal duration, frequency of technology application with the target group;

7) high-quality educational and methodical, material and technical support of various forms and methods of social work with the target group.

The result of the certain technologies application of children and parents social education who are in difficult life circumstances or have the highest risk of getting into them, is the formation of competent individuals who can successfully manage their lives, get a quality education, get a job, build a professional career, communicate effectively, work in a professional team, create a prosperous family, responsibly, competently raise children, achieve physical, mental, spiritual, social, financial wellbeing.

SUMMARY

The article identifies the essence, features of the family as a microfactor of children and parents socialization. It is substantiated that under the influence of unfavorable socialization factors, children and parents are in difficult life circumstances or have the highest risk of getting into them. Based on the study of domestic legislation, a list of families, parents, children who are in difficult life circumstances or have the highest

risk of getting into them and need to carry out various types of professional social work with them to prevent and overcome such circumstances, including: 1) social integration; 2) social adaptation; 3) social education; 4) social support; 5) social counseling; 6) social prevention; 7) social mediation (mediation); 8) social rehabilitation and others. Based on the results of studying the scientific literature, domestic experience of social work with families, children and youth, the essence, structure, content of health-preserving, vital, communicative, legal, economic, social competencies of the individual are determined. The development, formation of an integrated set of personal competencies in the implementation of technologies of children and parents social education is substantiated. The subjects, object, purpose, tasks, structure, content, forms, methods of implementation of the social education technology «Changing the life» of children and parents who are in difficult life circumstances or have the highest risk of getting into them, based on the competence approach are defined.

REFERENCES

1. Sushyk Nataliia Competent approach to realization of technology of social education of personality. Innovative Approaches to Ensuring the Quality of Education, Scientific Research and Technological Processes : monograph / edited by Magdalena Gawron-Łapuszek, Yana Suchukova. Katowice : Publishing House of University of Technology, 2021. P. 893–916, 1219. URL: <http://www.wydawnictwo.wst.pl/uploads/files/3ae54f97de8a1480cfb229660e616f25.pdf> (дата звернення: 08.04.2021)

2. Порядок організації надання соціальних послуг, затверджений постановою Кабінету Міністрів України від 1 червня 2020 р. № 587. URL: <https://zakon.rada.gov.ua/laws/show/587-2020-%D0%BF#n10> (дата звернення: 18.04.2021).

3. Про соціальні послуги: Закон України від 17.01.2019 р. № 2671-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2671-19#n482> (дата звернення: 18.04.2021)

4. Про соціальну роботу з сім'ями, дітьми та молоддю: Закон України від 17.01.2019 р. № 2671-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2558-14#Text> (дата звернення: 18.04.2021).

5. Проект «Благодійна допомога ВПО та найбільш вразливим родинам, які постраждали внаслідок конфлікту в Україні». Київ : ВБО «Український фонд Благополуччя дітей», 2017. URL: <https://childfund.org.ua/diialnist/voucher-programme> (дата звернення: 08.04.2021).

6. Сушик Н. С. Формування здоров'язбережувальної компетентності особистості у реалізації технологій соціального виховання дітей підліткового та юнацького віку. *Інноваційна педагогіка*. Одеса, 2021. Випуск 32. Т. 1. С. 180–183. URL: http://www.innovpedagogy.od.ua/archives/2021/32/part_1/41.pdf (дата звернення: 08.04.2021).

7. Сушик, Н. Компетентнісний підхід у реалізації технології соціального виховання «Особиста гідність. Безпека життя. Громадянська позиція» дітей підліткового та юнацького віку. *Нова педагогічна думка*. Рівне, 2020. № 2 (102). С. 161–167. URL: http://nbuv.gov.ua/UJRN/Npd_2020_2_37 (дата звернення: 08.04.2021).

8. Сушик, Н. Компетентнісний підхід у реалізації технології формування здорового способу життя дітей підліткового та юнацького віку з використанням методу «рівний – рівному». *Нова педагогічна думка*. Рівне, 2019. № 4 (100). С. 91–95. URL: http://nbuv.gov.ua/UJRN/Npd_2019_4_21 (дата звернення: 08.04.2021).

Information about the authors:

Sushyk N. S.

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor at the Department of Social Work
and Pedagogy of the Higher School,
Lesya Ukrainka Volyn National University
13 Voli ave., Lutsk, Volyn region, 43025, Ukraine

Karpinska N. V.

Candidate of Law Sciences,
Associate Professor at the Department of Criminal Law and Procedure,
Associate Professor at the Department of Civil and Juridical Disciplines,
Lesya Ukrainka Volyn National University
13 Voli ave., Lutsk, Volyn region, 43025, Ukraine

DOCTORAL STUDENTS' RESEARCH SELF-EFFICACY AS A PREDICTOR OF ACADEMIC WRITING CULTURE

Boychuk P. M., Fast O. L., Martyniuk A. P.

