PSYCHOLOGY AND PEDAGOGY IN XXI CENTURY: METHODOLOGICAL FRAMEWORK OF THE ACTIVITIES OF PSYCHOLOGIST AND EDUCATOR

Collective monograph

CONTENTS

MAIN TRENDS OF FORMATION OF READING CULTURE BY MEANS OF THE INTERNET

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INTRODUCTION

According to study results by Factum Group Ukraine company, the total Internet audience across Ukraine, excluding Crimea, has increased to 59% and is 21,8 million of users[1]. According to estimates by InMind company at the request of Ukrainian Internet Association, by first quarter of 2015 in Ukraine, there were about 25 million real Internet users (i.e. those who use the Net once a month and more often). As L. Yevdochenko, the Head of the State Service of Special Communication and Information Protection of Ukraine, reported at the Parliament hearings on reformation of information and communication technologies field and development of Ukraine information space, in 2015 more than 58% of Ukraine citizens regularly use the Internet[2]. As RBK-Ukraine reports with reference to data from the State Statistics Service of Ukraine, «by 1 April 2019, the number of Internet subscribers in Ukraine was 26,38 million people, which is by 1,2% (by 313 thousand) more, than at the beginning of the year. According to the statistic institution, the number of Internet subscribers – natural persons increased by 1,1% (by 245 thousand) to 23,6 million people»[3].

Therefore, activities aimed to formation of interest in reading of Ukrainian books with the help of the Internet have great potential.

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[1] Кількість регулярних інтернет-користувачів в Україні зросла до 21,8 млн. *gazeta.ua*. URL: http://gazeta.ua/articles/life/_kilkist-regulyarnih-internetkoristuvachiv-v-ukrayini-zrosla-do-218-mln/633061 (дата звернення: 22.06.2019).

[2] У 2015 році регулярно Інтернетом користувалося понад 58% жителів України. URL: http://www.unian.ua/society/1254409-u-2015-rotsi-kilkist-internet-koristuvachiv-v-ukrajini-stanovilo-ponad-58.html (дата звернення: 22.06.2019).

[3] Кількість інтернет-користувачів в Україні продовжує зростати. РБК-*Україна*: сайт. URL: https://www.rbc.ua/ukr/news/kolichestvo-internet-polzovateley-ukraine-1558443228.html (дата звернення: 22.06.2019).

1. The pedagogical potential of the Internet in the formation of reading culture

As M. Lukina rightly notes, «the aspect of communication interactivity is considered as one of the Internet media features (the first two are hipertextuality and multimediality. – *A. B.*), and the Internet itself – as a unique channel to establish connections with end users, allowing a quick response not only for certain individuals, but also for quite big amount of people. In practice, the editors of Internet media use various established formats of the network communication: emails, forums, ratings, votes, etc. No doubt, this widens the range of media communicative possibilities – from monologue and dialogue of the editors with certain representatives of the audience to a forum, when the discussion of agenda takes place in multilateral mode between all participants of the communication process»[4].

As for Ukrainian media, it is quite possible to cite the features of Russian media in the Internet, outlined by M. Lukina: «they have their own social niche, which is significantly different from the audience of "old" media (not as numerous, but younger, richer and more educated); they have new opportunities in speed and promptness in the updating of their information; they are more flexible in approaches to fixed frequency; they have cross-border area of spreading, with that they are local by possibility of access to small social groups, dispersed by interests and territories; they differ in areas of information focus that possess both universalism and borderline specialization, which serves to interests of certain segments of an audience; they possess hypertextuality, which gives unique opportunities for both producers and consumers of media product; they are multimedia by their essence, i.e. they have a possibility to send messages in various sign systems – verbal, graphic, sound, photo, video, animation; they are unique in terms of

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[4] Лукина М. М. СМИ в Интернете. *Средства массовой информации России*: учеб. пособ. для студентов вузов / М. И. Алексеева, Л. Д. Болотова, Е. Л. Вартанова и др.; под ред. Я. Н. Засурского. Москва: Аспект-Пресс, 2006. С. 345.

interactivity, i.e. multilateral information exchange with consumers both with certain representative and audience as a whole»[5].

Books move away from the massive segment of engagement – TV and radio advertisement, as well as contextual advertisement – to the segment of engagement by recommendations. More and more people are buying books by recommendation of family and friends, of authoritative people.

In current situation, almost every active publishing company has to have the own website and pages in social networks and use blogging means actively. An effective way is to use the possibility to turn the pages of a book online, on the publishing company website. The American book promotion specialist S. Miller lists websites of writers and communication of authors with bloggers among the ways of editions' promotion, but far from every Ukrainian writer has official website, and some of existing websites become outdated caused by the lack of fresh information. However, sometimes there is an access to some authors' works (for example, on websites of Oksana Zabuzhko, Vasyl Shkliar, Ivan Andrusiak, Mila Ivantsova). In this context the «Master Class of Andrii Kurkov» («Bukvoid») is should be noted, where the famous writer analyzes novellas and stories of little-known authors. Authors' blogs can be find more often. An interesting and worthy to follow is an experience of Borys Akunin, who issued his blog as the «Love to History» book. The Russian writer is actively works with the followers in the Internet. For example, in 2000, he offered readers to continue the «Table-talk of 1882» story, and he promotes the central figure of his historical detective series Erast Fandorin, creating the website of this character (http://fandorin.ru).

In the «Mirror Weekly. Ukraine»[6] the publishers could express their opinions on the role of the Internet in formation of the book-reading culture. In particular, Olena Movchan, the lead editor of «Hrani-T»

[5] Лукина М. М. СМИ в Интернете. *Средства массовой информации России*: учеб. пособ. для студентов вузов / М. И. Алексеева, Л. Д. Болотова, Е. Л. Вартанова и др.; под ред. Я. Н. Засурского. Москва: Аспект-Пресс, 2006. С. 355.

[6] Фіалко Д. Невже її врятує Інтернет? *Дзеркало тижня.* 2013. № 16. URL: http://gazeta.dt.ua/CULTURE/nevzhe-yiyi-vryatuye-internet-_.html (дата звернення: 22.06.2019).

publishing company, noted: «Today the Internet is the only place to promote books and reading, where you can play by your rules, with own style and information selection, inviting readers to your own territory, i.e. a website and publisher's pages on social networks. Thanks to the Internet, it's plain to see the level of readers' activity. The number of users of our publishing pages and website is increasing – without sharp spikes, but gradually and steadily. Sales on the Internet are gradually increasing too. As well as we are working at the increasing a culture of the Internet use among children, holding competitions in the Internet. We offer to stop fight "the windmills" – the Internet which become an integrated reality of our time. Every child has a right and has to live in a modern world, be able to use it for own comfortable development»[7].

Viktoriia Rudenok, the development manager of the «Chytaika» book project, noted, that the most active audience among their accounts is on the Facebook platform[8].

Social networks open up unique opportunities of contact between authors and readers. Facebook allows to look through recommendations in the «Books» tab and share with friends own read editions; in the «Communities» tab you can find groups which are selling, advertising or promoting book products, publishing companies, authors, ect; Twitter is interesting by tweets of authors, literary critics, celebrities, who recommend to read certain works; in VKontakti thanks to the «My Communities» tab you can find pages of book shops, groups dedicated to certain authors or books, as well as groups of publishing companies, book shops or social book projects.

In Ukrainian Facebook Yurii Izdryk maintains his own «poetry feed» in almost daily format, and he confesses: «For me, Facebook is a tool. It's a platform through which I contact with readers. Directly. Every day. Without communication with a publisher, searching some compromises on what the book should be, royalties, presentation and so on. Personally

[7] Фіалко Д. Невже її врятує Інтернет? *Дзеркало тижня*. 2013. № 16. URL: http://gazeta.dt.ua/CULTURE/nevzhe-yiyi-vryatuye-internet-_.html (дата звернення: 22.06.2019).

[8] Фіалко Д. Невже її врятує Інтернет? *Дзеркало тижня*. 2013. № 16. URL: http://gazeta.dt.ua/CULTURE/nevzhe-yiyi-vryatuye-internet-_.html (дата звернення: 22.06.2019).

me is not really excited at all with the opportunity to issue another one book, if there is a possibility of publishing on Facebook. ... At least, if it is about Facebook – I do not use VKontakti, there are completely different audience. That is I am not there, but my poetry is presented there too – there is a fan club, which is reposting my poetries, but I have nothing to do with it. I publish my texts on Facebook and, in parallel, on a habit – on LiveJournal»[9].

To interest someone in reading is possible through book social networks (Bookmate, Bookmix, Goodreads, Imho.net, Librarything.org, LibraryThing, LiveLib.ru, Reader2, Readrate, Riffle Books, Shelfari, The Reading Room, Two-books, Wattpad, weRead, X-Libris, BookRiver, Books in hands, My Library (My-Lib.ru), etc). One of the most popular is Goodreads, where you can create own bookshelves, subscribe for news, comment friends' choices. As of 2014, S. Vodolazka records only two Ukrainian book social networks – Book.ua and Findbook.com.ua. To our opinion, this list can be extended, taking the above mentioned definition into account, with the network resources as the «Poetry Workshops» (maysterni.com/contest.php) and «Poetry and Author Songs of Ukraine» (poezia.org/ua). Moreover, speaking about the second one, according to information provided on the site, on the poezia.org domain name, in 2003, the resource started the «Poetry and Author Songs of Vinnychchyna» project, and the updated version, which can be added to the book social networks, which started to work at the beginning of October, 2006.[10] Also the Bookchalleng_ua project of writers Kateryna Babkina and Mark Livin should be mentioned too.

Today, through the Internet it is possible to access the resources of libraries of various levels. Ukrainian «Poetry Workshops» project allows authors to publish their works with open access and communicate with readers in comments. The «Bukvoid» portal in the «Electronic Library» rubric provides a number of literary works for free online usage as well. According to results of our survey for 9–11 grade pupils of Zaporizhzhia

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[9] Паньо К. Юрій Іздрик: від «Четверга» до «щодня». *Дзеркало тижня*. 2015. № 50. URL: http://gazeta.dt.ua/CULTURE/yuriy-izdrik-vid-chetverga-do-schodnya-_.html (дата звернення: 22.06.2019).

[10] Поезія та авторська книга України: сайт. URL: http://poezia.org/ (дата звернення: 22.06.2019).

city, 42,33% of responders, answering a question from where they got books they have read, pointed the very Internet as a resource: «downloaded for free or read in the Internet».

Online television, for example, «Book.UA» («First National») program allows to learn more about a book. In recent years, a phenomenon such as a book trailer has been actively developing. Today, it is prestigious to have own channel of a publishing company on YouTube, where can be posted interviews with authors, videos from presentations, book trailers. Only few Ukrainian publishing companies have such channels: «Vydavnytstvo Annety Antonenko», «Vydavnytstvo Staroho Leva», «Hrani-T», «Klio», «Liliia», «Navchalna knyha – Bohdan», «Osnovy», «Ranok», «Svitych», «Svichado», «Artkompleks», «Folio», «Meridian Czernowitz». It is rational to adopt practices of international bibliophiles, who share their impressions of books they have read, on YouTube.

In addition, computer games, based on literary works, can help to promote books.

In general, A. Sudyn offers to categorize all the online media in the field of information about books in such way (all of them one way or another aimed at formation of reading culture, therefore they are interesting within our research): websites of market structure (publishing companies, book networks and book shops), created for the purpose of advertising; websites of online bookshops (also of advertising content); websites of traditional book shops, which is trading through the Internet too; websites of literature and critical content; children's book websites, most related to libraring children's reading; libraries websites; websites of so called electronic libraries; websites recreating periodicals, which discussing the literature and books (literature and critical publishings); websites that speak about culture and art, and where may be (or are) pages about a book, or discussion of a reading; websites, which can be considered as specialized book online media[11].

[11] Судин А. Книжкові інтернет-видання як наявна альтернатива відсутній друкованій фаховій періодиці. *Книгобачення*: український видавничий портал. URL: http://knyhobachennia.com/?article=665 &category=2 (дата звернення: 22.06.2019).

In view facts we have set before, this classification should be supplemented with online television, own channels of publishers and authors on YouTube.

2. Formation of reading culture at the example of PocketBook

Today, we are witnessing the third revolution in reading, related to spread of electronic publications, and, therefore, a change of reading culture and book consuming. Publishing market representatives are forced to look for new forms of communication with consumers. S. Vodolazka stresses, that the result of such search is innovative publisher's promotions (product placement, branding, book trailer, crowd funding), innovative channels of network communication (universal and specialized social networks, online projects, video hosting, blogs and micro blogs, forums, chats, social services)[12]. In this context, the activities of PocketBook company are of particular interest.

In Ukraine, the devices of PocketBook trademark are presented in most part of IT-aggregators, online and offline shops and supermarkets of electronic. Today, among the official partners of PocketBook are: ALLO, COMFY, ELDORADO, Foxtrot, Moyo, Portativ, Technopolis, Mobilochka, Rozetka, Sokol. PocketBook company has 49% of E Ink-devices market in Ukraine in monetary terms and 38% in units sold[13].

Reader is a device designed primarily for a comfort reading and capable of holding several thousands of books, which you can take along everywhere. Unlike most screen devices, this one does not cause discomfort or damage the sight, because E Ink-display is illuminated by reflected light like paper. The reader needs to be charged once a month, which is very convenient during vacations and business trips. The most important thing in the reader is the «Library» section. Developers have provided convenient ways to group and sort books. Through experiments, you can choose a convenient display mode.

[12] Водолазька С. А. Інновації у видавничій галузі східноєвропейського регіону: прогностичні оцінки. *Актуальні питання масової комунікації*. 2013. Вип. 14. С. 79.
[13] Pravdivaja istorija PocketBook. *Forbes Україна*. URL: http://forbes.ua/magazine/ forbes/1350311-pravdivaya-istoriya-pocketbook (дата звернення: 22.06.2019).

The useful function of the «Library» is a search by a word or phrase of the needed book, if the user forgot the exact location of it on a flash card or onboard memory.

Advantages of the PocketBook reader are: support of a great number of electronic book formats (table 1); well-arranged navigation system (it's very convenient to turn the pages); E-Ink system; high speed of work; set of fonts for displaying of text format books; easy setup of library; integrated Lingvo dictionaries[14].

Table 1

General requirements for electronic books in PocketBook readers[15]

Criterion	Characteristics	
Formats	XML-based	ePub, FictionBook, XHTML, XMDF
	Others	BBeB, CBR/CBZ, LIT, Mobipocket/Kindle, PDF, Plain text
Reading	Software	Adobe Acrobat, Adobe Digital Editions, Aldiko, Blio, Bluefire Reader, Bookglutton, Calibre, FBReader, Foxit, Reader, iBooks, Lexcycle Stanza, OverDrive Media Console, Sony Reader Library, STDU Viewer, Sumatra PDF
Editing	Software	Adobe InDesign, Aquafadas, Atlantis Word Processor, Calligra Author, Feedbooks, iBooks Author, LaTeX, Sigil
Sources	Free	Aozora Bunko, Baen Free Library, Bookglutton, Feedbooks, Google Books, HathiTrust, Internet Archive, Issuu, Project Gutenberg, Smashwords, Wikibooks, Wikisource
	Paid	Amazon.com, Barnes & Noble, BooksOnBoard, Booktrack, Borders, Feedbooks, Fictionwise, Google Books, iBookstore, Kobo Bookstore, Smashwords, Sony Reader Store

But the mentioned advantages make no matter, if the society does not have fans of reading as a vital need, that's why the company pays a lot of attention not only to improving the technical characteristics of its devices, and a result of this is a number of awards and prizes (table 2),

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[14] Український клуб любителів електронних книг. URL: http://www.ebook-ua.org/content/oghliad-chitalki-pocketbook (дата звернення: 22.06.2019).

[15] PocketBook International. URL: http://uk.wikipedia.org/wiki/PocketBook International (дата звернення: 22.06.2019).

but to formation of interest in reading books and reading in general, and it will be considered later.

As V. Teremko rightly points out, «the problem is not which information-carrying medium people use for reading, but for what purpose and how they read. The main thing is a culture of reading in the structure of personality»[16]. The activity of PocketBook company shows that its owners understand it, so let's consider its social and communication measures in details.

Table 2

Awards and prizes of PocketBook[17,18]

Year	Nomination	Award/prize	Device
2012	ТопTop 10 sales of Pixmania	Pixmania	PocketBook Pro 912, Basic 611, Touch
2012	The best reader in Europe	Computer Bild	PocketBook Touch
2012	The best design	Red Dot Design Award	PocketBook A10
2012	The winner among electronic readers with multitouch displays	Tablet PC	PocketBook Touch
2012	The winner of electronic readers rating	PC Format	PocketBook Touch, PocketBook Basic, PocketBook Basic New
2012	Product of the year 2012 («Mobile and digital devices»)	Consumer Electronics & Photo Expo	PocketBook A 10'' 3G
2012	Russia. The best of the best 2011 («Electronic books»)	PC Magazine/RE	PocketBook Pro 612
2013	The best E Ink reader	allesebook.de	PocketBook Touch Lux
2013	The best E Ink reader	Tablet PC	PocketBook Touch Lux
2019	TV and home entertainment, E-readers	Red Dot Award: Product Design 2019	PocketBook Touch HD 3, PocketBook Touch Lux 4

[16] Теремко В. Видавництво-XXI. Виклики і стратегії: монографія. Київ: Академвидав, 2012. С. 227.

[17] PocketBook International. URL: http://uk.wikipedia.org/wiki/PocketBook International (дата звернення: 22.06.2019)..

[18] Рідери PocketBook отримали нагороду Red Dot Award за найкращий дизайн продукту. URL: https://telegraf.design/news/ridery-pocketbook-otrymaly-nagorodu-red-dot-award-za-najkrashhyj-dyzajn-produktu/ (дата звернення: 16.07.2019).

The company presented three projects, aimed at the promotion of reading:

1. KidRead is a project which helps to manage the time a child spends with the mobile device. The unique software is created to engage children in reading, as well as to control and test the child's literary knowledge. The KidRead project consists of kidread.com website and Android application for multimedia readers and tablets.

2. ReadRate is a search and recommendation service, the main aim of which is help in the selection of literature. On the base of ReadRate online platform you can get information about the most popular books, get acquainted with book ratings, literary preferences, reviews and analysis of other users.

On the ReadRate website you can create the reader's personal page, discuss the book you like, or, conversely, don't like, save an interesting quotation or make a list of literature works you plan to read in the nearest future. When a user marks on the own page preferences in works and authors, over time the system will be able to offer books, matching the reader's interests. Actually, every owner of a PocketBook reader with the Internet access can be a «jury» member, which can give a life to certain book. The ReadRate project is linked to Facebook, LinkedIn, Twitter, VKontakti and Odnoklasnyky social networks it is possible to log in the website through the account in one of which popular social networks[19].

3. BookLand is an electronic platform of PocketBook, the purpose of which is to sell fiction, educational, reference works, as well as periodicals in electronic format. BookLand offers more than 1,5 million of titles of electronic content in 17 languages.

PocketBook company is an active society figure and the main sponsor of competitions, and this is one of components of its contribution into the development of society culture. Let us list some of them, which had been held in Ukraine:

1. The «Best Reader in Ukraine» competition of children's reading, organized jointly with the «Publishers Forum» public organization, National Library of Ukraine for Children, Ukrainian Association of

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[19] ReadRate – офіційний сайт. URL: http://readrate.com/rus/collections (дата звернення: 22.06.2019).