INTRODUCTION

The application of Bandura's¹ (1977, 1997) self-efficacy theory to career behavior is arguably one of the most important advances in vocational theory. Self-efficacy, which in general terms represents one's confidence in being able to perform a given behavior, is believed to be a relevant factor in one's career choice and persistence in a career field. Because of the importance of self-efficacy in vocational theory, the assessment of self-efficacy represents an increasingly important part of career assessment.

Between 1994 and 1998 alone three instruments designed to measure graduate students' research self-efficacy have been reported. Although the definition of research self-efficacy is generally consistent across each instrument, different groups of research tasks are represented on these three instruments. As such, it is hard to understand exactly why and how research self-efficacy may be relevant to career outcomes because items on these instruments are drawn from different content domains. Also, it may be hard for mentors and career guidance professionals to provide effective interventions because of uncertainty about which specific tasks students consider when evaluating their own research self-efficacy. This problem could be addressed by determining the dimensions of research self-efficacy assessed by each instrument as well as those dimensions that exist across all three instruments. Indeed, addressing these issues was the purpose of this research.

La Pidus (1998) describes the doctoral educational process as preparing students for scholarship through various roles and responsibilities. Within the framework of doctoral education, other scholars have stated that research is central to doctoral study and the student's ability to create, expand, question, test, integrate, organize, and

¹ Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2).

communicate knowledge is considered essential to a successful educational process (LaPidus, 1995,1998). Thus research, regardless of the academic writing culture is a very important aspect of doctoral training.

1. Research Self-Efficacy Concept

The concept of self-efficacy is underscored by a person's belief in his or her ability to perform a certain task. Bandura (1977) posited that self-efficacy encompasses more than the ability to execute a task, rather it involves the person's "thought processes, motivation, affective and psychological states"². According to Bandura, self-efficacy may be enhanced by the persistence in subjectively difficult activities through experiences of mastery. According to the literature on self-efficacy research, self-efficacy has played an important role in predicting graduate student interest in conducting research (Bishop & Bieschke, 1998).

There are several studies that examine the construct of research self-efficacy. Phillips and Russell (1994) investigated the relationship between research self-efficacy (RSE), perceptions of the RTE, and productivity for counseling psychology doctoral students. The findings indicated that there was a positive correlation between RSE, RTE and research productivity. Contrary to the predicted hypothesis, a significant correlation was not found between RSE and research productivity and the participants. The population of the study was comprised of a national sample of 219 doctoral students and interns in counseling psychology. The respondents completed a demographic questionnaire, the SERM (Phillips & Russell). A potential limitation was that this study was correlational in nature and thus did not lend itself to making inferences about the casual relationships between the variables. A strength of the study was that the instruments used demonstrated good internal consistency with the SERM having a chronbach's alpha of .96 and the RTES of .92, respectively. The study provided insight into the relationships between RSE, RTE, and research productivity as they related to counseling psychology doctoral students and interns.

Forrester, Kahn and Hesson-McInnis (2004) investigated research self-efficacy and addressed the factor structures of three measures of research self-efficacy using the following:

- (a) The Research Self-Efficacy Scale (RSES; Greeley et al, 1989),

² Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), p. 36.

(b) SERM (Phillips & Russell, 1994) and

(c) Research Attitudes Measure (RAM; O'Brien, Malone, Schmidt, & Lucas, 1998).

The study measured confidence through a number of tasks related to the selection of methodology, data collection, entry, analysis, interpretation, and writing. According to Forrester and colleagues, O'Brien et al's six dimensions of research self-efficacy were "discipline and intrinsic motivation, analytical skills, preliminary conceptualization skills, writing skills, application of ethics and procedures, and contribution and utilization of resources"³.

Forrester and colleagues (2004) conducted the study to test the hypothesized factor structures empirically. The study was comprised of 1,004 graduate students in counseling psychology programs nationwide. Each participant completed three measures of self-efficacy via an online survey method. The primary hypothesis was that measures of RSE had the ability to be facilitative in the training and mentoring of graduate students. However, confirmatory factor analysis did not support the factor structures that were hypothesized. The primary limitation was that the study was only generalizable to students studying counseling psychology despite the relatively large sample size.

Mullikin, Bakken, and Betz (2007) investigated research self-efficacy with respect to physician scientists and examined the effects of human agency on the career development of physician researchers. The researchers initially created a 92-item Clinical Research Appraisal Inventory (CRAI; Mulliken, Baken & Betz, 2007), which they later modified to address 88 items. The researchers surveyed a national sample of 210 physicians within academic medicine and found that the CRAI reliably measured eight dimensions of research self-efficacy.

Limitations of the study included a small sample size and an inability to attract diversity within the sample population. This was the first study to address research self-efficacy in the clinical research domain using a population of academic physicians and thus provides significant insight into the relationship between research self-efficacy and career development with regard to physician scientists.

³ O'Brien, K. M., Malone, M. E., Schmidt, C. K., & Lucas, M. S. (1998). Research self-efficacy: Improvements in instrumentation. Poster session presented at the annual conference of the American Psychological Association, San Francisco. p. 5.

Unrau and Beck (2004) explored the relationship between research self-efficacy and course enrollment in graduate programs. The sample included 60 social work and 75 speech language pathology students. In order to determine how course enrollment affected research self-efficacy, the study evaluated gains in research self-efficacy between students enrolled in both research and practice courses as well as those only enrolled in practice courses. The motivation behind the survey was to understand the perceived lack of emphasis on research training with social work and speech-language pathology students. The study used RSE scores to evaluate self-efficacy gains. The results indicated that students the majority of students experienced gains in confidence. Students enrolled in both the research and practice classes showed the most significant gains and when research was aligned with learning opportunities outside of the classroom, self-efficacy gains were the greatest. The speech language pathology students improved roughly 30 points on the total RSE score over 16 weeks, compared with the next largest increase of roughly 18 points. Limitations of the study included several known threats to internal validity, namely history, maturation, regression, and differential selection effects. Nevertheless, the study contributed to the limited literature regarding the relationship between research self-efficacy and class enrollment.

Geisler's (1995) study examined the relationship between research self-efficacy and counseling psychology students' dissertation progress. The instrumentation included: (a) Scientist-Practitioner Inventory for Psychology (SPI), (b) Research Training Environment Scale (RTES), (c) Self-Efficacy Measure (SERM), and (d) Demographic and Research Questionnaire.

The sample comprised of 331 counseling psychology doctoral students randomly selected from 24 APA approved programs. Findings suggested that research self-efficacy was positively correlated to dissertation progress with perceptions of the research-training environment not a significant factor. Additional results indicated that scientific interest and research self-efficacy were positively related, and that research self-efficacy was the most influential predictor of dissertation progress.

There were several limitations inherent in the study. There was no way to determine the differences between perceptions of students who had responded and those who had not. The study measured the students' perception of their environment, not the environment itself, and did not

take into account faculty perceptions of the training environment. Because the study was based on self-reporting, there was potential for biased responses. The overall response rate was 30%, which is below average (Dillman, 2007). Additionally, the study was limited to APA approved counseling psychology doctoral students and therefore generalizability of results may not be possible. In summary, the study contributed to the counseling psychology literature as it provided insight into the relationship between self-efficacy and doctoral students' dissertation progress.

Faghihi (1998) examined the effects of mentoring on dissertation progress of 97 doctoral students at the University of Memphis, representing the disciplines of counseling, educational psychology, research and curriculum instruction, and leadership. Instrumentation included a researcher-developed 61-item dissertation questionnaire. The results suggested that the role of faculty advisors and committee members was significant in the students' progress toward dissertation completion. Students who indicated that they had positive and cooperative relationships with advisors and committee members were more advanced in the writing of their dissertation than others. Faghihi concluded that research efficacy was a function of a positive and nurturing research environment as well as a strong supervisory system.

There were some limitations to Faghihi's (1998) study. The sample consisted of doctoral candidates at the College of Education at The University of Memphis, which limited the generalizability. The independent variables could not be manipulated and therefore causation could not be inferred. Using a self-report questionnaire could have resulted in response bias. In addition, the instrument utilized did not have a demonstrated track record of reliability and validity in the literature. The study contributed to the literature because it examined students' dissertation progress in relation to RTE, involvement in research, research training/preparation, graduate assistantships, student-advisor relationships, and research self-efficacy.

Tang and colleagues (2004) examined the relationship between counselor education graduate students' self-efficacy with regard to counseling skills. One hundred and sixteen participants were recruited from six counselor education programs located in the Midwestern region of the United States. Three of the six programs were CACREP-accredited. To gather demographic information, a researcher-developed questionnaire was

created that included items such as: age, gender, race, years of human services work experience, hours of clinical instruction, number of clinical courses taken, and student enrollment status (part- or full-time).

Tang et al. (2004) found that the total scores of self-efficacy between graduate students from CACREP and non-CACREP-accredited programs did not differ. The lack of differences between the two groups occurred when controlling for amount of course work, hours of internship, and prior work experience. There were differences found between the two groups in that students from CACREP-accredited programs had higher levels of self-efficacy in counseling anxiety reactions, assessment using clinical interviews, counseling adjustment reactions, and counseling affective disorders. Limitations of the study included the regional geographic sample and the fact that information about training and internship hours was self-reported. The findings are a significant contribution to counselor education literature as results suggested that the main source of variation in student self-evaluation with regard to counseling skills was the number of training hours and the amount of previous relevant work experience they had. This study supports Bandura's (1986) theory of self-efficacy, which asserts that past experiences and real world involvement in related tasks assist students in developing more confidence in accomplishing tasks.