Library Workers for Children, Ukrainian Library Association and Ukrainian Association of Publishers and Book Distributors[20].

2. The PocketBook «Miracle Book» competition, on which the participants had to submit an own project of a book of the future, describing its look and the principle of its use[21].

3. The «Coronation of Word» international literary competition of novels, plays, screenplays, song lyrics and works for children. In 2013, PocketBook company has traditionally become a partner of the award. Within the competition program the honorary jury of the competition studied the literary works of nominees, using PocketBook readers[22].

4. The «Reading with Pleasure» with PocketBook competition[23].

5. The literary critics competition, the organizer of which was «Bukvoid» book portal, and the main sponsor was PocketBook[24].

6. The literary competition for all talented mothers, who feel able to and have a will to write a book or a story for children, organized by Glowberry Books publishing company and PocketBook International company[25].

7. The «Children in travel: the most funny stories» competition, organized by National Geographic in joint with PocketBook[26].

The company organizes competitions for people of various talents: writer, critic, artist, inventor, and, of course, reader. PocketBook take part in international competitions, as well as in all-Ukrainian, and of less scale, for example, within a city. For instance, on March 6, 2015, the company initiated a flashmob to promote reading in Kyiv, by asking on its pages in social networks to come with own reader to the «Polytechnic Institute»

[20] Конкурс дитячого читання «Найкращий читач України». URL: http://laginlib.org.ua/images/news/1.pdf (дата звернення: 22.06.2019).

[21] Конкурс «Чарівна книга» від PocketBook. URL: http://4pda.ru/forum/index.php?showtopic=591466 (дата звернення: 22.06.2019).

[22] Літературний конкурс «Коронація слова» за підтримки PocketBook. URL: http://www.pocketbook-int.com/ua/uk/news/pocketbook_koronaciya_slova (дата звернення: 22.06.2019).

[23] Конкурс «Читання в задоволення» з PocketBook. URL: http://www.svyaznoy.ru/news/?ID=1932290 (дата звернення: 22.06.2019).

[24] Конкурс літературних критиків. URL: http://news.meta.ua/archive/23.05.10/cluster:16900956-Bukvojid-nazvav-peremozhtsia-ta-diplomantiv-konkursu-literaturnikh-kritikiv (дата звернення: 22.06.2019).

[25] Glowberry Books оголосило літературний конкурс для мам. URL: http://vsiknygy.net.ua/news/17325 (дата звернення: 22.06.2019).

[26] Конкурс «Діти в подорожі: найкумедніші історії». URL: http://zaprizami.ru/?p=2390.

underground station entrance and join the book movement on escalator. Those who brought PocketBook readers, was encouraged with gifts.

PocketBook company presented in various social networks: Facebook, Twitter, YouTube, RSS, VKontakti, etc. With the help of them it holds own competitions of various directions, but most part of them is devoted the very reading of electronic books. The feature of social networks is that they bring people together by their interests, that allows to maintain dialogue and get a feedback, to react on needs and requests. V. Teremko stresses, that «online promotion essentially enrich, strength advertising activity... influents positively the book sales»[27].

Appeal to celebrities. Many people trust authoritative, important for them individuals. There are a lot of proofs, that the audience reacts almost immediately to recommendations of people they respect[28]. Famous actors are role models, so the «Actors at reading» set of photos, offered on November 18, 2014, in social networks on PocketBook pages, serves the aim to promote book reading, too.

Some messages are accompanied by *the image of PocketBook reader screen with the quotation of famous person* (usually, a writer), for example:

«Striking words of writer Thomas Worton. So, when do you go there? "Even an hour of reading is a time spent in paradise"«;

«Fantasy author Neil Gaiman knows exactly, how to put own ideas in practice. "Books are dreams you can touch"«;

«Edmund Wilson, well-known critic and close friend of Fitzgerald, hit the nail right on the head! "There are no two identical readings of one book"«;

«Perhaps, nobody can say better than Alice Hoffman. After all, children's writers know something about life: "Books are the only one magic exists"«;

«Jackson Holbrook has found a way to discover the whole truth about any person the world over. "Your library is your portrait"«.

As O. Ovrutskyi notes, «visual elements of image fulfill specific functions of emotion influence. Verbal elements fulfill informative function, motivating function, as well as system-creating one (positioning). Identifying function is universal for verbal and visual

[27] Теремко В. І. Видавничий маркетинг: навч. посіб. Київ: Академвидав, 2009. С. 229.
[28] Прингл Х. Звезды в рекламе. Москва: Эксмо, 2007. С. 382–383.

elements of advertise image»[29]. In the above mentioned examples there were used both visual (PocketBook reader display) and verbal (quotation) elements.

The organizers post on their pages *interesting phrases, motivating the group participants to read and respect books*, for example:

«There are books which can be recognized just by a few words»;

«There is nothing more beautiful than books in a book shop. It's magic of written words»;

«When you hear your kid reading on its own, you wonder, how the kid has grown up this quickly. Right?»;

«With a book even at the very edge of the world you will never be alone»;

«The most treasured thing in reading is not an epilogue, but pleasure with the story flow»;

«An interesting book is a kind of magic wand, that can make any furniture the most comfortable in the world»;

«Don't be surprised when reading will cause an unusual physical feelings – it's your wings are growing»;

«The one who reads, can live thousands of lives together with book characters. And in this is a great happiness of reading»;

«A person with the same kind of reader as yours, generates sympathy. And when you see on the screen a favorite book, you understand that met a friend for a life!»;

«It's possible to travel in space and time! It can prove anybody, who likes reading!»;

«Book yoga is the special poses for reading, which help to hide from unnecessary worries».

All texts are accompanied by appropriate images. Although the company is primarily interested in the electronic books promotion, we can see kind words, addressed to a bookshop. Doctors will hardly approve the «book yoga», but it was stressed that you can read in any comfortable pose. All the abovementioned quotations are aimed at the formation of book perception as a constant companion of life, which makes it richer and brighter.

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[29] Овруцкий А. В. Соотношение визуального и вербального в рекламном образе. *Визуальные коммуникации и реклама в дизайне* / под ред. В. О. Пигулевского. Харьков: Гуманитарный центр, 2011. С. 180.

A number of posts recommend leisure activities, related to book plot:

«A desire to be unstandrard distinguishes the bibliophiles among others. For example, five in ten people will be dressed up as Dracula, ghost or witch on Halloween. But you can stand out of others, becoming for the evening a character of one of the contemporary horror stories. ReadRate has made a list for you»;

«Designer and writer Diana Fried cooks dishes, featuring in classic literature, for example, in "The Kill of Mockingbird" by Harper Lee or "The Great Gatsby" by Fitzgerald. And did you immediately guessed, which works are in photo?»;

«The "Bulhakovskyi" book club was opened in the basement of Mykhail Bulhakov museum on Andriivskyi Descent» (https://www.facebook.com/bulgakov.book.club). This is a perfect place for a bibliophile: here you can retire into yourself and read or discuss the last book news over a cup of tea. Also, there are weekly film presentations, lections, literature readings and chamber music events»;

«The Junibacken Fairytale Museum in Stockholm. This is such a cool place, that will be interesting both for children and adults. The museum features places modeled from various children's works of Sweden writers, and you can play there, not only see them. And the main bonus is a fairytale train, on which the visitors travel through scenes from Astrid Lindgren books».

Many of content on social networks pages, provides *tips on how to get acquainted with works of winners of prestigious literary awards and other prizes* or encourages users *by posts, dedicated to specific events*, to read a certain book or author:

«Dave Egger's new novel, the " Sphere", is a must-read book of this week. The author skillfully describe the hidden reefs of new media and consequences of being honest in the Internet. Read and remember, if you want be ready for tomorrow!»;

«This week, PocketBook advice to read the biography of the great Charlie Chaplin, written by the brilliant Piter Ackroyd, in which he told in details about the shooting of the "Gold Rush" and relationships of the maestro with his second wife Lita. The book, which will be liked both literature-passionate people and film devotees»;

«Meet the best Ukrainian book of 2014 according to BBC Book of the Year, the "Felix Austria" novel by talented Sofiia Andrukhovych.

Inside, there is an incredible story of two women in the scenery of Stanislavov-Frankivsk of the beginning of XX century»;

«The "Blacker than Black" is a novel of one of the most interesting authors of England, Booker Prize winner, Hilary Mantel. The dramatic, absorbing story about the other side of modern spiritual world of England, where the main characters are a visionist who sees spirits all the time and her assistant... Must-read for all admirers of mystic realism!»;

«For sunny weather we choose the same books – the "Flavor of Fresh Raspberry" by the Polish writer Isabella Sova. Full of humor, the romantic story about the search of women happiness – this is what we need in the beginning of spring!»;

«In memory of Terry Pratchett let's reread his brilliant "Flat World". Whatever novel or story of the series you choose, the fantasy of the highest quality, spiced with English humor, is waiting for you»;

«Today, poet Lina Kostenko celebrates her anniversary – 85 years! Thank you, Lina Vasylivna, for inspiring us by every word!»;

«This week we bring to mind the writing debut of Andrii Kuzmenko "Me, "Pobieda" and Berlin". In there, Kuzma published not only texts of the best Skriabin's songs, but two novelettes, written in recognizable style of Andrii – humorous and extremely cheerful».

Therefore, the interests of Ukrainian readers were taken into account, because the figure of Lina Kostenko is significant for national literature. The death of famous singer Andrii Kuzmenko shocked everyone, so the mention about him on the PocketBook pages (both reader's and in social networks) is relevant.

There are also *references to articles, which show how the reader makes life easier:*

«Colleagues from gagadget.com have conducted the test drive of the flagship Sense reader with a stylish Kenzo cover. You can read about the features of adaptive highlightning and ease of operation of Dropbox by the link: http://bit.ly/1z23l4l»;

«Wonderful Anna Sarapion, the author of Capsule blog, took for vacation PocketBook Ultra instead of very heavy books. What has become of it, you can learn from the blog: http://bit.ly/1wAuNQV. Spoiler: it turned out, that Ultra is an irreplaceable thing in travels. Thank you for response!»;

«We sent InkPad in classes: RootNation tested, how the reader makes student's life easier. What has become of it, you can learn by the link: http://bit.ly/1z2id2H».

As we can see, on the pages in social networks PocketBook conducts soft sell of its readers, recommending information about the products, and at the same time forming the reading culture of target audience.

CONCLUSIONS

Compared to other European countries, Ukraine has a limited number of purely book-oriented online sources. This has a negative impact on the formation of national public opinion, because books are the source and tool of training of educated competitive nation. However, there are positive developments in the Internet promotion and spreading with its help a range of possibilities of formation of reading culture. For example, every year the more and more people are covered with free, open, objective and unbiased information about books, and due to this later on they will be able to navigate in modern information space, to create new forms of interaction.

There are publishing companies, which did not spare money and time to create own web-pages, and, no doubt, they has improved their status by it, for example, «A-ba-ba-ha-la-ma-ha», «Vydavnytstvo Staroho Leva», «Folio», etc. Today, social networks of general topics are the most popular among of their kind. In Ukraine it's Facebook and Twitter. There are special book-oriented social networks to simplify the search of interesting books and organize the own library; there you can find like-minded people and share your impressions from the reads: Goodreads, Rubuki, Wattpad, Readrate, Riffle Books, Shelfari, Librarything, LiveLib.

Today, it's prestigious to have own channel of a publishing company on YouTube, where can be posted interviews with authors, videos from presentations, book trailers. Only few Ukrainian publishing companies have such channels: «Liliia», «Ranok», «Svitych», «Osnovy», «Vydavnytstvo Annety Antonenko», «Svichado», «Meridian Czernowitz», Artkompleks», «Klio», «Folio», «Vydavnytstvo Staroho Leva», «Navchalna knyha – Bohdan», «Hrani-T».

The united team of PocketBook specialists provides high quality and exclusivity of products to satisfy all possible needs of modern readers. For today, the PocketBook company presented in the world market more

than 50 models of electronic E Ink-readers and multi-media tablets, most part of which became novations in the sphere of electronic reading and won prestigious international awards. These readers have a simple interface and support almost all popular text formats. The PocketBook company is not only the e-book manufacturer, but an active society figure. Holding the leading positions on the market, it is one of the most influential subjects of formation of reading culture. This is proved by: its projects, such as KidRead, ReadRate, BookLand, and numerous competitions and festivals, in which the company is a sponsor or initiator; by prestigious awards and prizes won by the company; by its intense activity in social networks; by creation of own projects on book promotion among the moder generation of the Internet consumers.

In 2019, the company plans both to update the readers range, and to deep the integration of all services in unified software solution, which is Android and iPhone application, integration with the ReadRate.com service and Bookland.ru shop; to launch on market the brand new PocketBook CAD Reader Flex device with a flexible 13,3-inch E Ink Mobius display – this is a professional device for reading drawings, schemes and voluminous technical documentations, which is able to replace by itself a stack of various papers, that specialists have to bring along at a remote object.

The pages of social networks are constantly spreading very topical, unique information (in particular, about the measures initiated by the company) and encourage feedback. The PocketBook conducts soft sell of its readers, recommending information about the products, and at the same time forming the reading culture of target audience through the appeal to celebrities, by image of PocketBook reader screen with the quotation of a famous person (usually a writer) or interesting phrases, motivating the group members to reading and respectful attitude to books, as well as recommending ways of leisure activities, related to a book plot, providing tips on getting to know the works of winners of prestigious literature prizes and awards, publishing posts devoted to certain events, and links in articles, which show how a reader makes life easier.

SUMMARY

The article deals with the social and communication events of PocketBook company, which introduced to the world market more than

30 models of electronic E Ink readers and multimedia tablets, most part of which became innovations in the electronic reading sphere. It was found that PocketBook company is not only the manufacturer of e-book, but the active public figure, one of the most affluent subjects of the readers' culture formation. It's confirmed by its projects as KidRead, ReadRate and BookLand, as well as numerous competitions and festivals, in which the company is acting as an initiator or sponsor (The Best Reader of Ukraine, Magic book, Reading for Pleasure, Children in a Journey: the Most Funny Stories etc.); prestige prizes and awards, gained by the company, its vigorous activity in the social media.

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THE FORMATION OF INFORMATION
AND COMMUNICATION CULTURE OF THE FUTURE
TEACHERS OF PHYSICS IN THE PROCESS
OF PROFESSIONAL TRAINING

Ivanytskyi O. I.

INTRODUCTION

The intensive development of the global information space and its components on the territory of our state necessitated a significant modernization of the format of a professional activity of physics teachers. The main features of this new format is the possession of the teacher of physics algorithms of search and processing of various types of information and its representation in the form of an educational product of physics, the ability to navigate in a variety of modern educational computer programs in physics and it is advisable to apply in the educational process, independently apply information and educational technologies in the educational process in physics, create and develop information space and use it to teach students physics. It is included in the system of meta-knowledge and meta-knowledge of the teacher of physics, forming one of the most important components of the culture of modern human and society-information culture. However, on the way of the information culture formation of the future teacher of physics there are contradictions between requirements of modern educational process on creation of the information environment in each higher educational institution and absence at a considerable number of teachers of experience and necessary skills to use of such environment in educational process, between the requirement of professional activity of teachers of physics concerning continuous expansion and updating of skills to use in the information systems for effective training of students in physics and unorganized character of mastering by students of skills of using these systems in higher education. These contradictions generate a problem of formation of information culture of future physics teachers in

the conditions of specially created information and educational environment.

The basis for overcoming these contradictions and shortcomings are laid in scientific works devoted to the disclosure of the essence of the phenomenon of information culture from the standpoint of philosophy (N. Jincharadze), pedagogy (S. Antonov, N. Volkov, N. Gendina, N. Zhaldak, T. Koval, N. Morse, Yu. Pervin, S. Sysoeva, V. Fedorov, V. Kharchenko), sociology (V. Kogan, V. Ukhanov). The analysis of available scientific works allowed to allocate information culture as an integral part of basic culture of the person which allows to participate effectively in all types of work with information: its reception, accumulation, coding and processing, and also in creation on this basis qualitatively new information, its transfer and practical use.

Ways of pedagogical formation of information culture in various subjects of training is put in the scientific works devoted to formation of information culture of pupils of General educational institutions (A. Goncharova, I. Vetrova, A. Vitukhnovska, S. Malyarchuk, A. Rakitina, A. Yasinsky, etc.), problems of formation of separate components of information culture of future teachers (V. Gritsenko, L. Konoshevsky, I. Pustynnikova, A. Stolyarovska, S. Sysoeva, etc.), in particular, future teachers of physics (P. Atamanchuk, T. Gordienko, V. Zabolotny, V. Sergienko, V. sharko, etc.).

At the same time, the emphasis in the methodical preparation of the future physics teacher on the formation of knowledge, skills and computer skills, the use of computer programs in the educational process in no way can be attributed to the background of the formation of his communicative competence. Therefore, the article considers the method of formation of communicative competence as a necessary component of the information culture of the teacher of physics

Trends in the development of modern secondary and higher schools indicate that less time is given to the school students and students of pedagogical educational institutions for monological and dialogical speech, which is replaced by test methods and a variety of options for distance learning. Therefore, the problem of formation of communicative competence of the future teacher of physics becomes more acute. The refusal of a significant proportion of applicants to choose natural, in

particular physical, and many engineering specialties, despite the wide range of reasons for this phenomenon, is not least determined by the fact that many teachers of natural subjects do not have a sufficient level of communicative competence, are not ready to flexibly manage the process of interaction during training and education, apply communication technologies, promote mutual understanding, etc. From communicative competence of future teachers of physics depends on favorable morally-psychological climate, humanism and democratic communication, the effectiveness of networking, communication efficiency, in terms of solving problems, satisfaction of teachers and students with their work, the attitude of the students towards physics as a school subject.

Various aspects of competence of specialists of different professions are investigated in the works of T. O. Babkin, R. burns, V. Zabolotny, N. Masyukova, L. Mitina, P. Samoylenko, O. Sergeev, I. Sigov, O. Smirnova, V. Strelnikov, M. Choshanov and others. Many researchers considered different component composition of competence. This article is based on the structure of competence presented in the studies of I. Zimnaya:

1) motivational aspect of competence (readiness to demonstrate the competence);

2) cognitive aspect of competence (knowledge of competence content);

3) behavioral aspect of competence (experience of competence in a variety of standard and non-standard situations);

4) value-semantic aspect of competence (relation to the content of competence and the object of its application);

5) emotional-volitional aspect of competence (emotional-volitional regulation of the process and result of the manifestation of competence)[1].

The solution of the problem of formation of communicative competence of future teachers of physics was based on the competent

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[1] Зимняя И. А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании. Москва : Исследовательский центр проблем качества подготовки специалистов, 2004. С. 25-26.

approach to the professional training of specialists and the theory of contextual training of A. Verbitsky[2].

1. Preparation of the future physics teacher
for realization of information function

The function (lat. functio-execution, implementation) is the external manifestation of the properties of an object in a certain system of relations[3]. In this context, the personal characteristics of the physics teacher, reflecting his social position, certain natural abilities and properties, become relevant. It is refracted through the character of the teacher, his individual psychological characteristics of the performance of professional functions acquires either completeness and content, or formalism and mediocrity. In the pedagogical literature[4], the following functions of the teacher are distinguished: communicative, information, mobilization, design, organizational, orientation, developing and gnostic. Naturally, all these functions are reflected in the activities of the teacher of physics, but their share in the educational process in physics is different. One of the most important is the information function of the physics teacher.

The importance of the information function of the teacher of physics in the general didactic plan depends on the fact that all training and education are essentially to some extent based on information processes. We, based on the work[5], think that this function is in the message to students in the process of teaching physics meaningful, logically coherent, saturated with vivid examples of information. Information function provides real psychological contact with students, the process of knowledge, mutual understanding, exchange of material and spiritual values; forms a positive motivation for success in educational activities and self-education, in the formation of personality. The emergence of a wide range of educational computer programs, the development of multimedia and Internet-network with its unlimited information resources raises the problem of modernization of the training of the

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[2] Вербицкий А. А. Концепция знаково-контекстного обучения в вузе. *Вопросы психологии*. 1987. № 5. С. 31-39; Заброцький М. М., Максименко С. Д. Комунікативна компетентність учителя: сутність і шляхи формування Житомир: Волинь, 2000 32 с.

[3] Философский словарь / Под ред. М. М. Розенталя. М.: Изд. 3-е Политиздат, 1975. С. 448.

[4] Бобух Л., Сиволап Т. Закономірності організації і практика управління інформаційним простором. Київ : Вища школа. 2008. № 9. С. 47-48.

[5] Там само.

future teacher of physics to implement the information function in professional activities.

The researches of N. Kuzmina, Yu. Kulyutkin, G. Sukhobsko, A. Shcherbakov and others are devoted to the content and structure of the teacher's functions. According to N. Kuzmina, the main professional functions of the teacher are the constructive, gnostic, organizational and communicative[6]. A completely different classification of professional functions of the teacher offers psychologist O. Shcherbakov. There are two large groups: a) General labor, which includes those functions that are investigated by N. Kuzmina, gnostic replaced by research and b) actually pedagogical. The meaning of this classification is that the first group of functions can be attributed not only to the teaching profession, but also to many others. Interest approach and judgment have the scientists Kulyutkin Y. and G. Suchomski about the functional roles of the teacher. In the work at different stages of educational process the teacher acts as the practical executor of own plans, then as the methodist and the researcher. Scientists rightly note that the same teacher, depending on the stage of educational work occurs in one, then in another, then in the third function.

Various aspects of formation of professional functions of the future teacher of physics are investigated by P. Atamanchuk, S. Velichkom, S. Goncharenko, A. Sergeev, V. Sergienko, S. Sisoyevoyu, V. Sharko, etc. Separate aspects of this problem are considered in dissertation researches (N. Volkova, V. Zabolotny, Is. Komarevtsev, A. Nadabi, M. Prokof'ev, N. Sosnitskaia, N. Stuczynski, V. Sharko, etc.).

The specifics of the work on the preparation of the future teacher of physics should be considered in the professional competence that is embodied in the formation of the above-mentioned basic functions of the teacher of physics. Therefore, we have assumed that the weighted proportional selection of pedagogical influence in the study of physics teaching methods courses and for testing of each function will allow pattern emergentness the system of training of future teacher of physics (which manifests itself in a multiplicity of pedagogical influence in training) and strengthen basic and professional training of future teacher of physics.

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[6] Кузьмина Н. В. Предмет акмеологии. Санкт-Перебург : Питер, 1995. 158 с.

The implementation of this idea was based on the determination of the relative importance of basic functions from the point of view of teachers of physics. To do this, respondents were asked to estimate the value of each of the eight main functions by distributing 40 conditional points between them. Based on the probability level $\Theta = 0.95$ and the absolute error $\alpha = 0.05$, the expert method established a frequency of 0.8 prevalence estimates of information, communication, orientation and developmental functions. Then, under these conditions, the sample size was 246 teachers. On the basis of stratified selection of objects of sampling (executions were groups of teachers of physics depending on the general length of service till 3 years; from 3 till 8 years; from 9 till 15 years; more than 15 years of experience as the teacher of physics) in sample it was selected proportionally to the named distribution respectively on 62 teachers of physics. Each sample group that matched the execution consisted by random selection. Among the selected physics teachers, a survey was conducted to identify the relative importance of the main functions of a physics teacher in the process of teaching physics. The results are presented in table 1.

Table 1

Assessment of the importance of basic functions
by teachers of physics

№	The name of function of physics teacher	1st group (till 3 years); % within group/ general%	2nd group (from 3 to 8 years); % within group/ general%	3rd group (from 9 to 15 years); % within group/ general %	4th group (more than 15 years); % within group/ general %	The meaning of functions in the educational progess; %
1	Informative	46,2/12	44,1/10,4	34,4/8,4	31,8/7,9	38,7
2	Oriental	16,9/4,2	15,3/3,8	6,6/1,7	7,4/1,8	11,4
3	Communicative	10,8/2,7	11,9/3	16,4/4,1	16,1/4	13,8
4	Developing	7,7/1,9	8,5/2,1	13,1/3,3	13,8/3,4	10,7
5	Organizational	6,1/1,5	6,8/1,7	14,8/3,7	15,1/3,7	10,6
6	Projective	4,6/1,2	6,8/1,7	6,6/1,7	7,0/1,8	6,3
7	Mobilizational	4,6/1,2	4,4/1,1	4,8/1,2	4,9/1,2	4,7
8	Gnostic	3,1/0,8	4,4/1,1	3,3/0,8	3,9/0,9	3,6

As can be seen from table 1, the assumption of the dominant role of the first four technological functions in the activity of the physics teacher was confirmed, but a deeper analysis of the experimental data revealed some significant points. First of all, it concerns the significant differences in the evaluation of the functions of the physics teacher by different executions. Thus, the information function is evaluated much higher by novice teachers and the importance of such important functions as organizational, projective and developmental is humiliated. The comparison of the evaluation of these functions by the first and the last two groups is indicative, as is the serious General underestimation by all executions of the specific gravity of the projective function. However, the consensus for the survey is the statement of the dominant role of the information function in the pedagogical activity of the teacher of physics.

The rapid development of computer technology and multimedia teaching tools have led to a significant impact on the implementation of the information function of the teacher, putting forward new requirements for professional knowledge, skills and competencies of the modern teacher of physics[7]. The informative function of the teacher in case of complex application of means of multimedia, educational computer programs, web-technologies and computer networks of various types can be realized both directly and indirectly linked with effects on cognitive process during key stages of learning: sensory perception of the material, its understanding and memorization. The partial transfer of the information function of the teacher in the classroom to multimedia allows to significantly expand the range of information sources and strengthen their psychological impact on students due to specific educational visualizations, the capabilities of computer equipment and multimedia. The implementation of multimedia part of the information function of the teacher of physics creates additional opportunities for him to establish contact with students in the implementation of pedagogical communication in the classroom. Yourself multimedia tools used to perform information functions are considered as human-made resources that are either originally designed to facilitate actions within the structure

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[7] Іваницький О.І. Сучасні технології навчання фізики у середній школі: монографія. Запоріжжя : Прем'єр, 2001. 266 с.

of learning activities, or selected for these purposes from the number of objects with different purpose.

Computer didactic components of the information and educational environment allow to organize contextual learning, in which the process of implementing the information function of the teacher is consistently modeled. An important factor in creating an information and educational environment in the context of the implementation of the information function of a physics teacher is a specific knowledge base containing video clips of real physics lessons, training computer programs, collections of thematic presentations on the course of high school physics, video lectures on physics, links to various educational sites. Thus, the future professional activity is presented in the form of a model of the teacher of physics: a description of the system of its main professional functions, problems and tasks. With a contextual approach, the information received by students from the knowledge base is a certain parameter of the future, i.e. the student is given the opportunity to really imagine where and how it can be used. It is in this way that the information that is offered for assimilation quickly acquires a personal meaning for the future physics teacher and can be effectively used to implement the information function of the physics teacher.

In the organization of educational and cognitive activity of students, the functions of the teacher are primarily in the selection, presentation, dosing of information. The choice of the subject of educational and cognitive activity is largely limited by the requirements of the program in physics and the content of textbooks. However, the teacher of physics has the right to choose the sequence of presentation of the theme of the story, the use of certain means of training at his discretion. In any case, the important point here is the level of possession of the material, which can demonstrate the teacher of physics. The quality of its explanation, content, logic of message construction, etc. depend on it[8]. Well knowing the content of his subject, the teacher, realizing the information function, should be able to carry out modeling of the presentation of educational

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[8] Іваницький О.І. Сучасні технології навчання фізики у середній школі: монографія. Запоріжжя : Прем'єр, 2001. 266 с.; Чернилевский Д.В. Дидактические технологии в высшей школе: учеб. пособие для вузов. Москва : ЮНИТИ-ДАНА, 2002. 437 с.

material in physics, which requires special training in the process of professional training of the future teacher of physics. The task is to convey the full content of the school physics course and the concept of physics as a science of nature for a minimum of information.

Familiarization of students with new information using multimedia makes significant demands on its quality. It should be clear, encourage understanding and systematization of knowledge.

The process of preparing future teachers of physics to implement the information function using computer didactic components of the information and educational environment occurs as a result of actionable activity based on the following principles:

* problems, involving the systematic construction of the content, forms, methods and means of education, the dependence of their structures on the logic of pedagogical activity of future teachers of physics;

* activity of the student, which uses knowledge of the theory and methodology of teaching physics to generate active methods and forms of education in order to form the ability to predict the professional situation and make informed independent decisions;

* modeling of the content and conditions of teaching activity of the teacher of physics in the process of formation of professional competences.

* The information function provides for the organization of individual, group and collective communication. The organization of individual communication contributes to a faster knowledge of the person, the impact on her consciousness, actions and actions, behavior, as well as their change and correction.

Let consider examples of methodological tasks aimed at preparing the future physics teacher to implement the information function, which are used in the process of studying the discipline «Theory and methodology of teaching physics», in particular, during a laboratory workshop on a school physical experiment.

Make a structural and logical diagram of the study of the topic „electromagnetic induction". What are the positive aspects of this methodical approach to teaching physics? Submit this diagram as part of your presentation.

The teacher should be able to present the material taking into account the level of preparation of students in the class. To simplify the situation, assume that we are talking about a deductive presentation in the form of a story of material for two different levels of training of students: for a strong student A and for an average in their training student B. With the same issue develop two texts narratives: for student A and for student B. As material for conversations you can take one of lessons themes „Electromagnetic induction". Prepare multimedia accompaniment of the teacher's presentation for levels A and B.

Prepare an essay on „Decription of problems in physics in the study of electromagnetic induction (XI class)". What requirements should correspond to the tasks compiled by students? Select recommendations for teaching students how to compose tasks. Place this summary on your page in the social network, for example, in the Facebook.

The emergence of EMG induction many students explain the intersection of the conductor lines of force of the magnetic field. However, this condition is not always sufficient. For example, with the translational motion of a flat frame in a uniform magnetic field, the EMG of induction is zero, despite the fact that the sides of the frame intersect the lines of force. Point to specific deficiencies in the knowledge of high school graduates on this issue. Illustrate this task with computer drawings and animations. Find the necessary material with the help of Internet search engines.

In the process of the report, the teacher conducts a conversation with the student about the assimilation of this material, necessarily modeling educational situations.

In the theory and practice of teaching in higher education context on the basis of the developed three types of design situations: technology training dialogue; technology task approach; technology of simulation games. In the context of our study, we will elaborate on the educational dialogue. It was used by us in the process of teaching students in the thematic and conceptual part of the lesson, and later found its successful application by the students themselves during the pedagogical practice at the school. We consider dialogue not only as an active process of educational interaction, but also as a source of personal experience of the student as a factor of actualization of reflexive, critical function of the

person and, in fact, as an important factor of preparation of the future teacher of physics to realization of information function. It is clear that the experience of dialogical communication accumulated gradually. We have seen this while working with bachelors, starting from the first year. Introduction to the situation of educational dialogue involves the presence of communicative experience, basic knowledge, installation on the self-narrative and the perception of other points of view; thinking through different versions of the plot and the development of storylines of the dialogue. So, during the dialogue on correctional and developmental training, students themselves formulated questions and problems that worried them: how to achieve a trusting style of communication, a sense of success for each student, to avoid discomfort in the modern physics lesson, how to identify the causes of the backlog in physics of a particular student, how to methodically competently and reasonably organize training in lessons of various types, so that students have confidence in their own abilities, and so on, tried to outline different options for solving contradictions and problems of the educational process in physics, based on basic knowledge of teaching methods in physics, pedagogy and psychology. In the process, the academic dialogue created an atmosphere of productive cooperation of students and teachers, and one result was the creation of the original cycle of integrative extra-curricular activities in physics for the students of VII–IX classes of the basic schools taking into account research done by students in preparation of course and diploma works on the methodology of teaching physics. A variant of the educational dialogue is online communication between the teacher and the student via the Internet, especially via Skype.

In the process of element-by-element analysis of their work, students developed personal and professional interest. And it is quite natural that during such educational dialogues cognitive actions included in the context of a social and personally significant situation acquired special motivation for the future physics teacher: instead of the traditional «remember and answer» there was a goal of real achievement, and the educational interaction was a cooperation that includes full immersion in the work, a very serious attitude to the feelings and emotions of others (students, pupils, teachers, university teachers), methodological

reflection. It is important that with such an organization of educational dialogues spontaneously future physics teacher prepares for pedagogical activity in the information and educational environment.

2. Methods of formation of future teachers of physics communicative competence

In researches of different authors communicative competence is considered as:

– competence in communication: oral, written, dialogue, monologue, perception of the text; knowledge and observance of traditions, ritual, etiquette; cross-cultural communication; business correspondence; office work, business language; foreign language communication, communicative tasks, levels of impact on the recipient (I. Zimnaya);

– as a kind of integral characteristic of communication, in which the moral and ideological attitudes of the person, its general and professional orientation, the level of sociability are indirectly expressed (G. Zabrotsky, S. Maksimenko);

– the ability to achieve the desired results in communicating with people, while avoiding undesirable effects (I. Golovko);

– possession of collective professional activity and methods of professional communication, as the formation of social responsibility for the results of their activities (A. Markova).

According to these approaches of researchers, the essence of communicative competence can be represented as the ability and willingness to engage in various kinds of (nonverbal and verbal, oral and written) contacts to solve communicative problems (information transmission, negotiation, establishment and maintenance of contacts, etc.).

Building on the basic components of the structure of competence presented I. Simnow, and work by E. Filatova[9], we have developed the following structure of communicative competence of the future teacher of physics:

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[9] Филатова Е. В. Коммуникативная компетентность педагога: сущность и структура. Magister Dixit. № 1 (03). Март 2012. URL: md.islu.ru›sites/md.islu.ru/files/rar/statya2_filatova.pdf

– motivational and value component includes the readiness of the future teacher of physics to professional improvement, reflects a steady interest in innovation, information and communication technologies of teaching physics, the need for professional growth, the desire for self-development and self-realization;

– cognitive component contains knowledge of the essence of the content of communicative competence, reflects the knowledge of the essence and role of communicative competence associated with the knowledge of another person, includes the ability to effectively solve various problems arising in communication;

– operational-activity component contains the experience of the manifestations of communicative competence in a variety of standard and non-standard situations, the ability of a teacher to personality-oriented cooperation in the implementation of learning physics, the ability to maintain emotional balance, to prevent and resolve conflicts in a constructive way, the oratorical art, literate oral and written speech, a public presentation of the results of its work, the selection of the optimum forms and methods of self-presentation, ability to develop strategies, tactics and techniques of active interaction with people, to organize their joint activities to achieve certain socially significant goals, the ability to objectively assess the situation of interaction of subjects of the educational process, the ability to predict and justify the result of the effectiveness of interaction.

All three components of communicative competence are interrelated. The high level of communicative competence of the teacher of physics provides comprehensive development of all its components, greatful possession and application of communication techniques.

According to A. Verbitsky, contextual learning is a conceptual basis for the integration of educational, scientific and practical activities of students[10]. Highlighting the academic type of educational activity, quasi-professional and educational activities as the main organizational forms of contextual learning, he emphasizes the special role in contextual learning is active forms and methods of learning.

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[10] Вербицкий А. А. Концепция знаково-контекстного обучения в вузе. *Вопросы психологии*. 1987. № 5. С.31-39.

The realization of the goal set in the study was based on the practical implementation of the principles of professional training of students, the embodiment of which was the design of the goals, content and technologies of integrative professional training of students from the standpoint of training future teachers of physics. This design was based on the praxeological principle of vocational training and contextual learning. It should be noted that praxiology – (from the Greek praktikos – active and logos – teaching) the science of norms and principles of effective and correct activity, productive work, productivity (justified by the Polish scientist T. Kotarbinsky)[11]. Praxeology is the effective functioning of vocational education on the basis of pragmatic priority in solving practical problems associated with the acquisition of future teachers of physics and determines the practical goal of integrative professional training of students:

* deep generalizing study of psychological and pedagogical bases of innovative technologies of education in secondary school;

* formation of a system of professional knowledge and skills of future physics teachers, which ensures the design and practical implementation of innovative teaching technologies;

* formation of technological thinking and development of technological abilities of students;

* development of cognitive interest in the subject teaching methodology, due to professional motivation contextual training of future teachers of natural and mathematical disciplines;

* strengthening of integrative and practical orientation of special professional training of future teachers of physics through the use of contextual tasks directly related to the future specialty of students;

* formation of the author's system of activity (ASA) of future teachers of physics.

The contextual approach to the professional training of future teachers of physics is a consistent combination of the traditional study of humanitarian and socio-economic disciplines with the integration of educational, scientific and pedagogical activity of students, which is an

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[11] Новейший философский словарь. Праксеология. URL: http://dic.academic.ru/dic.nsf/dic_new_philosophy/

implementation of a dynamic model of their learning activities from the academic activities of the academic type (in lecture form) through quasiprofessional (role-playing and business games) and pedagogical (scientific research, pedagogical practice) to actually teaching.

The basic unit of activity of the student and the teacher in contextual training becomes not «a portion of information», and the pedagogical situation in all the subject and social uncertainty and inconsistency. The system of problematic pedagogical and methodological situations allows to develop a dialectically contradictory content of teaching in dynamics and thus provide objective prerequisites for the formation of theoretical and practical pedagogical thinking of the future teacher of physics. Determining the dialogical relations of students included in the situation, such content contributes to the formation of their communicative competence, since any subject action acquires the quality of an act that is characterized by a varying degree of personal responsibility, aimed at other people, obeys the accepted norms of relations and provides for the actions of other people. In actions of future teachers there is a social sense, social and pedagogical installations are formed.

In contextual training, the main emphasis is on the fact that the future teacher of physics already in higher education was put in conditions as close as possible to his future professional activity. That is why the educational process in the laboratory is based on the simulation of those elements of pedagogical work that students will have to perform as future teachers and on the integration of educational and professional-practical activities of future specialists.

The contextual approach is implemented by performing two groups of tasks. The first group contains tasks related to the content and features of the implementation of the school physical experiment. The second group contains general methodological problems:

1. To carry out purposeful repetition of material of all subjects of a school course of physics.

2. Learn basic definition of quantities and laws of school physics course sequence and features of the presentation of the material in the textbooks for schools of different types; place this material in the school curriculum.

3. To expand knowledge of educational and methodical literature on physics, to strengthen skills of work with it.

4. By modeling specific methodological situations to prepare students for practical activities in the role of a teacher of physics.