2. Academic Writing Competencies

Even though many scholars have suggested ways of improving research training in doctoral education, there has been a growing concern about the research

competencies of counselor educators (Kline & Farrell, 2005; Reisetter et al., 2004). For instance, Fong (1992) wrote an editorial article entitled "When a Survey Isn't Research" in *Counselor Education and Supervision*, a prominent journal for the counselor education profession. Fong noted as editor of the journal in 1992 that she often received large numbers of survey studies with poor research designs which made them unpublishable (Fong, 1992). In another article, Fong and Malone (1994) examined 111 manuscripts submitted for publication in *Counselor Education and Supervision*. They reviewed these articles to determine the types of errors presented in the article submissions and concluded from their findings that some doctoral students had serious problems with poorly designed and executed research. For example, they discovered that out of the 55

manuscripts classified as research studies 32 had research design errors which made the findings invalid.

Although the two articles Fong wrote were published over 15 years ago, current scholars have also noted research competencies concerns among doctoral students.

Kline and Farrell (2005) wrote an editorial in *Counselor Education and Supervision* also highlighting the frequent and recurring research related errors found in manuscripts submitted for publication during that year. Kline and Farrell noted that of the 227 manuscripts submitted for publication to the journal 47% were rejected because of the following reasons: (a) problems with the format required for submitting articles, (b) errors in qualitative and quantitative research methods, and (c) low response rates with survey studies. Typically, when scholars like Fong (1992), Fong and Malone (1994), and Kline and Farrell have discussed these research deficiencies in counselor educators, they have pointed to doctoral research training as the source of their challenges with research skills. However, many scholars have suggested doctoral training is the place where graduate students should not only become interested in research but also it is the time upon when they learn how to perform research related activities (LaPidus, 1995).

Academics are expected to publish in strong, nationally refereed journals (Glatthorn, 2002). McGrail, Rickard and Jones (2006) noted that promotions in academia were often based on a successful record of scholarly publications. Traditional motivation to publish articles, such as scientific inquiry and the importance of disseminating knowledge in nationally refereed journals remains important. Yet, in the current university climate “publication rates are used as both an indicator of individual and institutional performance and are important criteria in achieving external funding from government and other professional bodies” (McGrail et al. & Jones, 2006, p. 19). Therefore, having students and/or faculty members publish articles in nationally refereed journals not only improves the standings of the individual researcher, but also improves the credibility and image of the university as well.

Love, Bahner, Jones, and Nilsson (2007) supported the idea that students who published scholarly works during their time as doctoral students had an advantage of being looked upon favorably in the hiring process. Love and colleagues found that students who had access to

effective research mentorship were more likely to become involved in research activities than those who were not exposed to such mentoring.

Many researchers have offered suggestions for addressing the issue of preparing doctoral students to become researchers (Eisenhart and Dehaan, 2005). Eisenhart and Dehaan (2005) advocated an approach that immerses students into a “culture of science” (p. 3) and encourages them to pursue scientific inquiry. They point to the following areas where programs might consider concentrating their research training efforts: (a) core research courses, (b) research experience, (c) teaching experience, and (d) interdisciplinary collaborations.

CONCLUSIONS

The doctoral education literature has shown a paucity of research using the constructs of research activity and academic writing competencies. Additionally, the literature indicates that the research training of doctoral students is an area of concern. Therefore, research that investigates constructs relating to the research development of doctoral students is both necessary and timely.

Despite the emphasis on training doctoral students to become both scientists and practitioners, research supports the premise that doctoral students demonstrate low levels of research productivity. In an effort to increase research involvement in the counseling field, many researchers have looked at the issue of training in research through both empirical and conceptual lenses.

In summary, a student’s preparation and environment may have a significant impact on their research self-efficacy, research experience, teaching experience and interdisciplinary collaborations.

SUMMARY

Based on the analysis of foreign sources on the problem of forming the research self-efficacy of doctoral candidates, it was found that this phenomenon is multifaceted and quite debatable. The experience of leading world-class universities shows that the process of improving scientific leadership, mentoring as educational institutions is important in the formation of doctoral candidates’ research self-efficacy. This has stimulated foreign scholars to seek new, alternative models for organizing

postgraduate research leadership, including group supervision, as well as the potential of cohort-based pedagogies.

Even though many scholars have suggested ways of improving research training in doctoral education, there has been a growing concern about the research competencies. Despite the emphasis on training doctoral students to become both scientists and practitioners, research supports the premise that doctoral students demonstrate low levels of research productivity. In summary, a student's preparation and environment may have a significant impact on their research self-efficacy, research experience, teaching experience and interdisciplinary collaborations.