5. To form students' skills of monological and dialogical speech[12].

The implementation of tasks 2,4,5 is directly related to the formation of communicative competence.

It considers the formation of communicative competence of future teachers of physics in the performance of laboratory work from the school physical experiment on the example of laboratory work «electromagnetic induction».

Students should work out the main material of the topic according to the school curriculum. In the process of the report, the teacher conducts an interview with the student about the assimilation of this material, necessarily modeling educational situations.

In the theory and practice of teaching in higher education context on the basis of the developed three types of design situations: technology training dialogue; technology task approach; technology of simulation games[13]. Let's do it in the form of educational dialogue. It was used by us in the process of teaching students in the thematic and conceptual part of the lesson, and later found its successful application by the students themselves during the pedagogical practice at the school. We consider dialogue not only as an active process of educational interaction, but also as a source of personal experience of the student as a factor of actualization of reflexive, critical function of personality and, in fact, as an important factor in the formation of communicative competence of the future teacher of physics. It is clear that the experience of dialogical communication accumulated gradually. We have seen this while working with bachelors, starting from the first year. The introduction of educational dialogue into the situation presupposes the presence of

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[12] Іваницький О. І. Професійна підготовка майбутнього вчителя фізики в умовах інформаційно-освітнього середовища: монографія. Запоріжжя : ЗНУ, 2014. 230 с.

[13] Іваницький О. І., Ковальова В. М. Управління учителем фізики навчальною діяльністю учнів в умовах комп'ютерного навчання. *Вісник Чернігівського державного педагогічного університету імені Т. Г. Шевченка*. Серія: педагогічні науки: Збірник. Чернігів : ЧДПУ, 2010. С. 80-84

communicative experience, basic knowledge, self-orientation and perception of other points of view; thinking through different versions of the plot and the development of dialogue storylines, which would be based on an innovative basis. So, during the dialogue on correctional and developmental training, students themselves formulated questions and problems that worried them: how to achieve a trusting style of communication, a sense of success for each student, to avoid discomfort in the modern physics lesson, how to identify the causes of lagging in physics of a particular student, how to methodically competently and reasonably organize training in lessons of various types so that students have confidence in their own abilities, and so on. In the process, the academic dialogue created an atmosphere of productive cooperation of students and teachers, and one result was the creation of the original cycle of integrative extra-curricular activities in physics for the students of VII–IX classes of the basic schools taking into account research done by students in preparation of course and diploma works on the methodology of teaching physics.

In the process of element-by-element analysis of their work, students developed personal and professional interest. And it is quite natural that during such educational dialogues cognitive actions included in the context of a social and personally significant situation acquired special motivation for the future physics teacher: instead of the traditional «remember and answer" there was a goal of real achievement, and the educational interaction was a cooperation that includes full immersion in the work, a very serious attitude to the feelings and emotions of others (students, teachers, University teachers), methodological reflection.

Context are the nature of the training tasks and objectives for the laboratory work. Among them, a special role is played by problem-methodical tasks of the context type on the methodology of teaching physics. This is a system of questions and tasks of scientific, and methodological nature of a specific topic of a school physics course, most of which models real pedagogical situations arising in the professional activity of a teacher. Protection of the laboratory component occurs during the lesson in the form of a dialogue with the teacher. At the same time, it is practiced in the process of checking the thematically-

conceptual part of the presentation of the material by the student in the form of a monological broadcast focused on the student.

Significant opportunities for the formation of communicative competence have seminars, which are considered or issues of general methodology on the material of a certain educational topic in physics (for example, organizational forms of training in physics, control of students' knowledge in physics, planning of educational work of a physics teacher, etc.), or specific issues of studying a separate topic or section of a school physics course. The core of the seminar-business game is a fragment of a lesson of one type or another, implemented by students.

Contextual learning is carried out by designing physics lessons and methodological and psychological justification of projects from the perspective of students' perception. Characteristic of contextual learning at this stage is a comparative study of the experience of teachers of physics, the originality of innovative and traditional lessons. Individual forms of work of students and work in pairs and links prevail.

In the process of training future teachers of physics, the structure of students' educational activity should provide a certain algorithm for the formation of professional skills focused on the subject-subject nature of pedagogical interaction. Application of this algorithm assumes active activity of students as subjects of training, forecasting of development of educational situations. That is, we are talking about modeling the professional activities of future physics teachers, as a result of which educational information is used to perform specific contextual actions that affect the formation of communicative competence.

CONCLUSIONS

The relative importance of the main functions from the point of view of physics teachers and the importance of information and communication function was determined by questionnaires of respondents. Future professional activity is presented in the form of a model of the teacher of physics: a description of the system of its main professional functions, problems and tasks. The realization of the goal set in the study was based on the practical implementation of the principles of professional training of students, the embodiment of which was the design of the goals, content and technologies of integrative

professional training of students from the standpoint of training future teachers of physics. This design was based on the praxeological principle of vocational training and contextual learning. The structure of communicative competence of the future teacher of physics, containing interrelated and interdependent motivational-value, cognitive and operational-activity components, is developed. The basic unit of activity of the student and the teacher in contextual training becomes not «a portion of information», and the pedagogical situation in all the subject and social uncertainty and inconsistency. The system of problematic pedagogical and methodological situations allows to develop a dialectically contradictory content of teaching in dynamics and thus provide objective prerequisites for the formation of theoretical and practical pedagogical thinking of the future teacher of physics. Determining the dialogical relations of students included in the situation, such content contributes to the formation of their communicative competence.

Three types of construction of educational situation are applied: technology of educational dialogue; technology of problem approach; technology of imitation games. Dialogue is considered not only as an active process of educational interaction, but also as a source of personal experience of the student as a factor of actualization of reflexive, critical function of personality and, in fact, as an important factor in the formation of communicative competence of the future teacher of physics.

SUMMARY

The article considers the method of formation of information and communication culture of future teachers of physics in the process of professional training. The relative importance of the basic functions from the point of view of teachers of physics and the importance of information and communication functions is determined. Future professional activity is presented in the form of a model of the teacher of physics: a description of the system of its main professional functions, problems and tasks. The structure of communicative competence of the future teacher of physics containing motivational-valuable, cognitive and operational-activity components is developed.

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PERSONALIZATION OF STUDENTS' GENDER EXPECTATION

Kikinezhdi O. M.

INTRODUCTION

Gender as a systemforming sign of personal acquiring of identity is an important factor of boys' and girls' national understanding of life, their egalitarian realization. Gender identity within the youth psychology is most significant in the context of personal identification and socio-psychological mechanisms of gender socialization, because on the one hand, it is characterized through the spontaneous learning of gender norms, and on the other hand, through a conscious choice. Gender relations characterize the degree of democracy in a society, as they determine the division of roles in the political, socio-economic and professional lives.

The overall goal of the new Strategy is to achieve the effective realization of gender equality and to empower women and men in the Council of Europe member States, by supporting the implementation of existing instruments and strengthening the Council of Europe acquits in the field of gender equality, under the guidance of the Gender Equality Commission (GEC). The focus for the period 2018–2023 will be on six strategic areas: 1) to prevent and combat gender stereotypes and sexism; 2) to prevent and combat violence against women and domestic violence; 3) to ensure the equal access of women to justice; 4) to achieve a balanced participation of women and men in political and public decision-making; 5) to protect the rights of migrant, refugee, and asylum-seeking women and girls; 6) to achieve gender mainstreaming in all policies and measures[1].

A gender misbalance, vertical-horizontal stratification is typical for Ukraine. Gender asymmetry is observed in the "masculinization" and "feminization" of students' society, which can be explained by the one-sided gender socialization of children and youth, a psychological pressure expressed by society, that imposes sexual stereotypes, the activation of anti-

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[1] Council of Europe Gender equality strategy 2018–2023. URL: https://my.su/fhqub.

gender movements, the false spread of information online, at schools, in the streets about the gender equality. It leads to the denial of the principles of equality between women and men by the gender politics especially in Ukraine. It proves the necessity to improve national gender policy and develop informational and educational spheres.

The concept of our study is based on the understanding of gender identity as an important personal formation in the structure of sexual consciousness, which manifests itself in different interactions and attitudes. Masculinity and femininity as personal characteristics serve as basic categories in the analysis of development of gender-determined "I". Gender orientations (traditional or egalitarian) are an important indicator of personal self-determination. Methodological approaches to the empirical study of the development of gender identity of grade-schooler were based on the developed by us principle of psychological model in the context of the traditional (gender-differentiated) and personal-development (egalitarian) paradigm[2].

The author's model is based on understanding "gender identity" as a crucial personal formation in the structure of sex self-consciousness, which is manifested in different interactions and attitudes. Masculinity and femininity as individual's attributes are the basic categories in the analysis of sex-role "I" formation. In addition, gender orientations (traditional or egalitarian) are important indicators of individual's self-identification.

Psychological model demonstrates such principles of gender identity construction: interconnection and interrelation of social and psychological processes of sex-role self-identification on social and individual levels; behaviour differentiation based on individual's sex; asymmetry; polarization-opposition; hierarchy; andro-feminocentrism or egalitarianism, sexism as a biased and stereotyped attitude; evident and "hidden" discrimination, gender stereotypes, etc.

Practical application of the model provides a possibility to assume that:

– the phenomenon "gender identification" is a universal mechanism of integration and differentiation of various identifications in the individual's development ontogeny. This mechanism functions as an

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[2] Кікінежді О. М. Ґендерна ідентичність в онтогенезі особистості : монографія. Тернопіль : Навчальна книга – Богдан, 2011. 400 с.

individual's values and sense self-identification with representatives of the same sex, with the behaviour and performance of social and family roles typical of this group of people;

– sex-role identification is an index of personal maturity, a result of universalization and individualization of human values, equality, democracy, and humanism.

The young age is connected with gender self-determination, establishment of the gender role fitting behavior and stable image of the "I" of men/women. According to E. Erickson, this age period is characterized by "identity crisis", diffusion (confusion of roles), the image of "I" with a disorder of identity, which is expressed in diffidence, uncertainty of attitudes to life values, including gender orientations[3]. Uncertainty and indecision in gender identity is dangerous because it can hamper identity development.

The goal of this research is to determine gender perceptions among the student youth, specific gender attitudes in the self-concept, beliefs about traditional and egalitarian gender roles, and construction of the real and ideal self.

The task of the research are:

1. To establish peculiarities of gender identification and its influence on life choices in young adulthood;

2. To illuminate the determining factors and conditions of the self-determination of young men and women.

3. Analysis of the universities in gender discourse of public policy.

The methods for determining gender orientations in the self-concept included the following surveys: ego-identification (D. Marcia), masculine-feminine behavior (S. Bem)[4], goal determination and goal pursuit (M. Rokich)[5], interpersonal attraction (T. Leary), and narratives "Me in 20 years", "Who Am I" (M. Kun, McPartland).

200 students 18–23 years old (1–3 educational years) of Ternopil Volodymyr Hnatiuk National Pedagogical University participated in the research; men comprised 38% of the sample.

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[3] Erikson E. N. The Problem of Identity. *American Psychoanalytic Association.* 1956. V. 4. P. 56–121.

[4] Bem S. Sex-role adaptability: One consequence of psychological androgyny. *Journal of Personality and Social Psychology.* 1975. No. 31. P. 634–643.

[5] Rokich M. Beliefs attitudes and values. San Francisco : Jossey-Bass, 1968.

Our hypothesis was that the student youth is heavily influenced by both the traditional and egalitarian gender orientations in deciding upon their private and public roles. Hypothesis was tested with Fisher coefficient, Mann-Whitney U-criterion, correlation coefficient and factor analysis.

1. The results of empirical research

The most influential in the value system and perceptions of the future for both men and women are family roles; such roles are also dominant in the self-concept descriptions. Men view the ideal image of a woman in more traditional terms than women see themselves – women portray an ideal female as more intellectual and socially advanced. The findings show that while there are many similarities in self-views of young men and women, men are more oriented on traditional male values, whereas women maintain values of both traditional and egalitarian nature. The results of content-analysis of the narrative "Who Am I" show the dominating gender roles in private family and public professional spheres of young men and women (Fig. 1).

As the cluster analysis shows, gender belonging is shown through personal qualities. We initially selected two large clusters. The first one determines the characteristics of the individuality of a person, such as: appearance, interests and hobbies. The second cluster refers to social descriptions, such as: public-political, professional and domestic roles.

We found no meaningful gender differences in such spheres as professional and domestic roles, interpersonal and gender qualities, hobbies and interests, which suggest the prevalence of personal, individual self-determination of the I in the samples of both sexes. At the same time the statistically meaningful (Student's t-criterion) differences were found in such subjective descriptions as the physical I ($t=-3,74$ at $p=0,0004$), emotional sensitivity ($t=2,17$ at $p=0,03$), confidence in oneself ($t=-2,56$ at $p=0,01$) and ability for self-expression ($t=3,59$ at $p=0,00$).
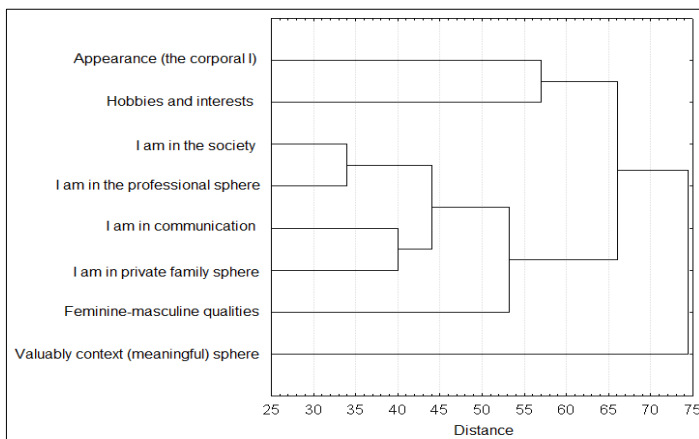
Fig. 1. Cluster analysis of the narratives «Who Am I"

**Average statistical levels of self-descriptive thoughts
of young men and women in "Who Am I" narratives**

Characteristics of self-description	Mean M	Mean F	t-value	df	P
Appearance (physical I)	0,33	1,43	-3,74	48	0,000488
I am in the society	0,67	0,65	0,04	48	0,97
Feminine-masculine qualities	0,85	0,74	0,42	48	0,68
Interpersonal roles	0,67	0,83	-0,67	48	0,50
I am in the professional sphere	0,11	0,26	-1,21	48	0,23
Hobbies and interests	1,26	0,91	0,96	48	0,34
Valuable context (meaningful) sphere	0,89	1,04	-0,36	48	0,72
Emotional characteristics "positive"	3,26	4,83	-2,17	48	0,03
Emotional characteristics "negative"	0,44	1,43	-1,93	48	0,06
Emotional support of others (ability for emotional sharing)	0,59	0,91	-1,13	48	0,27
Confidence in oneself	0,22	0,78	-2,56	48	0,01
Successes in realization family roles	0,74	1,00	-0,63	48	0,53
Ability for self-opening	8,48	4,39	3,59	48	0,00
Individuality	0,80	1,17	-1,50	48	0,14
Belonging to the group (identified "We")	0,55	0,68	-0,83	48	0,41

The role of physical attractiveness in descriptions of the physical I is considerably higher (almost 4 times) for young women. Another gender difference in the image of the I is emotional sensitivity (4,86 for young women : 3,26 for young men) that is represented in higher meaningfulness of emotional sphere for personal self-determination of young women. We explain that gender differences with different level of adaptation of young men and women to the new social roles of a student and a future professional. Young women acquire more confidence in themselves, and that, in our opinion, is influenced by a) young women's higher social activity; b) fewer gender expectations in relation to young women's social roles and considerably more expectations in relation to the realization of masculine roles by young men. In this age male students begin to feel the pressure of gender stereotypes of a bread-winner, protector etc. while having few possibilities for financial self-realization. The gender difference in the meaningfulness of self-openness (as for young women, its level reaches the mark of 8,48, while for young men it is 4,39) is possible to explain by the influence of gender socialization, as the society expects more empathy from young women. The statistical analysis of descriptions in the images of the real and future I shows similarities of the personal self-determination in different spheres of vital activities of young men and women (table 2).

Table 2

The meaningfulness of the spheres of self-determination in female and male samples

Characteristics of self-description	Arithm. mean I am today	Arithm. mean I am tomorrow	t-value	df	p
1	2	3	4	5	6
Appearance (physical I)	0,27	0,60	-0,84	25	0,41
I am in the society	0,64	0,80	-0,29	25	0,77
Feminine-masculine qualities	0,95	0,40	1,25	25	0,22
Interpersonal roles	0,68	0,60	0,22	25	0,83
I am in the professional sphere	0,05	0,40	-2,44	25	0,02
Hobbies and interests	1,36	0,80	0,84	25	0,41
Valuable context (meaningful) sphere	0,86	1,00	-0,24	25	0,81
Emotional characteristics "positive"	3,27	3,20	0,07	25	0,95

Emotional characteristics "negative"	0,55	0,00	1,19	25	0,25
Emotional support of others (ability for the emotional sharing)	0,55	0,80	-0,52	25	0,61
Confidence in oneself	0,23	0,20	0,11	25	0,92
Successes in realization family roles	0,64	1,20	-1,22	25	0,24
Ability for self-opening	8,05	10,40	-1,12	25	0,27
Individuality	0,82	0,70	0,28	25	0,78
Belonging to the group (identified "We")	0,50	0,75	-0,91	25	0,37

In the ratings of meaningfulness of different spheres of self-determination, the sphere of professional self-realization takes the leading place. In the image "I am today" the meaningfulness of professional sphere for young men is lower in comparison with the image "I am in future". At the same time, in the image of the future I for young women the leading place is taken by the emotionally expressive sphere. These findings are confirmed through the analysis of descriptive self-characteristics presented by young men and women in narratives "Me in 20 years". The qualities which are marked by young men as necessary for a woman have truly feminine character, for example, "faithful", "beautiful", "tidy", "thoughtful", "tolerant", "tactful", "complaisant". The responses for young women include unique feminine qualities, for example: tenderness, meekness, love, and children. The anti-ideal qualities are completely opposite to afore-named ones, as, for example, "negative", "fickle", "bad hostess", "has bad habits related to alcohol and smoking". It is not surprising that 94 per cent of young people think that the image of an ideal woman has to have traditional nature, and 95 per cent consider that the image of a real man must be of traditional nature, too.

We should note that nothing is mentioned about the wife as a professional, statesman, about her possibilities to take up sports or hobbies. Only 40 percent of young men consider that professional employment of a wife is possible, but not obligatory, and only on the

condition of "a good job", "that she is able to devote more time to her family and children".

Table 3

**The meaningfulness of the spheres of self-determination
in female and male samples**

Characteristics of self-description	Mean male	Mean female	t-value	df	p
Appearance (physical I)	2,00	1,00	1,99	21	0,06
I am in the society	0,10	1,08	-1,83	21	0,08
Feminine-masculine qualities	0,80	0,69	0,25	21	0,81
Interpersonal roles	0,70	0,92	-0,56	21	0,58
I am in the professional sphere	0,30	0,23	0,30	21	0,77
Hobbies and interests	1,10	0,77	0,67	21	0,51
Valuable context (meaningful) sphere	0,70	1,31	-0,78	21	0,45
Emotional characteristics "positive"	5,20	4,54	0,51	21	0,61
Emotional characteristics "negative"	1,80	1,15	0,61	21	0,55
Emotional support of others (ability for emotional sharing)	0,60	1,15	-1,28	21	0,21
Confidence in oneself	1,10	0,54	1,36	21	0,19
Successes in realization family roles	1,20	0,85	0,44	21	0,67
Ability for self-opening	2,60	5,77	-2,23	21	0,04
Individuality	1,55	0,88	1,72	21	0,10
Belonging to the group (identified "We")	0,58	0,77	-0,72	21	0,48

Similar options are traced in the narratives by young women when they describe their future: "I am cheerful and tidy as I meet my husband when he comes from work. I gave lessons of English to my children, took them to the pool, and while they were there, I visited the fitness center", "I still have lender body and look young. I have time to take care of myself, visit a beauty salon"; "My wife brings me coffee in bed. She has time for sports and to take care of all family members".

In the research we were interested in the dynamics between professional and private spheres for young men and women In the

picture of future. It was discovered that young men are oriented on building their career in identification of the future I to a greater degree (Fig. 2), while young women show greater dependence on the domestic sphere (Fig.3).
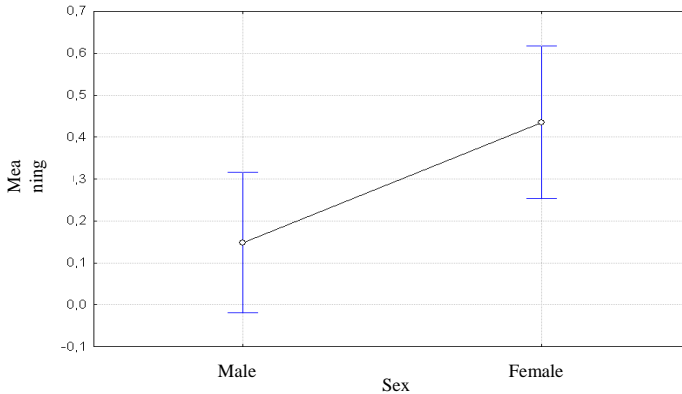

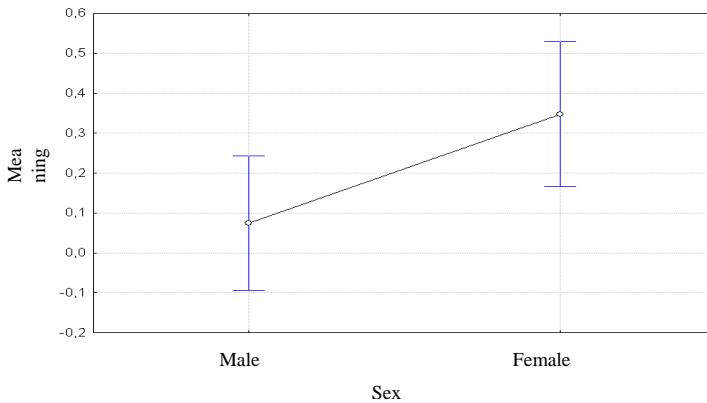**Fig. 2. Differences between the sexes in professional activity**

Fig. 3. Influence of gender on the professional activity

Both in the I-present and in the I-future,the dominant tendency is professional activity for young men and domestic activity for young women.

The general sample was 170 respondents – 86 young women and 84 young men aged 18-21enrolled in a pedagogical university. The test showed high reliability due to internal consistency: the coefficient of correlation between the scales of egalitarian and traditional values is foled r=-0,95 (p=0,0001).

Majority of males in the sample agreed with the following statements: "there are a lot of words and phrases that cannot be pronounced by women but they are allowed to be spoken by men" and "women must not visit the same places which are visited by men, and women must not have the same degree of freedom as men". The students are aware of the myth of the "weaker sex "to be a subject to psychical disorders, depression and anxiety more frequently. These beliefs found the confirmation in the agreement with the statement "Women are too sensitive to become good surgeons". The apotheosis of traditional opinions of young men was their rejection of the professional suitability of women for various types of activities: "Women must recognize their intellectual narrow-mindedness in comparison to men". Young women showed more egalitarian views than men in relation to physical attractiveness of both sexes to taking care of the figure, keeping a healthy way of life etc. For example, women showed greater agreement with the following statements: "A modern woman is obliged to care about her figure no more than her husband cares about his" and "Youth and beauty of a woman are the main guaranty of her happiness".

The analysis of results of the questionnaire based on M. Jenkins'[6] method showed that most young men and women share traditional (patriarchal) values to some degree. However, there were sex differences in gender orientations of young men and women. Young women are more oriented on egalitarian relations in the domestic sphere, in sex behaviour, marriage and pre-marital behaviour. Traditional views of young men refer to the social and politic legislative sphere. Bipolarity of judgments of young men and young women about traditional and egalitarian value are presented in Fig.4.

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[6] Говорун Т. В., Кікінежді О. М. Ґендерна психологія : навчальний посібник для студентів вищих навчальних закладів. Київ : Видавничий центр «Академія», 2004. С. 34–35.

Traditional values are directed against the expansion of space of a woman in relation to the professional activities. Women students admit egalitarian with men in the concerning domestic sphere, but they share patriarchal opinions in relation to financial and legal responsibility of a husband.
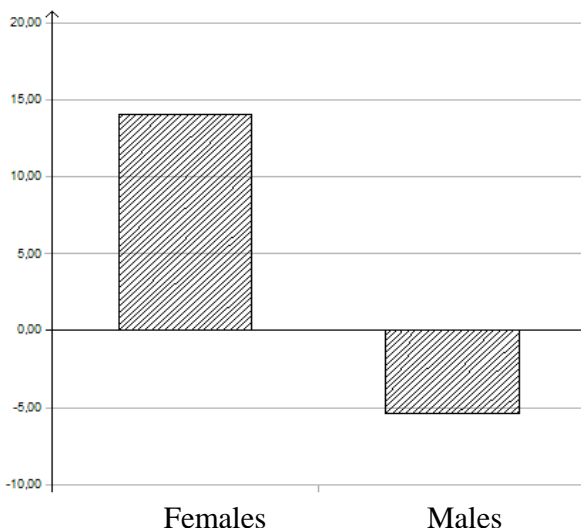
Fig. 4. Bipolarity of the division of gender orientations of student youth in sex selections

2. Gender mainstreaming

The achievement of gender parity in education is one of the important aspects of the machinery of national gender government policy. The system of high education is an important agent of gender socialization of young people, which can be built on the principles of gender parity, or, vice versa, contains some forms of gender inequality. Therefore, the project «Gender mainstreaming in higher educational establishments of Ukraine» and its implementation were positively perceived by the administration of the university, because gender audit allows to explore the compliance of the principles of gender equality in the university and determine the ways of implementation of gender-sensitive technologies

in the practice of high school in order to create egalitarian personality of future teachers and gender culture of students.

The current regulatory framework of higher education in Ukraine and statistical indicators give reasons to consider higher education, de jure, with minimal manifestations of gender inequality. However, de facto, there is a gender asymmetry.

The procedure of gender audit is a tool and a process based on the methodology of participation and is aimed at providing training on gender sensitivity at the individual level and at the level of the institution's administration. The gender audit is essentially a «social audit» and belongs to the category of «quality checks» that distinguishes it from traditional «financial audits». The audit creates the preconditions for the identification of the key gaps and the problems, recommends solutions to them, suggests possible improvements and innovations. The gender audit is an opportunity to demonstrate best practices for achieving gender equality. The gender audit increases the collective capacity of the organization and provides an opportunity to identify strengths and weaknesses in promoting gender equality. It monitors and evaluates the progress made in gender issues, helps to organize initiatives aimed at achieving gender equality, implements training of staff on gender issues through teamwork and information sharing. An important part of a gender audit is to develop recommendations based on its results, the list of which corresponds to the specific embodiment of gender mainstreaming in the University environment.

The goal of gender audits (G. A.) is analysis of the universities in gender discourse of public policy. The survey includes: 130 teachers (64 women and 66 men) and 298 students (180 female students and 118 male students)[7].

The tasks of G. A. are:

1. Explore the availability of gender resources in the system of equality – inequality (policy and strategy of education, training programs, institutional practices, methods of teaching and forms of

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[7] Kikinezhdi O. M., Kiz O. B. Gender-educational technologies of the accompaniment of the egalitarian socialization of Ukrainian youth. *Challenges and prospects for the development of social sciences in Ukraine and EU countries: comparative analysis :* collective monograph. Riga : Izdevniecība "Baltija Publishing", 2019. P. 132–148.

assessment, the nature of gender interaction, etc.) in order to make a critical analysis of the university's experience for implementation of complex gender approach;

2. Determine, whether personnel policies of the university is gender-sensitive in general and in specific substructures;

3. Determine the corellation of men and women on different management ranks and level of feminization and masculinization of faculties and specialties;

4. To conduct a qualitative analysis of statistical indicators of gender equality with their further interpretation;

5. Spread of information about methods, rules and attitudes to gender problems of students and professors of universities, their views and installings in the system of democratic or patriarchal coordinates;

6. Outline the problem sphere of deepening the gender studies in the academic field and define general guidelines for implementation of gender components in higher school.

In the research we were interested in the dynamics between professional and private spheres for young men and women in the image of future. It was discovered that young men are oriented on building their career in identification of the future I to a greater degree, while young women show greater dependence on the domestic sphere. Both in the I-present and in the I-future the dominant tendency is professional activity for young men and domestic activity for young women.

Gender social modeling has been revealed in stereotyping of thinking and conscience of sex and age samples concerning different spheres of activity and choices of occupations, building up a career and its connection with family roles, prestige and social status etc., that is a confirmation of existing phenomena of «glass ceiling», «dual employment», in feriority position of female faculty. The gender imbalance is manifested in «masculinization» and «feminization» of students body (the significant predominance of female students (28,6%:15,5%). The subsequent career according to students' sample is directly divided into traditionally «female» and «male» that do not promote the development of the subjectivity of a person, his/her creativity and competitiveness, successful self-realization.

In particular, more skeptical attitude of male faculty to equality of sexes has been noted; validation of a problem of inequality by biological, innate peculiarities of sexes; predominance of androcentrism in communication that leads to gender insensitive attitude in subject-subject interaction on all levels of higher educational institution, inadequate analysis by the youth and staff of the educational institution of gender discrimination practices (nearly half of the male respondents pointed out indulgent and patronizing attitude of faculty to female students, less exacting and more friendly attitude to them. Almost equal number of male and female respondents has pointed out more benevolent attitude to male students at university. That is, in their opinion, connected with feminization of academic groups and special attitude to considerably smaller number of boys.

The practice of carrying out a gender audit has become an effective factor of motivating the administration of the university to implement gender policies at our institution. We believe that the considerable factor of effective spreading of gender education technologies is a partnership of students and faculty in realization of socially important projects at different levels. It is the scientific project of the Centre of Gender Studies TNPU-Ukrainian National Academy of Pedagogical Science «Implementation of the gender approach into educational space «educational institution – family – community» in the context of European model of democracy»; Common social project with Municipal Enterprise «Ternopilelectrotrans» – «The Trolleybus of Happiness» (under the auspices of the Mayor within the project «Make your Town Better»); The educational program with «Tempus» assistance «Education for Leadership, Intelligence and Talent Encouraging», establishing the Centre of Leadership at university; The extension of gender sensitive practices on different levels of education: elementary school – secondary school – institution of higher education – conducting gender expertise of elementary school textbooks and periodicals for children, description of a phenomenon of «hidden curriculum».

The extension of a range of information and educational component of a gender approach (gender audit tools design, the statistical data collection, tendencies and phenomena, such as «acquired helplessness», «fear of success», «glass ceiling» etc.), description and analysis;

designing child abuse prevention programs and antidiscriminatory practice in children subculture and pedagogical interaction, its approbation in all-Ukrainian network of the gender educational centres) will assist further institution development of gender in social and humanitarian space.

The realization of the project «Gender mainstreaming in higher educational establishments of Ukraine» has proved the effectiveness of conducting a gender audit as a practical instrument in realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view, its quality as imperative of academic culture moving from paternalism to parity facing modern challenges – providing national mechanism of the state gender politics.

3. Gender competence

Gender competence ensures the success in both spheres – autonomous activity (give a sense of inner harmony), and the ability to build harmonious relationships with others, using gender technology for orientation in modern life. In turn, self-orientation of boys and girls is determined by gender issues: how to choose the right basis for the family relationships, which opportunities and limits has the traditional and egalitarian gender roles, the gender inequality may cause the refusal from the beloved profession, it may also cause the absence of the representatives from the demographic groups in leadership positions in the legislature, in politics etc. Gender competence may be named as "key competence", because it develops the ability of self-realization and self-improvement, the ability to build partnerships, to be competitive in the market, to maintain the democratic principles in the private and social life[8].

The formation of gender-equitable environment on the basis of "partnership pedagogy" and gender "matrix" of humanistic pedagogical heritage, integration of competent, personally oriented and gender

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[8] Dominigue S. R. Key Competencies for a Successful Life and Well-Funktional Society. Germany : Hogrefeand Huber Publishes, 2003. P. 4–5.

approaches will help into formation of gender culture and the egalitarian outlook of youth (gender competence, sensitivity, tolerance) as important factors of personal and professional self-realization of both sexes, democratic world-view and civilian life-realization of girls and boys in the sphere of national being.

Considerable experience of studying gender problems and familiarization with the best educational practices of foreign countries have given the opportunity to form our own vision as to further institutionalization of gender and educational mechanisms in the national school. In the process of the activity of the Scientific Research Centre of the Problems of Gender Education and Upbringing Pupils and Students of NAPS of Ukraine – TNPU by Volodymyr Hnatiuk gender ideology of educational practice as a strategic direction of the state policy of egalitarianism are developed and experimentally substantiated; gender education standards are implemented; gender expertise of educational content is conducted, mass media and gender audit of university; methodological principles of person egalitarian approach as a leading mechanism of gender self-determination is formulated; the ways of implementation of gender approach in the socio-humanitarian space "educational institution – family – community" are revealed; gender-sensitive programs of social partnership is implemented; gender and educational technics as an innovative system of psychological and pedagogical support of sexual sociality of youth are developed and tested; the social-pedagogical mechanisms of preparation of youth training for the creation of an egalitarian family and responsible parenting is deepened; scientific works as to systemic counteraction to violence against underage is systematized; International and Ukrainian conferences on gender issues are organized and held; collections of conference materials are published; Student's research works are presented at the Ukrainian competition on the topic "Gender Studies".

CONCLUSIONS

The present research shows that young women are more oriented on the egalitarian relations, whereas young men tend to endorse traditional gender orientations. Gender identity in both samples has perceptibly stereotypical nature, although less so among females.

The development of gender identity at the age of a young adult occurs on the basis of both conscious self-determination in continuum of masculine-feminine behaviour and choice of individual meanings of gender roles (a considerable percent of young men and young women reached the highest degree of individual identity in G. Marcia's test and the androgenic models of gender role behaviour in accordance to S. Bem's questionnaire as well). Number of students that "lag behind" at the level of diffusive identity (most of them are males), which demonstrate the sex-determined behaviour, or show complete confusion in relation to the gender role.

Although the majority of respondents of both sexesshowed traditional orientations, the comparative analysis of their structure (from the point of view of the cognitive emotional and behaviour constituents of gender self-determination in M. Jenkins and S. Bem's questionnaires) show the signs of destruction of bipolar gender orientations of student youth. The proof of it appears in the similarity of repertoire of social roles in the self-determination of "I am a man/woman" and also in the context of narratives "Who Am I" (today). The gender roles selected by young men and women do not fit the "Procrustean bed" of their patriarchal division, as they contain quite a lot of egalitarian constructions of self-determination in professional occupations, identification, and communications. The future of students in their gender scenarios of life can also be described from the point of view of the ambivalent.

A gender audit as a practical instrument in realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view.

Though self-presentations of professional communicational skills by female students are maintained by assertiveness and other traditional masculine features, they prefer to demonstrate feminine features escaping to be androgynous because of phobia of losing femininity as the most respected value of the opposite sex. in assessing the life of a woman. Girl-students show liberal options more often, they support the equal division of roles in a family, they want equal rights and possibilities for personal self-realization. These tendencies allow to state

the growth of subject feminine potential, outline the psychological prospects of future life creativity of girls-students as the challenge for the traditional stereotypes.

This research shows the necessity of creating and implementing the gender policies based on the psychological principles of parity and androgyny of sexes, and on self-development and full vital realization of an individual. Development of gender competencies among young Ukrainians will enable to form a fair attitude towards the capabilities and status of a person regardless of his/her sex and create the possibility for maximum self-realization in mastering some sphere of life activities.

The future directions of our research are experimentally investigate the content, structure, and peculiarities of the functioning of educational environment in university through developing the indicators and principles of non-discrimination education, which is the social and psychological determinant of the formation of an egalitarian personality, broadening the cultural and creative mental space of all participants of pedagogical interaction on the basis of European democratic values – freedom, respect human rights, dignity, justice, tolerance, in order to "Living Together As Equals in Dignity" ("White Paper on Intercultural Dialogue"), join to globalized "We" and at the same time save original life-space, feeling own national» I" (M. Popovych)[9].

SUMMARY

The empirical study of the personalization of students` gender expectation has been presented in the article. The formation of the personified image "I" as the construct of masculine, feminine and androgyny in the context of humanistic, genetic and cognitive psychology; and in accordance with the author's model of sex-role identification of personality has been analyzed. It has been founded that the specificity of the development of gender identity of girls and boys 18-23 years old has to do with the gender differentiation of the structure of terminal and instrumental values, the different ratio of "Ideal I"/"Real

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[9] Попович М. В. Роль філософії у духовному розвитку людства. *Толерантність як соціогуманітарна проблема сучасності : матеріали ІІІ Міжнародної науково-теоретичної конференції (Житомир, 19–20 травня 2011 р.)*. Житомир : Вид-во ЖДУ ім. І. Франка, 2011. С. 16.

I" among representatives of both sexes, their correlation with strategies of gender behavior and subjective control.

The formation of the personified image of "I" as the construct of masculine, feminine and androgyny in the context of humanistic, genetic and cognitive psychology, and in accordance with the author's model of sex-role identification of personality is analysed. The referential gender identity of girls and boys is strongly stereotyped. Gender identity appears in the generalized, systematized image of acquired sexual sex-role "I"; expanded by the significant influence of its deployment in the sphere of interpersonal relationships; conscious self-determination of girls and boys in the system of gender orientations. A gender audit.as a practical instrument in realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view.

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MEASURING CIVIC IDENTITY:
DIFFICULTIES AND SOLUTION

Petrovska I. R.

INTRODUCTION

The Russian annexation of Crimea and partial occupation of Donbas, as well as the other problems, actualized the question of not formed civic identity of the large segments of Ukraine's population. Stable positive civic identity is the key to ensuring the national security of the state, in particular, its territorial integrity and consolidation of civil society, as it leads to psychological intolerance of citizens towards various kinds of external aggression (military, informational, economic, etc.). The growth of social problems, which is typical for recent years and partly explained by the war on the East of Ukraine, can not be handled only by the efforts of the government. Consolidated and coordinated actions of civil society (the psychological basis for the development of which is civic identity) are needed to assist the government in the matter of choosing the way of further strategic development that will provide citizens with the best protection from modern risks and dangers.