REFERENCES

1. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
2. Bishop, R. M., & Bieschke, K. J. (1998). Applying social cognitive theory to interest in research among counseling psychology doctoral students: A path analysis. *Journal of Counseling Psychology*, 45,182-188.
3. Dillman, D. A. (2007). Mail and Internet surveys: The tailored design method. New York, NY: John Wiley and Sons.
4. Eisenhart, M., & DeHaan, R. L. (2005). Doctoral preparation of scientifically based education researchers. *Educational Researcher*, 39(4), 3-13.
5. Faghihi, F.Y. (1998). A study of factors related to dissertation progress among doctoral candidates: Focus on student research self-efficacy as a result of their research training and experience. *Dissertation Abstracts International*, 59(05), 1456A. (UMI No. AAG9834228).
6. Fong, M. L., & Malone, C. M. (1994). Defeating ourselves: Common errors in Counseling research. *Counselor Education and Supervision*, 33, 356-362.
7. Forester, M., Kahn, J. H., & Hesson-McInnis, M. (2004). Factor structures of three measures of research self-efficacy. *Journal of Career Assessment*, 12, 3-16.
8. Geisler, C. C. (1995). Scientist-practitioner interests, research self-efficacy, perceptions of the research training environment and their relationship to dissertation progress. *Dissertation Abstracts International*, DAI-A 57/02 (UMI No. 9619812).

9. Glatthorn, A. (2002). *Publish or perish--the educator's imperative: Strategies for writing effectively for your profession and your school*. Corwin Press: California.
10. Greeley, A. T., Johnson, E., Seem, S., Braver, M., Dias, L., Evans, K., Kincade, E., & Pricken, P. (1989). Research Self-Efficacy Scale: Unpublished scale. The Pennsylvania State University.
11. Kline, W., & Farrell, C. (2005). Recurring manuscript problems: Recommendations for writing, training, and research. *Counselor Education and Supervision*, 44, 166-174.
12. LaPidus, J. B. (1995). Doctoral education and student career needs. *New Directions for Student Services*, 72, 33-41.
13. LaPidus, J. B. (1998). If we want things to stay as they are, things will have to change. *New Direction for Higher Education*, 101, 95-102.
14. Love, K. Bahner, A. Jones, L. & Nilsson, J. (2007). An investigation of early research experience and research self-efficacy. *Professional Psychology: Research and Practice*, 38(3), 314-320.
15. McGrail, M., Rickard, C. & Jones, R. (2006). Publish or perish: a systematic review of interventions to increase academic publication rates. *Higher Education Research and Development*, 25(1), 19-25.
16. Mulliken, E., Bakken, L. & Betz, N. (2007). Assessing research self-efficacy in physician scientists: The clinical research appraisal inventory. *Journal of Career Assessment*, 15(3), 367-387.
17. O'Brien, K. M., Malone, M. E., Schmidt, C. K., & Lucas, M. S. (1998). Research self-efficacy: Improvements in instrumentation. Poster session presented at the annual conference of the American Psychological Association, San Francisco.
18. Phillips, J. C, & Russell, R. K. (1994). Research self-efficacy, the research training environment, and research productivity among graduate students in counseling psychology. *The Counseling Psychologist*, 22, 628-641.
19. Tang, M., Addison, K. D., LaSure-Bryant, D., Norman, R., O'Connell, W., & Stewart-Sicking, J. A. (2004). Factors that influence self-efficacy of counseling students: An exploratory study. *Counselor Education and Supervision*. 44(1), 70-80.

20. Unrau, Y. & Beck A. (2004). Increasing research self-efficacy among students in professional academic programs. *Innovative Higher Education*, 28(3), 187-194.

Information about the authors:

Boychuk P. M.

Candidate of Pedagogical Sciences,
Associate Professor, Rector,
Municipal Higher Educational Institution
“Lutsk Pedagogical College” of the Volyn Regional Council
36 Voli ave., Lutsk, Volyn region, 43010, Ukraine

Fast O. L.

Candidate of Pedagogical Sciences, Associate Professor,
Vise-rector on Research, Teaching and International Relations,
Municipal Higher Educational Institution
“Lutsk Pedagogical College” of the Volyn Regional Council
36 Voli ave., Lutsk, Volyn region, 43010, Ukraine

Martyniuk A. P.

Candidate of Pedagogical Sciences, Associate Professor,
Head of the Department of Ukrainian and Foreign Philology,
Lutsk National Technical University
75 Lvivska str., Lutsk, Volyn region, 43000, Ukraine

PRE-SERVICE PRIMARY SCHOOL TEACHERS' PERSONAL SELF-EFFICACY DEVELOPING: THE CONCEPT, MECHANISM AND SOURCES

Martyniuk A. P.

INTRODUCTION

Nowadays Elementary teacher education in Ukraine has been facing the dilemma of cultivating prospective teachers to be generalists or specialists for certain subject areas. Referring to the significant factors affecting teacher education, “teacher efficacy” deserves to be in the heart of this dilemmatic evolution.

Founded in social cognitive theory of Albert Bandura¹, teachers' self-efficacy beliefs have been repeatedly associated with positive teaching behaviours and student outcomes. However, teacher efficacy has developed a storied history regarding construct validity and measurement integrity. Study of teacher efficacy now stands on the verge of maturity, but such developmental growth will likely be contingent on development of strong theoretical models and effective instrumentation to assess theoretical constructs.

The purpose of the present article is to: briefly review the theoretical foundation of pre-service primary teacher efficacy and discuss important substantive implications stemming from efficacy research that may advance the field of teachers' professional education.

The theoretical foundation of self-efficacy is found in social cognitive theory, developed by current Stanford professor Albert Bandura (1977, 1997). Central to Bandura's (1997) framework is his concept of self-efficacy. Bandura's aspirations about self-efficacy were grand, as reflected in the title of his 1977 article “Self-Efficacy:

Toward a Unifying Theory of Behavioral Change.” In this seminal work, Bandura defined self-efficacy as “beliefs in one's capabilities to

¹ Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review Psychology*, 52, p. 1-26.

organize and execute the courses of action required to produce given attainments”²

Bandura (1997) proposed that because self-efficacy beliefs were explicitly self-referent in nature and directed toward perceived abilities given specific tasks, they were powerful predictors of behaviour. The research literature has supported this proposition. Research has linked efficacy to a variety of clinical issues such as phobias (Bandura, 1983), addiction (Marlatt, Baer, & Quigley, 1995), depression (Davis & Yates, 1982), and smoking behaviour (Garcia, Schmitz, & Doerfler, 1990). Educationally, self-efficacy beliefs are related to academic performance and self-regulated learning (cf. Hackett, 1995; Pajares, 1996; Schunk, 1991; Zimmerman, 1995).

Although a number of studies have investigated self-efficacy in different subject matters, little research has been conducted to explore the perceived efficacy of pre-service primary school teachers.

Understanding teachers' perceptions and beliefs is important because teachers, heavily involved in various teaching and learning processes, are practitioners of educational principles and theories (Jia, Eslami & Burlbaw, 2006). Teachers have a primary role in determining what is needed or what would work best with their students. Findings from research on teachers' perceptions and beliefs indicate that these perceptions and beliefs not only have considerable influence on their instructional practices and classroom behaviour but also are related to their students' achievement.³

Thus, knowing the perceptions and beliefs of teachers enables one to make predictions about teaching and assessment practices in classrooms.

Teachers' beliefs about their own effectiveness, known as teacher efficacy, underlie many important instructional decisions which ultimately shape students' educational experiences. Teacher efficacy is believed to be strongly linked to teaching practices and student learning outcomes.

The task of creating environments conducive to learning rests heavily on the talents and self-efficacy of teachers. Evidence indicates that classroom atmospheres are partly determined by teachers' beliefs in their instructional efficacy.

² Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review*, 84, 1-52.

³ Soodak, L. C. & Podell, D. M. (1997). Efficacy and experience: perceptions of efficacy among preservice and practicing teachers. *Journal of Research and Development in Education*, 30, p. 214-221.

The literature widely documents the pervasive influence of self-efficacy beliefs and corroborates social cognitive theory that places these beliefs at the roots of human agency (Bandura, 2001).

Elementary Teachers' sense of efficacy can potentially influence both the kind of environment that they create as well as the various instructional practices introduced in the classroom (Bandura, 1997). Furthermore, teachers with a high sense of self-efficacy are confident that even the most difficult students can be reached if they exert extra effort; teachers with lower self-efficacy, on the other hand, feel a sense of helplessness when it comes to dealing with difficult and unmotivated students (Gibson & Dembo, 1984). Gibson and Dembo found that teachers, who have a high sense of instructional efficacy devote more classroom time to academic learning, provide students who have difficulty learning with the help they need to succeed, and praise them for their accomplishments. In contrast, teachers who have a low sense of instructional efficacy spend more time on non-academic pastimes, readily give up on students if they do not get quick results, and criticize them for their failures. Thus, teachers who believe strongly in their instructional efficacy create mastery experiences for their students. Those beset by self-doubts construct classroom environments that are likely to undermine students' sense of efficacy and cognitive development⁴.

As Woolfolk and Hoy reported, teachers' sense of personal efficacy affects their orientation toward the educational process as well as their specific instructional practices⁵. Those who have a low sense of instructional efficacy favour a custodial orientation that relies heavily on extrinsic inducements and negative sanctions to get students to study. Teachers who believe strongly in their instructional efficacy support development of students' intrinsic interests and academic self-directedness.

Yilmaz-Tuzun (2008) examined in a study pre-service teachers' beliefs about different teaching methods (e.g., inquiry, concept map), classroom management (e.g., how to handle off-task students, discipline), the use of different assessment strategies (e.g., portfolio, structured test) and content knowledge (e.g., biology, chemistry). The author's study suggests that the better teacher's knowledge about content, the easier it will

⁴ Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76, 569-582.

⁵ Tschannen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, p. 783-805.

be for them to select appropriate teaching methods and pedagogical activities.