As a psychological phenomenon, civic identity is studied by Ukrainian and foreign scientists. Psychological essence of civic identity (Yates & Youniss[1], 2006; Hart, Richardson & Wilkenfeld[2], 2011; Zhadan[3], 2017; Khazratova[4], 2016), its structure and levels (Cohen &

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[1] Yates, M., & Youniss, J. (2006). Roots of Civic Identity. International Perspectives on Community Service and Activism in Youth. Cambridge University Press

[2] Hart, D., Richardson, C., & Wilkenfeld, B. (2011). Civic Identity. Handbook of Identity. Theory and Research. 771–787

[3] Zhadan, I.V. (2017). Empirychne doslidzhennia osoblyvostei hromadianskoi ta natsionalnoi samoidentyfiktsii molodi: bazovi poniattia ta pokaznyky [Empirical study of the peculiarities of civic and national self-identification of youth: basic concepts and indicators]. Scientific Studies on Social and Political Psychology, 39, 60–68

[4] Khazratova, N.V. (2016). Do pytannia pro psykholohichnu pryrodu hromadianskoi identychnosti ta yii dynamiku [On the Psychological Nature of Civic Identity and its Dynamics]. The Pedagogical Process: Theory and Practice. Series: Psychology. 3 (54), p. 79.

Chaffee[5], 2013; Bezgina[6], 2013; Petrovska[7], 2019), the ratio of civic, ethnic, national and European identities (Hristova & Cekik[8], 2013; Taljunaite[9], 2013; Jimenez, Gorniak, Kosic, Kiss & Kandulla[10], 2004) are being examined, but the problem of psychological diagnosis of individual's civic identity has not been an object of any special studies and is still poorly developed.

1. Civic Identity as a Complex Multilevel Personal Formation

Civic identity implies an awareness and experience of own belonging to the community of citizens of a state. A state is a special form of organization of society that maintains its integrity, controllability and ability to satisfy the needs and interests of its members. A state can be considered as a social organization, as it possesses all of the corresponding features (community of people; social relationship is based on regulation of interaction, statuses, norms, division of labor in form the status-position system; presence of a coordinating body or a management system, interaction with outside world, etc.)

Self-determination in terms of civic identification is when a person identifies himself/herself with a member of the organization that is a state[4]. Modern studies of organizational identity emphasize its dual nature (*dual organizational identification*) – identification with the working group and the organization as a whole (Vora & Kostova[11],

[5] Cohen, A., & Chaffee, B. (2013). The relationship between adolescents' civic knowledge, civic attitude, and civic behavior and their self-reported future likelihood of voting. Education, Citizenship and Social Justice, 8(1), 43–57.

[6] Bezgina, N.V. (2013). K voprosu o postroenii strukturnoy modeli grazhdanskoy identichnosti [On the question of building a structural model of civic identity]. Psihosfera. Tula: TulGU. 8–14

[7] Petrovska, I. R. (2019). Etapy stanovlennia hromadianskoi identychnosti osobystosti [Stages of Civic Identity Formation]. Problems of Modern Psychology, 44, 212–233

[8] Hristova, L. & Cekik, A. (2013). Between the ethnic and the civic identity – on the perceptions of the student population in the Republic of Macedonia. New Balkan Politics, 13, 45–70

[9] Taljunaite, M. (2013). From ethnic and civil identity towards state identity. Filosofija-Sociologija, 24(4), 187–192.

[10] Jimenez, A., Gorniak, J., Kosic, A., Kiss, P., & Kandulla, M. (2004). European and National Identities in EU's Old and New Member States: Ethnic, Civic, Instrumental and Symbolic Components. European Integration online Papers (EIoP), 8 (11)

[11] Vora D., & Kostova, T. (2007). A model of dual organizational identification in the context of the multinational enterprise. Journal of Organizational Behavior, 28(3), 327–350

2007; Bartels, Pruyn, De Jong & Joustra[12], 2006; Kreiner & Ashforth[13], 2004).

Therefore, the civic identity identification subjects (similar to the organizational identification subjects) are a *community of citizens* (similar to personnel of a company; community with common and typical challenges of their lives united by the territory where the laws of a particular state are effective) and the *state* (organization as a whole; the state as a social organization).

In the case of civic identification as organizational identification, there is a perception of one's belonging to the state (as an organization) and the community of citizens (as a group) in combination with specific forms of behavior and emotional contents. Important aspects of civic identification are self-categorization, awareness of own belonging to the state and the community of citizens; intra-group connections (perception of consolidation, commonality of interests and problems with other citizens); emotional valence (subjective assessment of a citizen's own affective experience related to living and functioning in the state). A prerequisite for the formation of a high-level civic identity is the approval of values of the state and emotional adherence to the state and fellow citizens.

Based on the principles of Social Identity and Self Categorization Theory (Tajfel & Turner[14], 1986), the approach of considering the civic identity as a kind of organizational identity (Petrovska[15], 2018), the civic identity of a person can be defined as a *complex multilevel personal formation that results from self-categorization, awareness (assigning meaning-value) of belonging to a community of citizens and the state (as its citizen) and subjective person's attitude (emotional and behavioral) to that membership*.

[12] Bartels J., Pruyn A., De Jong M., & Joustra I. (2006). Multiple organizational identification levels and the impact of perceived external prestige and communication climate. Journal of Organizational Behavior, 28(2), 173–190

[13] Kreiner, G., & Ashforth, B. (2004). Evidence toward an expanded model of organizational identification. Journal of Organizational Behaviour, 25, 1–27

[14] Tajfel, H. & Turner, J. C. (1986). The Social Identity Theory of Intergroup Behavior. Psychology of Intergroup Relations, 5, 7–24

[15] Petrovska, I. R. (2018). Hromadianska identychnist yak riznovyd orhanizatsiinoi identychnosti [Civic identity as a type of Organizational identity]. Problems of Modern Psychology, 39, 244–257

Civic identity as a multilevel personal phenomenon is manifested on the individual and social levels. Social level is divided according to the subjects of civic identification into the group (collective) and institutional (organizational) levels. Thus, civic identity levels are as follows:

– *institutional* («citizen – state») – inclusion of the individual into the legal, economic, axiological, symbolic space of the state; features of social perception of the state by the individual, the image of the state, trust and loyalty to it, etc.;

– *group* («citizen – community of citizens») – inclusion of the individual in a community of citizens backed by subjective feeling of inner unity with their compatriots, a sense of civic community (a sense of «We») – experiencing the relationship, solidarity, common historical destiny and typicality life problems with other citizens, etc;

– *individual* («I as a citizen») – a level of personal understanding of citizenship with emotional and value content; realization of the meaning and value of their lives, justification of own existence within this society.

Two interconnected systems are considered in the structure of civic identity: central (inner), represented by the cognitive, affective, and value components, and conative (outer), represented by the behavioral component. Central and conative components function as a whole and in their totality represent the civic identity and peculiarities of its functioning (Fig. 1).
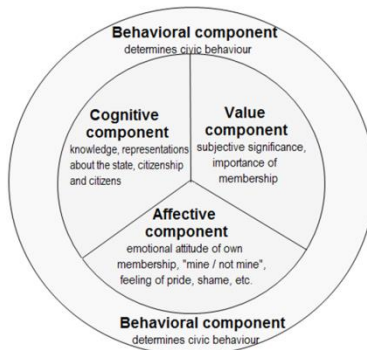

Fig. 1. Structural components of civic identity
Source: Own research

Thus, civic identity is a unity of *cognitive* (awareness of own belonging to the state as its citizen and community of citizens, knowledge, figurative and symbolic representations about the state, citizenship and citizens), *value* (subjective significance, importance of membership, support (or not) state values and values of the civil community), *affective* (emotional attitude of own membership, «mine / not mine», feeling of pride, shame, patriotism, etc.) and *behavioral* (determines civic behaviour and defines the forms of activity (or inactivity) in relation to the state and citizens – activity, inclusion, affection / passivity, indifference, hostility, protest, confrontation, etc.; the readiness of the individual to act in accordance with the interests of the state and the civil community; civic participation / activity or passivity in advocacy of civil rights and values) components.

Formed civic identity is manifested in awareness of involvement in the community of citizens and the state, emotional attachment to them and acceptance of their values and goals at the behavioral level.

2. Current Status and Problems of Civic Identity Measuring

The overview of modern scientific works has revealed the most popular questionnaires today, namely *Civic Engagement Scale* (Doolittle & Faul[16], 2013), *Civic Attitudes Scale* (Mabry[17], 1998), *Civic Responsibility Scale* (Astin & Sax[18], 1998), *Civic Attitudes and Skills Questionnaire* (Moely, Mercer, Ilustre, Miron & McFarland[19], 2002), *Civic Identity Scale* (Beaumont, Colby, Ehrlich & Torney-Purta[20], 2006). The problem of civic identity measuring of Ukraine's population today is the lack of, on the one hand, socio-culturally adapted variants of the above-mentioned questionnaires and, on the other hand, complex

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[16] Doolittle, A., & Faul, A. (2013). Civic Engagement Scale: A Validation Study. SAGE Open, 3, 1–7

[17] Mabry, J. (1998). Pedogogical variations in service-learning and student outcomes: How time, contact, and reflection matter. Michigan Journal of Community Service Learning, 5, 32–47.

[18] Astin, A., & Sax, L. (1998). How undergraduates are affected by service participation. Journal of College Student Development, 39, 251–263

[19] Moely, B., Mercer, S., Ilustre, V., Miron, D., & McFarland, M. (2002). Psychometric properties and correlates of the Civic Attitudes and Skills Questionnaire (CASQ): A measure of students' attitudes related to servicelearning. Michigan Journal of Community Service Learning, 8(2), 15–26

[20] Beaumont, E., Colby, A., Ehrlich, T., & Torney-Purta, J. (2006). Promoting political competence and engagement in college students. Journal of Political Science Education, 2(3), 249–270

methods that assess the level of formation of structural components of civic identity, namely cognitive, value, conative and affective.

For instance, the *Civic Identity Scale* (Beaumont et al., 2006) was adapted from the Good Self-Assessment (GSA) and measured the centrality of moral characteristics to an individual's identity[21]. Civic Identity Scale authors have added elements of political identity to the elements of moral identity. Thus, the questionnaire contains 14 points, 6 of them are devoted to moral identity, 3 to political and 5 to personal characteristics. Questionnaire statements are rated from 1 (not important) to 4 (very important). The content of moral identity is represented in statements such as «fair», «stand for what I believe to be right», «compassionate, concerned about all people», «honest», «concerned about justice and human rights», «responsible»; political identity – «interested in international issues», «politically involved», «interested in government decisions and policies»; other indicators – «smart», «creative, with a rich imagination», «rebellious», «friendly», «athletic, strong». Estimates of moral and political identity are calculated by averaging the relevant moral and political units. Higher scores correspond to a stronger civic identity. However, the question arises as to whether moral and political identities are the substantive components of civic identity?

State Identity Scale (Lewicka[22], 2007), that was designed and socio-culturally adapted to the Ukrainian sample by Polish researcher-psychologist Maria Lewicka, also should be mentioned. However, State Identity Scale represents levels of emotional attachment to one's national group (scale of patriotism) and glorification of one's national group (scale of nationalism), that characterizes features of national rather than civic identity. The decision on the level of formation of civic identity is made based on importance for the respondent to be Ukrainian or representative of another nation.

Scientists also use *The Twenty Statements Test* (TST) (Kuhn & McPartland[23], 1954) to diagnose civic identity. However, the results of

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[21] Porter, T. J. (2013). Moral and political identity and civic involvement in adolescents. Journal of Moral Education, p. 244.

[22] Lewicka, M. (2007). Regional Differentiation of Identity: A Comparison of Poland and Ukraine. Regional and Local Studies, 21–51

[23] Kuhn, M., & McPartland, T. (1954). An Empirical Investigation of Self-Attitudes. American Sociological Review, 19(1), 68–76.

our study, which was attended by 350 Ukrainian citizens aged 30-50 years, showed that only 8.5% of respondents actualize the role of a citizen for themselves. Thus, it can be argued that under more or less stable socio-political conditions, civic identity is usually not in an actualized state for the individual and does not dominate among other identities (gender-role, professional, etc.), which suggests that using this technique for civic identity diagnosis is a little informative.

The analysis of the existing methods leads to the conclusion that there is an urgent problem of creating psychodiagnostic tools, which would be based on the psychological concept of civic identity as a complex multilevel personal formation.

3. Methodological Justification and «Level and Type of Civic Identity» Questionnaire Development Procedure

The comprehensive study, which was conducted from November 2015 to December 2018, involved 1325 citizens aged 16-80 years from different regions of Ukraine.

In the first stage – *preparation of the toolkit for civic identity study* – 353 citizens aged 18-79 years (113 male, 240 female) participated, 90 (25.5%) of whom are in youth age, 150 (42.5%) in age of early adulthood, 113 (32.0%) in age of middle and late adulthood, in order to identify the categories most articulated in the discourse of citizens and related to awareness and experience of their belonging to the community of citizens and the state. For this purpose, the incomplete sentences test («*As a citizen of Ukraine I…*», «*As a member of the community of citizens I…*»), associative test («*What associations do you have with the statements*: «*I am a citizen of Ukraine*», «*I am a member of the community of citizens of Ukraine*»?»), psycho-drawings and semi-structured interviews were used. In the course of the content analysis, 419 indicators (sub-categories of analysis) were identified and then grouped into 10 categories as a result of semantic categorization. Qualitative and frequency analysis of the respondents' answers from the selected categories allowed us to make a list of 36 descriptors – items of the future questionnaire, but after expert evaluation (1 doctor and 5 PhD of psychological sciences) and other validation procedures, their amount decreased to 24 (table. 1).

Table 1

Questionnaire

1	*As a citizen, I*	feel socially unprotected	3 2 1 0 1 2 3	feel socially protected
2	*As a citizen, I*	passive	3 2 1 0 1 2 3	active
3	*As a citizen, I*	incompetent	3 2 1 0 1 2 3	competent
4	*As a citizen, I*	feel pride	3 2 1 0 1 2 3	feel shame
5	*As a citizen, I*	aware of my rights and duties	3 2 1 0 1 2 3	not aware of my rights and duties
6	*As a citizen, I*	do not appreciate the state	3 2 1 0 1 2 3	appreciate the state
7	*As a citizen, I*	patriotic	3 2 1 0 1 2 3	unpatriotic
8	*As a citizen, I*	sacrificial	3 2 1 0 1 2 3	selfish
9	*As a citizen, I*	do not appreciate the fellow citizens	3 2 1 0 1 2 3	appreciate the fellow citizens
10	*As a citizen, I*	realize my own responsibility for society	3 2 1 0 1 2 3	do not realize my own responsibility for society
11	*As a citizen, I*	do not influence events	3 2 1 0 1 2 3	influence events
12	*As a citizen, I*	solidary	3 2 1 0 1 2 3	not solidary
13	*As a citizen, I*	do not feel free	3 2 1 0 1 2 3	feel free
14	*As a citizen, I*	not indifferent	3 2 1 0 1 2 3	indifferent
15	*As a citizen, I*	feel significant, important	3 2 1 0 1 2 3	feel unimportant
16	*As a citizen, I*	do not make any efforts to develop the state	3 2 1 0 1 2 3	make efforts to develop the state
17	*As a citizen, I*	disappointed	3 2 1 0 1 2 3	enthusiastic
18	*As a citizen, I*	feel strong	3 2 1 0 1 2 3	feel weak
19	*I*	have no idea of myself as a citizen of my state and different from the citizens of another state	3 2 1 0 1 2 3	have an idea of myself as a citizen of the my state and different from the citizens of another state
20	*As a citizen, I*	respect state symbols	3 2 1 0 1 2 3	do not respect state symbols
21	*As a citizen, I*	ready to defend the sovereignty and integrity of the state	3 2 1 0 1 2 3	not ready to defend the sovereignty and integrity of the state
22	*As a citizen, I*	feel insecure	3 2 1 0 1 2 3	feel safe
23	*As a citizen, I*	do not follow laws	3 2 1 0 1 2 3	follow laws
24	*I*	have a clear view of myself as a citizen	3 2 1 0 1 2 3	have a vague (uncertain) view of myself as a citizen
25	*As a citizen, I*	want to emigrate	3 2 1 0 1 2 3	not want to emigrate
26	*I*	do not consider myself a European	3 2 1 0 1 2 3	consider myself a European
27	*I*	do not consider myself a citizen of the world	3 2 1 0 1 2 3	consider myself a citizen of the world

Therefore, the Questionnaire is based on the semantic differential measurement technique, where the respondent is offered the opposite (bipolar) statements that may apply to him/her as a citizen. The respondent should analyze each pair, determine which of two statements describes him/her more accurately and circle the digit corresponding to the degree (strength) of the expression of the characteristic, where 3 – strong expression of the characteristic, 2 – medium, 1 – weak. «0» means that both statements in line are equally correct.

When processing the results, the answer for each item is turned into a 7 – point scale and summed in accordance with the key (Table 2) wholly (to determine the integral index of civic identity), or, if desired, for each subscale separately. Items 25-28 of the Questionnaire are not used for calculating the integral indicator but can be considered for additional information.

Table 2

Questionnaire Answer Key

Scale	Direct Items	Indirect Items
Integral Indicator of the Civic Identity	1, 2, 3, 6, 9, 11, 13, 16, 17, 19, 22, 23	4, 5, 7, 8, 10, 12, 14, 15, 18, 20, 21, 24

Subscales	Direct Items	Indirect Items
Value component	6, 9, 23	7, 10, 12, 20
Affective component	1, 13, 17, 22	4, 15, 18
Behavioral component	2, 11, 16	8, 14, 21
Cognitive component	3, 19	5, 24

4. Psychometric Analysis and Interpretation of «Level and Type of Civic Identity» Questionnaire Diagnostic Indicators

In the second stage – *approbation of the Questionnaire* (the psychosemantic study) – 972 citizens aged 16-79 participated (M=31.03, ᶃ=11.57), 309 male (31.8%), 663 female (68.2%), 185 (19.1%) – adolescence (16-20 years), 346 (35.6%) – 21-30 years old (first phase of early adulthood), 242 (24.9%) – aged 31-40 years (the second phase of early adulthood), 198 (20.4%) – the age of middle and late adulthood. Among the surveyed persons, 239 (24.6%) – have secondary education, 235 (24.2%) – special and 498 (51.2%) – higher education.

Validity. Factor (structural) validity of the Questionnaire was determined through exploratory factor analysis by the principal components method with Varimax normalized rotation and then using confirmatory factor analysis as one of the methods of structural modeling. Results of factor analysis of the empirical data are represented in the 4-factor model (Table 3).

Table 3

Factor structure of the Questionnaire

	Items (positive pole) "As a citizen, I…"	Factors			
		1	2	3	4
1	feel socially protected		.64		
2	active			.53	
3	competent				.79
4	feel pride		.52		
5	aware of my rights and duties				.61
6	appreciate the state	.67			
7	patriotic	.67			
8	sacrificial			.64	
9	appreciate the fellow citizens	.74			
10	realize my own responsibility for society	.51			
11	influence events			.67	
12	solidary	.57			
13	feel free		.66		
14	not indifferent			.57	
15	feel significant, important		.53		
16	make efforts to develop the state			.63	
17	enthusiastic		.73		
18	feel strong		.71		
19	have an idea of myself as a citizen of the my state and different from the citizens of another state				.54
20	respect state symbols	.82			
21	ready to defend the sovereignty and integrity of the state			.57	
22	feel safe		.75		
23	follow laws	.66			
24	have a clear view of myself as a citizen				.54
Factor contribution to the total variance of variables (%)		*31.9*	*10.6*	*7.1*	*4.9*

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The results presented in Table 3 suggest that the structure of the Questionnaire is empirically verified. According to the results of factor analysis, four factors with a total variance of 54.5% were distinguished: «Value Cmponent of Civic Identity» (factor 1), «Affective Cmponent of Civic Identity « (factor 2), «Behavioral Cmponent of Civic Identity « (factor 3) and «Cognitive Cmponent of Civic Identity « (factor 4).

Confirmatory factor analysis was used to test the hypothesis that civic identity is conditioned by four latent factors (questionnaire scales). The analysis was performed in Statistica 8.0 package using the GLS → ML method. The following criteria were used to analyze the consistency of the empirical data and the structural model: 1) χ^2, if p-level < 0.05, then there is no statistically significant difference between the observational data and the proposed model and χ^2/df ratio, which should not be greater than 2; 2) index RMS S.R. – an index that shows the quality of the model fit. If the RMS S.R. index value is less than 0.05, the fit is good enough.

The obtained model showed high compliance with the original data: $\chi^2 = 482.38$; df =246; χ^2/df = 1.96; p = 0.000000; RMS S.R. = 0.0502.

Thus, the Questionnaire contains 4 scales: «Value Component» (7 items), «Affective Component» (7 items), «Behavioral Component» (6 items), and «Cognitive Component» (4 items).

Factoring of the data of the Questionnaire «Level and Type of Civic Identity» showed that the factorial structure of the test was consistent with the theoretical model. Following questionnaires were used to test the convergent validity of the methodology: «The Level of Formation of Civic and Patriotic Qualities» (Timchyshyn & Urusky[24], 2001) and «Civic Self-Awareness» (Ignatenko et al.[25], 1997). It was found that the integral indicator of civic identity correlates (p ≤ .05) with the indicator of «the level of formation of civic and patriotic qualities» (r = .53) and with the indicator of «civic self-awareness» (r = .49), which confirms the construct validity of the Questionnaire.

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[24] Timchyshyn, O. & Urusky, V. (2001). Robocha knyha vykhovatelya [Educator Workbook]. Ternopil: Aston, 295

[25] Ihnatenko, P.R., Kosaryeva, N.I., Kryts′ka, L.V., & Popluzhnyy, V.L. (1997). Vykhovannya hromadyanyna: psykholoho-pedahohichnyy ta narodoznavchyy aspekty [Education of the citizen: psychological, pedagogical and ethnographic aspects]. Kiev: Institute of Content and Learning Methods, 252

Reliability. The internal reliability/consistency of the Questionnaire scales was verified using Cronbach's alpha, Split half reliability test (Spearman-Brown coefficient) and Gutman statistics. Test-retest reliability was examined with the participation of 166 citizens by retesting four weeks later. The verification results of the internal and test-retest reliability of the Questionnaire scales are given in Table 4.

Table 4

Verification the internal and test reliabilityof the Questionnaire

Scale	Cronbach's alpha (α)	Split half reliability	Gutman split-half reliability	Pearson correlation coefficient (test-retest reliability)
Value Component	.846	.853	.847	.612
Affective Component	.813	.831	.831	.605
Behavioral Component	.789	.808	.808	.513
Cognitive Component	.755	.793	.792	.502
Integral Indicator of the Civic Identity	.826	.873	.856	.528

It should be noted that Cronbach's α is > 0.75 on all scales of the Questionnaire, which indicates a high internal consistency of the scales and sufficiently high repeatability values (at $p \leq .01$) indicate the reliability of the test.

The Kolmogorov-Smirnov test (K-S test) was used to verify that the empirical distribution is normal (Table 5).

Table 5

Distribution characteristics of the Integral scale of the Questionnaire

Scale	Skewness	Std. er. Skewness	Kurtosis	Std. er. Kurtosis	K-S
Integral Indicator of the Civic Identity	-.206	.101	.068	.202	.042

The presented results indicate the balance of the evaluation procedure and the potential of the technique to identify, differentiate the testing subjects by the levels of manifestation of the diagnosed characteristics

and allow to describe the range of low, below average, average, above average and high values on the scales of the Questionnaire.

Cluster and discriminant analyses were used to correctly identify the boundaries of the ranges of civic identity levels.

Cluster analysis using tree clustering procedure and k-means method (after standardization) found five groups with different level of civic identity (Fig. 2).
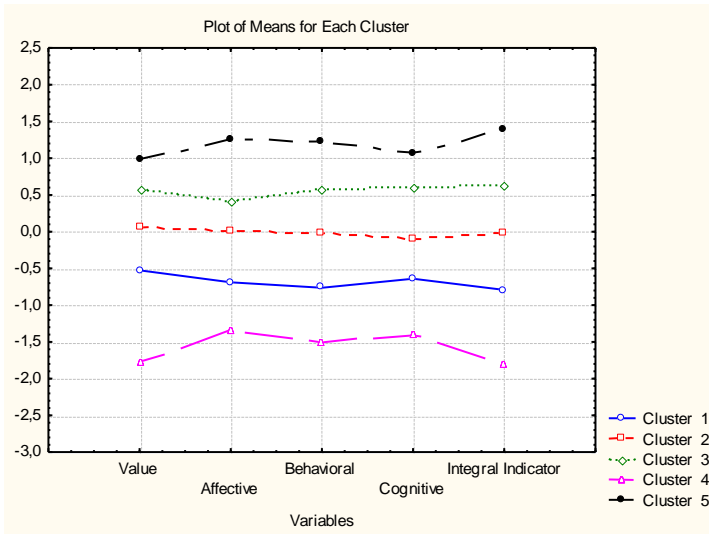
**Fig. 2. Mean values of the civic identity components
for different clusters**

Source: Own research

As is known, one of the main tasks of cluster analysis is to develop a typology or classification. The specificity of the formation of components of the civic identity made it possible to create a typology of citizens: «devoted» (5th cluster – 15%), «moderate» (3rd cluster – 29.4%), «ambivalent» (2nd cluster – 20.7%), «indifferent» (1st cluster – 26.3%) and «alienated» (4th cluster – 8.6%) (Fig. 3). Significance (value)/insignificance, positive/negative attitude towards belonging to

the state and community of citizens and forms of activity/inactivity in relation to the state and citizens made up the basis of the classification.

**Fig. 3. Percentage of surveyed citizens
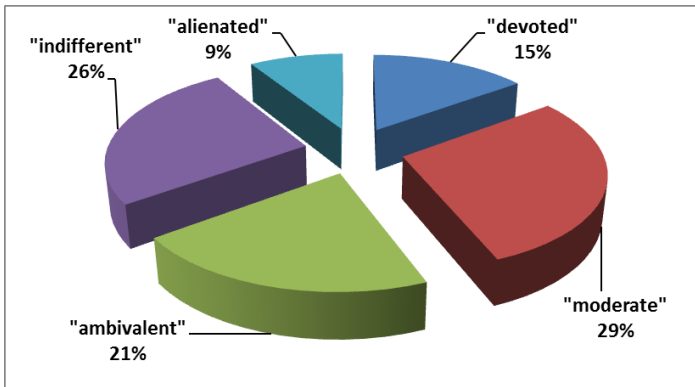with various types of civic identity**

Source: Own research

«Devoted» citizens have a high level of civic identity, realise their responsibility for the state and society, make efforts for its development, try to influence important events, and are ready to defend the independence and integrity of the state, which is considered to be one of the highest values.

«Moderate» citizens have above-average level of civic identity, a clear concept of themselves as citizens and manifest a certain level of solidarity with other compatriots. They value the state, statehood, fellow citizens, but are characterised by some restraint (of emotional and behavioral nature) in actualizing their social role of a citizen.

«*Ambivalent*» citizens are characterized by an average level of civic identity. They are characterized by instability and contradiction in their ideas about themselves as citizens: even recognizing fundamental state and civic values and socially important goals, declaring not indifference, but patriotism, awareness of their responsibility for civil society and the state, they do not feel sufficiently significant and capable of influencing important events, as a result, they do not strive to make efforts for the

development of the state, are not ready to sacrifice anything for the sake of it, can be proud and ashamed that they are citizens of this state at the same time, are prone to come under different influences, so their participation in various forms of civic activity is usually chaotic, not fully understood, as they often act for the company and follow the crowd.

«Indifferent» citizens have below-average level of civic identity, are characterised by a reduced interest in state and socio-political events, usually take a neutral stance on important state matters, not too inclined to solidarity, exhibit passive-indifferent civil position, avoid any forms of civic activity and have a vague concept of themselves as citizens.

«Alienated» citizens have a low level of civic identity; desire to separate and distance themselves from the state and society as a whole, or to leave the country. This may indicate that there was no internalisation of such a social role, or this role (citizen) for them is alien and is being rejected and devalued consciously. Citizens of such type do not want to identify themselves with the community of citizens of their state – they are ready to change the Ukrainian civic identity for another (potential emigrants), since neither the state nor fellow citizens have any value for them, or they prefer to belong to the category «citizens of the world» (have no civic self-categorization).

The stepwise discriminant analysis was used to verify the correctness of the selected types. Wilks' Lambda statistic is used to indicate the statistical significance of the discrimination power in the current model. Its value varies from 1.0 (no discrimination) to 0.0 (full discrimination). In our case, discrimination between groups is highly significant (Wilks' Lambda: 0.0709, approx. $F_{(16, 2945)} = 253.5707$, $p < 0.0000$). The classification matrix (Table 6) presents the percentage of observations that were correctly classified for each cluster using the classification functions obtained.

The overall percentage of the classification correctness is 97.33%, which indicates the high reliability of the division of persons into groups with different types of civic identity. This data is also confirmed by the analysis of the placement of the results in the space of canonical variables for the five groups of research subjects (Fig. 4).

Table 6

Classification matrix

Types	Percent Correct	Indifferent p=.26337	Moderate p=.29424	Alienated p=.08539	Devoted p=.15021	Ambivalent p=.20679
Indifferent	96.4844	247	0	0	0	9
Moderate	98.2518	0	281	0	0	5
Alienated	91.5663	7	0	76	0	0
Devoted	97.2603	0	4	0	142	0
Ambivalent	99.5025	0	1	0	0	200
Total	97.3251	254	286	76	142	214
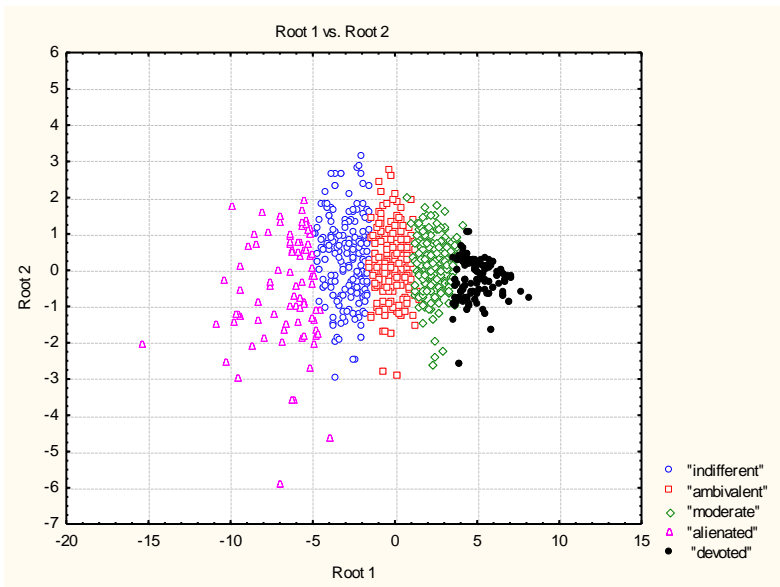
Fig. 4. Research results in the space of canonical variables for groups with different levels of civic identity (types)
Source: Own research

It is revealed that groups of people with different levels of civic identity are separated from each other, which gives grounds to claim that they are properly divided into types.

Average values and standard deviation of the components and Integral Indicator of Civic Identity for each cluster allowed us to determine low, below average, average, above average and high levels of

civic identity. Thus, Table 7 allows determining the type of civic identity of an individual by the level of its formation.

Determining the type of citizen

Integral Indicator of the Civic Identity	Level				
	low	below average	average	above average	high
	0÷93	94÷114	115÷126	127÷142	143÷168
The Type of Citizen	Alienated	Indifferent	Ambivalent	Moderate	Devoted

Statistically significant differences were detected using one-way ANOVA and Scheffe's Test between types of civic identity and the desire to emigrate (F=59.84, p=.0000).
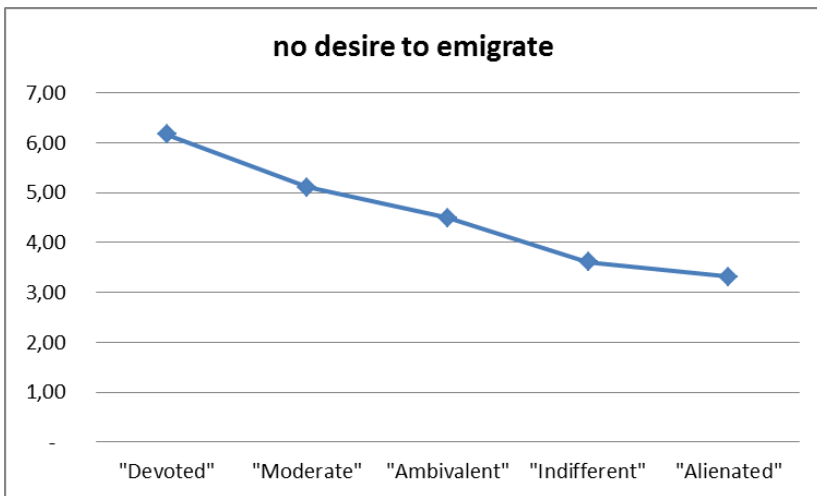

Fig. 5. Statistically significant differences of the scale "I want / do not want to emigrate" of persons with different types of civic identity
Source: Own research

Thus, the desire to emigrate may be considered one of the criteria for validation of the Questionnaire.

It is worth noting that the greatest danger is the desire of citizens to move to a permanent place of residence, which will also involve a profound process of changing lifestyle and daily practices, and, most importantly, it is a sign of a willingness to replace one's current civic identity with another. One of the motives for the desire to move abroad for permanent residence is a feeling of being alienated and disadvantaged in one's home country, poor involvement in social ties and relationships, which is, in fact, an everyday explication of social identity, in particular, civic identity.

CONCLUSIONS

The problem of measuring civic identity of an individual is extremely urgent, but it has not been the object of any special study and remains poorly developed. Only certain techniques of civic identity assessment, usually of schoolchildren and students, are represented in the scientific discourse. The overview of the existing methods of operationalization of civic identity suggests that the theoretical basis of the questionnaire construction is insufficiently substantiated, which results in the lack of a methodologically comprehensive diagnosis of civic identity as a complex multilevel personal formation.

The results of a comprehensive study, which was attended by 1325 Ukrainian citizens aged 16-80 years, are provided. In the first stage (preparation of the toolkit for the study of civic identity), most articulated in the discourse of citizens categories, related to the awareness and experience of their belonging to the community of citizens and the state, were distinguished and have been subject to qualitative (content) analysis and peer review. Content data became the basis for formulating questionnaire items.

In the second stage of the study, the approbation of the author's questionnaire was conducted, including the verification of reliability and validity. The reliability of the results is ensured by the use of methods of mathematical and statistical processing of empirical data, including correlation, cluster, variance, factor and discriminant analyses.

The positive results of the author's questionnaire approbation gave grounds for presenting the completed version with the key for calculating the results.

SUMMARY

The civic identity of a person can be defined as a complex multilevel personal formation that results from self-categorization, awareness (assigning meaning-value) of belonging to a community of citizens and the state (as its citizen) and subjective person's attitude (emotional and behavioral) to that membership. Interpreting civic identity as a complex multilevel personal formation leads to change the diagnostic paradigm. In this case, the task of assessing the structural components of civic identity becomes relevant. The empirical study made it possible to determine most articulated in the discourse of citizens categories, related to the awareness and experience of their belonging to the community of citizens and the state, which formed the basis for the substantiation of the structural and semantic organization of the author's methodology. The author's Questionnaire «Level and Type of Civic Identity» is based on the semantic differential measurement technique and contains four scales (Cognitive Component, Value Component, Affective Component, Behavioral Component), which allows identifying the level of civic identity and the corresponding type of citizen («devoted», «moderate», «ambivalent», «indifferent» and «alienated»). The results of psychometric testing allow us to conclude that the developed Questionnaire is valid, reliable and can be used for further studies of civic identity.

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GLOBAL FACTORS INFLUENCING THE TRAINING
OF TEACHERS OF HIGHER EDUCATION INSTITUTIONS
IN THE CONTEXT OF A MASTER'S DEGREE

Sushchenko T. I.

INTRODUCTION

Objective changes in human life, international trends in the comprehension of the main foundations of a qualitatively new understanding of world and national values should stimulate, in particular, higher education to form a planetary vision of the role of the natural growth of contacts, relationships, mutual obligations between nations, communities, countries; create a better order in the global and local dimensions of the purpose and reformation of higher education, develop qualitative methodological assessments in this direction, take into account the factor of unity and heterogeneity of national communities, the need for their social integration and sustainable development of spirituality and security of the humanity. That is why the whole world is interested and involved in the development of the complete higher education. Scientific forecasts about the radical changes in the current path of world development in the context of globalization indicate a radical revision of the existing values and way of life of the mankind, a radical change of stereotypes of relations and interactions in the system «man – nature – society – civilization». The ways of creating the necessary social and scientific environment with the aim of making global transformations into the existing tendencies of development and creation of an adequate system of higher education remain unexplored. The modern social science and Ukrainian pedagogical science have been left alone with the whole «universe» of problems related to globalization and integration unprecedented in the world.

In this connection, V. Kudin concludes that "… the main purpose of education in the new century is to teach people to live, act, create, rationally and carefully use natural resources, constantly replenish them.

To learn to live in friendship with other countries and peoples, to eliminate forever wars, hostility, killings from life"[1]

V. Kudin's words are another argument for the urgent need to form a planetary education system, to develop a unified planetary pedagogy. In this regard, understanding of the sense-value ideal of the humanity and the integration of various sciences is gaining ground, this is facilitated by the need to solve a group of global and other problems, without which one cannot hope for the survival of the humanity and ensuring of its sustainable development.

In researches of many scientists, models of integration processes in formation of the personality of a modern graduate of a higher education institution had been constructed long before the question of globalization of educational space arose. In particular, according to A. Dzhurynskyi, the concept of education of the inhabitants of the Earth – as a common House of the mankind is approved and developed[2].

Referring to the world experience of overcoming the crisis in education, L. Vorobiov, in particular, emphasizes that the most important task of educational integration is work aimed at spiritual rapprochement of peoples, overcoming mutual resentment and distrust between them[3].

V. Kudin, analyzing the state of the modern world higher education, believes that changes in the social and political priorities of many countries of the world have led to a revision of the basic purpose of education, the transition from the education of a citizen of one state to the formation of the «citizen of the world», a responsible and educated person, whose morality has to achieve the level of compliance with the tasks that should be solved now. Thoughtful attitude to the creative heritage of other peoples will allow to see not only the difference, but also to find common in the attitude towards reality, will help to know the native one more deeply, will answer an important question: how to live together in peace and harmony, validate the experience of the system

[1] Кудин В. А. Образование в судьбах народов (Дидактика нового времени). Киев : ПП «Гама-Принт», 2007. 218 с.