We consider that teacher self-efficacy is the belief that one is capable of exercising personal control over one's behaviour, thinking, and emotions. Effective teachers believe that they can make a difference in children's lives, and they teach in ways that demonstrate this belief. What teachers believe about their capability is a strong predictor of teacher effectiveness. People who hold strong self-efficacy beliefs tend:

- to be more satisfied with their job;
- to demonstrate more commitment;
- to have lower absenteeism.

Teachers, who have high self-efficacy, tend:

- to persist in failure situations;
- to take more risks with the curriculum;
- to use new teaching approaches;
- to get better gains in children's achievement;
- to have more motivated students.

Figure 1 presents a model which attempts to illustrate how self-efficacy as a teacher, and teacher outcome expectations relate to action. Five assumptions underpin this model, all of which are supported by research findings:

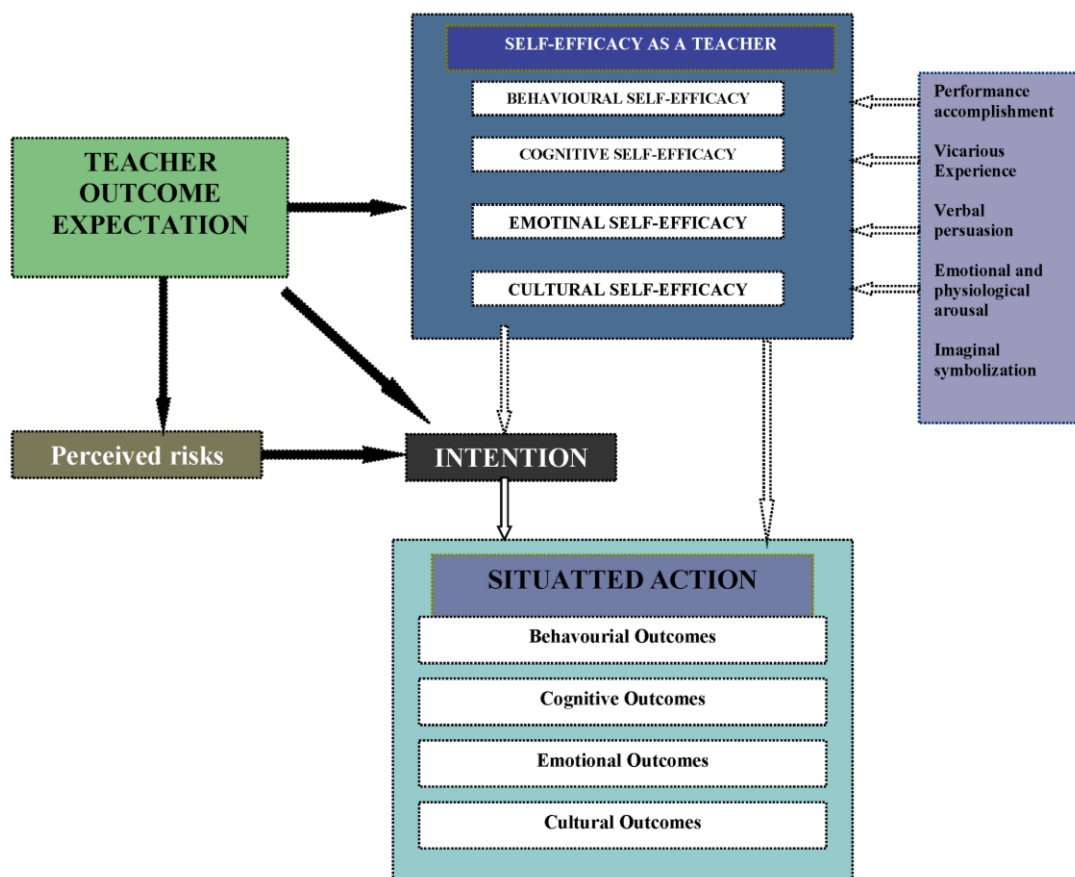


Fig. 1: The relationship between teacher outcome expectations, self efficacy as a teacher, and teacher action (Gibbs, C. J.)⁶

1. Self-reflection. Good teaching is not the mere carrying out techniques' tasks. Effective teachers reflect on their own thinking and about their actions. Teachers need to be capable of self-reflection.

2. Intentional Behaviour. Much of teachers' behaviour is purposeful, intentional, and goal-directed. Teachers' behaviour is guided by forethought (including anticipation and prediction).

3. Symbolic Representation. How teachers intend to teach depends, in part, on their capacity for symbolic representation. Symbolic representation creates internal representations of experience, generates innovative and multiple solutions, and characterizes possible consequences (behavioural, cognitive, emotional) of applying these solutions.

⁶ Gibbs, C.J. (2000, August). Self-efficacious teachers: *New directions in the reconstruction of teacher education*. Professorial Lecture, Auckland University of Technology.

4. Self-Regulation. Teachers require the capacity to self-regulate their thinking, behaviour, and emotions. They need to be able to exercise direct control over their thinking, behaviour, and teaching circumstances. Teachers might be said to be self-regulated when they are metacognitively, motivationally, and behaviourally active participants in the process of teaching (see Zimmerman, 1986).

5. Triadic Reciprocal Causation. To understand effective teachers, we need to acknowledge that teachers' actions do not occur in vacuums. There is an interaction, reciprocity, and inter-dependence of teachers' inner personal factors (cognition, emotion, biological events), teachers' behaviour, and the circumstances in which this teaching occurs. Bandura (1989) refers to this as triadic reciprocal causation.

There are at least four kinds of self-efficacy as a teacher, each of which is instrumental in explaining how teachers teach and their willingness to persist even when the odds appear to be stacked against them (Gibbs, 2000). As such, they are important indicators of teacher effectiveness.

Behavioural Self-Efficacy as a Teacher

Behavioural self-efficacy as a teacher is the self-belief in one's capability as a teacher to perform specific actions to deal with specific teaching situations.

Cognitive Self-Efficacy as a Teacher

Cognitive self-efficacy as a teacher is the self-belief in one's capability as a teacher to exercise control over one's thinking in specific teaching situations.

Emotional Self-Efficacy as a Teacher

Emotional self-efficacy as a teacher is the self-belief in one's capability as a teacher to exercise control over one's emotions in specific teaching situations.

Cultural Self-Efficacy as a Teacher

Cultural self-efficacy as a teacher is the self-belief in one's capability as a teacher to perform specific actions in culturally-appropriate ways in specific teaching situations. This construct remains relatively unresearched.

These four kinds of self-efficacy as a teacher interact. Further, these self-efficacy beliefs are neither necessarily mutually exclusive nor independent. An effective teacher usually has a strong belief in her

capability to exercise control over her emotions, behaviour, and thinking, and is secure in her beliefs about her capacity to teach effectively in culturally appropriate ways. The purpose of teacher education is to assist student teachers understand, explain and use self-efficacy to mediate what they know and can do, and how they teach.

CONCLUSIONS

On the basis of the data analyzed, the results suggest the following aspects of interest. First, teacher self-efficacy beliefs positively influence students' learning experiences and academic outcomes. Moreover, pre-service teachers who had higher efficacy and used time and study environment management strategies exerted more effort than those with lower efficacy.

It is conceivable that the successful implementation of teacher's education programs may depend on teachers' self-efficacy beliefs, that is, their personal beliefs regarding their ability to teach and their ability to produce positive outcomes in for students. Therefore, efficacy beliefs give a measure of the sense of how the preservice teachers perceived their strengths and preparedness as potential teachers. Due to the vital role preservice teachers will play in educating younger generation, teacher education programs need to evaluate efficacy levels of their teacher education students and begin to find ways to enhance their efficacy beliefs regarding teaching. Then these teacher education programs can begin to launch future teachers who are ready, willing, and able to meet the needs of their students.

SUMMARY

The article is devoted to the pre-service primary school teachers' personal self-efficacy developing. On the basis of the data analysed, the results suggest the following aspects of interest. First, teacher self-efficacy beliefs positively influence students' learning experiences and academic outcomes. Moreover, pre-service teachers who had higher efficacy and used time and study environment management strategies exerted more effort than those with lower efficacy.

It is conceivable that the successful implementation of teacher's education programs may depend on teachers' self-efficacy beliefs, that is, their personal beliefs regarding their ability to teach and their ability to

produce positive outcomes in for students. Therefore, efficacy beliefs give a measure of the sense of how the preservice teachers perceived their strengths and preparedness as potential teachers. Due to the vital role preservice teachers will play in educating younger generation, teacher education programs need to evaluate efficacy levels of their teacher education students and begin to find ways to enhance their efficacy beliefs regarding teaching. Then these teacher education programs can begin to launch future teachers who are ready, willing, and able to meet the needs of their students.

REFERENCES

1. Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76, 569-582.
2. McDonald, T., & Siegall, M. (1993). The effects of technological self-efficacy and job focus on job performance, attitudes, and withdrawal behaviors. *Journal of Psychology*, 5, p. 465-475.
3. Multon, K. D., Brown, S. D., & Lent, R. W. (1991). Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation. *Journal of Counseling Psychology*, 38, p. 30-38.
4. Trentham, L., Silvern, S., & Brogdon, R., (1985). Teacher efficacy and teacher competency ratings. *Psychology in the Schools*, 22 (3), p. 343-352.
5. Tschannen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, p. 783-805.

Information about the author:

Martyniuk A. P.

Candidate of Pedagogical Sciences, Associate Professor,
Head of the Department of Ukrainian and Foreign Philology,
Lutsk National Technical University
75 Lvivska str., Lutsk, Volyn region, 43000, Ukraine

NOTES

Publishing house “Liha-Pres”
9 Kastelivka str., Lviv, 79012, Ukraine
44 Lubicka str., Toruń, 87-100, Poland

Printed by the publishing house “Liha-Pres”
Passed for printing: September 17, 2019.
A run of 150 copies.