[2] Джуринский А. Н. Сравнительная педагогика: учеб. пособие для студ. сред. и высш. пед. учеб. заведений. М. : Издательский центр «Академия», 1998. 176 с.

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optimization of solving not only economic and environmental problems, but also guaranteeing harmony and culture of relationships between people[4].

1. Planet-oriented education is an important component of the modernization of professional training of teachers of higher education institutions

The scientific idea that destructive civilization processes occur not only in nature, energy, demography, but, above all, they are different aspects of the «common human crisis», which are rooted deep in a human, in the very nature of the human being, comes into the picture more and more. It is unfortunately impossible to propose alternatives for the survival of an existing civilization on the basis of scientific knowledge only: a divided and hostile humanity is doomed, and only the united has a chance to survive.

Most scientists, researchers of global crisis processes (L. Vorobiov, A. Dzhurinsky, V. Kudin) warn, in this connection, that in conditions where, apart from national borders, humanity is separated by antagonistic tendencies, values and interests – financial, ideological, clan, religious, ethnic, etc., – much of the research aimed at identifying the root causes of the global crisis is ignored or given the label of scientific fanaticism or anarchism, or unwarranted fear mongering.

There is a need for the urgent formation of a fundamentally new concept of education, the development of higher education and the system of culture of human relations, aimed at universal human priorities, a fundamental rethinking of the paradigm of global survival of mankind, scientifically justified transition from the existing self-centered – to anthropocentric and sociocentric models of life and interaction – from an individual to the humanity as a whole.

In such situations, as evidenced by the practice and historical retrospective, higher education, spiritual culture, under certain pedagogical conditions, can become guarantors of universal stability and integrity.

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[4] Кудин В. А. Образование в судьбах народов (Дидактика нового времени). Киев : ПП «Гама-Принт», 2007. 218 с.

But what is the global pedagogical problem? State policy in the field of development of professional higher education should be aimed at achieving the modern international standard by Ukrainian education, further development of national educational traditions, updating the content, forms and methods of augmenting the cultural and intellectual potential of the new generation of teaching staff, highly qualified multi-skilled specialists, able to work in the mode of advanced system of higher education, in the conditions of rapid economic changes and globalization of relations, to introduce new systems of professional training taking into account all the advanced things, which have been developed in the world, European and national pedagogical science.

Modern science offers teachers a comprehensive view of the world and a human in it, its place and role on a society and international scale. Philosophical ideas about the limitless development of personal potential, about the noosphere, ethnogenesis, which have entered the social context, greatly expand and deepen understanding of the human nature, open new approaches to the activities of education institutions, pedagogical activity of a teacher, the content of which considers more clearly the creation of a Human, a professional.

These phenomena make the task of the modern higher education system more difficult. The most up-to-date scientific and human science information, which has been accumulated by many sciences over the last half a century, does not help. This knowledge is constantly being expanded and updated almost daily. They are immensely needed by modern educators, parents, finally, pupils and students for self-discovery, the avoidance of misfortunes and perversions that appeared before the most civilized societies in the new millennium in the field of education and preparation of new generations for life on a damaged planet in a number of dangerous threats to human survival. There are actually many zones on earth that are no longer possible for a person to live.

In this regard, the teacher's understanding of the importance of integration of various sciences is gaining strength, this is facilitated by the need to solve a group of global and other problems, without which one cannot hope for the survival of humanity and ensuring of its sustainable development.

Among the tools that can be counted on by some of humanity in solving these problems, the most promising ones are pedagogical science and higher education, which is conceptually based on the progressive ideas of integration around the global problems of human life and each individual, in particular, taking into account the progressive ideas, initiated by the philosopher V.O. Kudin concerning the need to change many of its current ideals and aspirations, vision of life values. According to V. Kudin, «... with a reasonable understanding of the latest scientific and technological achievements, humanity will be able to return to the path of true progress, without destroying nature, but contributing to its improvement... To encourage the pursuit of cognition, creativity, creation, excellence, beauty, goodness, morality and humanity is the basis of updating the education system for the present time of human history»[5].

Therefore, higher education today should focus on the formation of those universal values of life, in which there will be no place of aggression, harassment, violence, ruthless exploitation of others' labor, enrichment at the expense of others, the use of weapons as a means of domination over other countries and peoples.

The detachment of higher education from these global problems hinders any overall development of society, education, the individual itself, any citizen of the planet.

This, above all, explains the fact that everyone recognizes the fact that knowledge does not mechanically develop into humane and decent relationships or relations between people, and from them – into a style of behavior. The contrary cases are more widespread, when, for example, competent and even knowledgeable in legal codes people knowingly violate the rights of others, cut down forests for their own cottages, commit cynical financial fraud and see no sin in these actions against people and society, against their parents and children. In his time, K. Ushinski warned that knowledge does not automatically make a person educated.

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[5] Кудин В. А. Образование в судьбах народов (Дидактика нового времени). Киев : ПП «Гама-Принт», 2007. 218 с.

Scientists around the world are worried that we should no longer continue doing only what we want on Earth; that a person, wherever it lives, has to take responsibility – personal and historical – for all that is happening on the planet. Researchers substantiate scientifically the need for formation of planetary thinking by means of education, it is about the emergence of an interdependent and integrated world, about spirituality as an awareness of one's belonging to the whole world. The efforts of educators, therefore, should be directed to solving the global problems of survival of civilization, which requires pedagogical cooperation, co-creation and coordinated development of a new citizen of the Planet.

Scientists associate new model of human coexistence on Earth with aggravation of ecological crisis.

Education and upbringing should be the main factors of pedagogical influence on the preparation for the future life in terms of integrity, interdependence, responsibility and care, instead of a narrowly oriented model of life on Earth. We are all integrated into a single life system that supports the existence of each of us. The borders on the maps are conventional. Detachment is detrimental to us because the difference between us is insignificant compared to what unites us. Therefore, from whatever point of view we approach the paradigm of professionalism of a teacher of a higher education institution, it is necessary to take direct practical steps to participate in the research and solving of the considered global problems. The implementation of such steps requires a serious scientific substantiation of the response of research educators to such important questions:

– What should be the goals of higher education today that determine its content and organization?

– How to choose the content of planetary-oriented education that students should master?

– What are the criteria for evaluating the quality of higher education obtained in higher education institutions?

The answers to these questions determine the strategy of professional development of teachers of higher education institutions of any country, which should influence the future spiritual and intellectual pedagogical elite and the course of further transformations in Ukraine and all over the world.

In general, it should be noted that the future prospects for integration of the educational space even into the European one are far from being defined, as well as the mechanisms of bringing human values closer to the unique cultures and values of peoples are not defined. At present, the study of pedagogy and the culture of peace, the creation of joint academic centers or at least laboratories, meeting the goals of integration, should be the most relevant issue, and in the near future – research institutes of planetary pedagogy.

The qualitative side of the future educational sector, the content of higher education depends entirely on the scientific and methodological support of the strategy of the culture of peace, which consists in:

– formation of the basic culture of a person, its ability to express its attitude to the world, to people, to itself in original national forms;

– understanding by teachers as teachers of humanity, who stand at the sources of society of the future, which form a person for all the mankind;

– restructuring of higher education into the system of education and development of the planetary culture of a person;

– transformation of the existing practice of authoritarianism in relations between subjects of educational institutions, cultural institutions of governmental agencies, public organizations based on the development and use of scientifically substantiated programs called «Towards a culture of peace» with an orientation to the world culture of peace, adequate feelings, needs and actions, responsibilities for safety, well-being, comfort and joy of life.

However, the existing traditional conceptual paradigm of a professional higher education institution ignores the accumulated scientific ideas of philosophy, theology, literature, social sciences, psychology, pedagogy about the peculiarities of the modern professionalism of a teacher and a student, a future specialist, as unique, complex human persons whose interests and motives do not always coincide with what the traditional educational environment of universities, institutes and departments offers to them.

The lack of research on this issue at the present stage of the development of professional pedagogy, a thorough study of the impact of the professionalism of the teacher on the harmonization of the development of students' professionalism in the new conditions of the

society, taking into account the already existing scientific achievements of the theory and methodology of professional education needs a scientifically substantiated answer to such important questions as: will there be the acute need for spiritual interaction, the need for co-creation, the desire to sincerely and openly express their uniqueness, initiative, research activity, special spiritual mission, intellectual efforts and efforts of will, etc. at teachers and students in the traditional educational environment of higher education institutions?

Therefore, as the well-known researcher of these issues, the philosopher P. Saukh, confirms[6], the dominant traditional model of professionalism of a teacher of a higher education institution, his/her pedagogical skills, despite its top priority in times of economic depressions, will gradually give up its positions, giving way to the cultural and personal one, which place emphasis on education as the process, in which its subjects have the opportunity to know themselves and realize their potential, improve themselves morally and develop their necessary pedagogical abilities according to the requirements of time.

Without this model of teacher professionalism, any changes related to the rapid social and progressive psychological reorganization of the minds of the world's people are impossible. Society needs a teacher with a keen perception of new knowledge, an increased tendency to make bold psychological decisions and appropriate risk, a humane and highly educated person, able to show optimal activity in the development of the own creative abilities. There is a need for mass development and enhancement of the creative potential of teachers who have «their own criteria of formation in themselves and others of new, more sophisticated forms of human life and human relationships[7].

Indeed, is it possible to imagine a teacher of a higher education institution outside such roles as a researcher, organizer of live full contacts with scientists, students, their parents, as a practical psychologist, as a teacher of professional culture and consciousness, as

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[6] Саух П. Ю. Сучасна освіта : портрет без прикрас : монографія. Житомир : Вид-во ЖДУ ім. І. Франка, 2012. 382 с.

[7] Саух П. Ю. Сучасна освіта: портрет без прикрас: монографія. Житомир: Вид-во ЖДУ ім. І. Франка, 2012. 382 с.

an organizer, a converter of human relationships, social and moral realias?

Within the framework of traditional higher education, which continues to be based on verbal information presentation, lectures and seminars, there is an increase of socio-psychological dissatisfaction of the participants in the educational process, which is caused by both financial problems and socially inadequate psychological and pedagogical content of higher education, that forces everyone involved in training of teachers to seek out and find methods and techniques of person-centered learning. This requires a reassessment of the former conceptual strategy of the entire system of continuous education, change of existing theoretical models of teaching and retraining of teaching staff, a new understanding of the purpose of the profession of teacher in the conditions of updating of all spheres of life of society, sharp improvement of pedagogical training of teachers, modernization of the content of the master's training, improvement of the activity of all links of the master degree.

In the writings of Andrushchenko V.P., Balla H.O., Bekha I.D., Honcharenko S.U., Volkova NP, Ziaziun I.A., Korsak K.V., Kravchenko V.M., Kremen V.G., Luhovyi V.I., M.I. Mykhalchenko, Romanovskyi O.G., Savchenko O.Ya., Semychenko V.A., Sysoieva S.O., Slastonin V.O., Sushchenko A.V. and others, they point to the need for implementation of reforms that make the total and rapid modernization of professional training of future teachers on a person-centered basis possible.

2. Areas of updating and optimization of professional training of teachers of higher education institutions in the context of the master's degree

The goals, tasks, functions of higher education institutions, their purpose change. The higher education institutions that work for the future should not become domain-specific, but person-centered by essence, content, focused on human individuality, on the highest culture of human relations.

V. Kremen, exploring this problem, proves that modern civilization greatly expands and complicates the communicative environment, where

a person constantly comes in many contacts having different geography, that in situations of competition the education faces a lot of new tasks, «the foremost among them is to leave authoritarian, repressive pedagogy in the past and move to pedagogy of tolerance. To establish an atmosphere of mutual respect of students in educational institutions. To move from subject-object relations between a teacher and a student, a professor and a student, to subject-subject one, where both parties would be active and efficient. We will not change the society and the state without these changes»[8].

However, according to P. Saukh, the pedagogical education has become an outsider of higher education today, its strategy is to catch up, but not to get ahead. The higher education has ceased to be a real customer of the content and results of future training of a teacher. Even in pedagogical universities, the profession of teacher has become only one among the others. The future teacher is not formed as a subject of modern planetary, democratic, cultural and technological values» [7].

Hence we can see the first way to improve the process of professional training of teachers of higher education institutions, aimed at the humanization of the educational process, the re-evaluation of all its components in the light of spiritual transformation function, which radically changes the content of the essence of the university pedagogical process focusing not on the subject, the content or even the method, but on the person[9].

In such a situation, the organizers of the master's degree training are obliged to act as scientists, who are called to solve a new ethical problem, which requires of them a new civic position and spiritual self-criticism. In practice, it looks like this: a teacher of master's students, captivating his/her students with an interesting training purpose, constantly evaluates his/her own experience and is always in a state of internal moral self-control. Otherwise there will be the knowledge alienation, and the knowledge will remain just an educational discipline

[8] Кремень В. Г. Освіта в структурі цивілізаційних змін (з трибуни загальних зборів Національної академії педагогічних наук України). Вища освіта України. 2011. № 3. С. 8–11.

[9] Кремень В. Г. Філософія людиноцентризму в освітньому просторі : моногр.; АПН України. 2-е вид. К. : Т-во «Знання» України, 2010. 520 с.

for master's students, that significantly narrows the subject of master's degree study.

By our assumption, we should begin with the understanding that any informatization or computerization will never diminish the role of a teacher in the spiritual development of a person, in the professional training of a highly qualified specialist.

In this context, it is extremely important to recognize the individuality of each future professional, his/her right to an independent trajectory of his/her professional career, a real analysis of his/her own needs in professional development. In this connection, the prognostic orientation of the teacher-led strategy of professional development and self-development in the languages of teaching in the master's degree, is of particular importance.

Therefore, a master's student, as a future teacher, in the first days of professional training should be recognized as a subject, the real creator of his own scientific and pedagogical professionalism, since his/her future teaching activity in its essence involves mainly not influence on students, but interaction with them. Orders, threats, punishments, influence from the point of view of force always cause only resistance. The professional development and self-development of a future teacher of a higher education institution depends on the extent to which his/her personality is the subject, the real creator of his/her professional activity.

This provision is experimentally confirmed by the results of many years of research of the laboratory «Scientific School of Training of Teachers» of the Classic Private University in Zaporizhzhia city, as evidenced by the valuable professional orientations of master's graduates, which have a significant impact on all aspects and the conscious attitude of a teacher to the profession on the basis of pedagogical analysis and characteristics of his broad motivation.

We believe that the teaching activity of a teacher is a simultaneous combination of science and art. In this process, the future teacher acts as a researcher. His thoughts are reminiscent of the search for answers to complex professional questions by the efforts of the mind, will and culture, while showing individual pedagogical art. Theory and practice are combined here for the sake of co-creation with students and mutual professional spiritual enrichment.

Such a process is always easy and simple for students, but difficult for a teacher. In his time K. Ushynskyi made such a professional credo for himself: The more difficult it is for a teacher, the easier it is for a student, which is directly related to the preparation of a teacher of a higher education institution. Both polemic, and constructive dialogue, and convincing observation experience work here.

Particular attention needs to be paid to improving the master's pedagogical process, in which the future teacher, learning to feel like a full-fledged teacher, has received a great interest in professional growth, confidence that in his successful activity he can advance in his professional status.

In this regard, we consider the pedagogical process of professional training of teachers of higher education institutions as a process of spiritual interaction of teachers and master's students in the conditions of psychologically favorable climate of educational relations, dialogical culture and intellectual co-creation [8].

For harmonious mastering of pedagogical knowledge by master's students there is a need for experience of joint creative activity with a teacher and a system of motivated socially valuable attitudes towards understanding of the new social role of the master's student, his/her new status. The optimum spiritual and practical assimilation of the necessary information, humanization of teaching occurs only under this condition.

Another way of improving the master's degree training of teachers of higher education institutions is to provide the training activity with vivid research activity, its focus on the modern solution of a new ethical problem.

Typically, this process is accompanied by comprehensive and accessible collective proposals, the search for the best, most effective solutions, the analysis of the sprouts of an innovative approach. The pedagogical process in this case naturally and imperceptibly for the students becomes a scientific search, in which all its attributes are present: doubt, hypothesis, analysis, search, and as a result – correction of pedagogical attitudes, setting of new problems and solving them in conditions that stimulate a new collective creative search.

We consider this process as the highest form of socially significant activity of the teacher, because he/she himself/herself acts as a direct

creator and «developer» of educational topics, professional situations, manuals and recommendations; his/her activity is basically aimed at awakening of complete independence and striving for originality, rationality and search of various methods of training and education.

Therefore, the pedagogical process in the master's degree training is a goal-oriented and controlled co-creation of teachers and master's students, based on the unexpected coverage of multivariate, optimal and original pedagogical tasks and decisions, which made it necessary to form its most important goals, such as:

– formation of innovative professional attitude of master's students;

– creating an atmosphere of open and free creative competition, discussion, favorable educational interpersonal relationships;

– by means of psychologically expedient technology (persuasive influence, attraction, «phenomenon of social orientation», etc.) to form high-moral professional attitudes and personal positions, transforming them into the own system of values.

The goal of the master's pedagogical process is based on the experimentally established facts that 90% of what a person does, about 50% of what he/she sees, and only 10% of what he/she hears is stored in a person's memory under constant conditions. Therefore, the most effective form of study in the master's degree training should be based on the active involvement of the master's students in the relevant pedagogical actions. This explains the development of the peculiarities of the pedagogical process in the system of master's training, aimed at the development of a high level of professionalism, which in our opinion, in the future, will assume to a greater extent not only scientific methodological and cognitive functions, but also professional and spiritual ones. This is the only system, in which the research activities of teachers and master's students are directly and organically combined with acute problems of higher education, which promotes and stimulates the purposeful, continuous spiritual self-development of teachers, which is measured by the high culture of professional co-creation of the subjects of the master's pedagogical process, the art of professional self-improvement, active creative self-expression.

Hence – the features of the master's pedagogical process and the main directions of adaptation of future teachers to the conditions of modern society, determined by us on the basis of long researches:

– providing spiritual and intellectual interaction and co-creation in the classroom, which results in many pedagogical findings and ideas;

– development of a stereotype for novelty, non-standard view on;

– preparing master's students for reassessment of past professional experience, reviewing of established pedagogical positions;

– prompting a rethinking of existing common cultural inquiries; readiness to find ways of successful professional self-improvement;

– the master's students attainment of a special qualitative state in style, behavior and attitudes, manifested in the mutual conceptual «refinement» of each other, a special creative atmosphere of educational communication, in the ability to kindly argue, listen, express any opinion;

– directing teaching activities to enhancement of professional confidence, reduction of the passion for negatives, to serious shifts in the freedom to choose appropriate, scientifically substantiated pedagogical means;

– purposeful and active discovery and development of the individual inner spiritual potential of masters, especially such qualities as: calm and creative attitude to changes and adaptation to them, to comparisons and hypotheses, various kinds of creative challenges, etc.;

– engaging master's students in the scientific substantiation of their naturally created attitudes towards the profession.

Existing features distinguish the pedagogical process of the system of traditional higher education in that they not only teach mature people here, but also re-educate them, help to overcome resistance to previously formed stereotypes, awaken individual attitude to them.

In this work we cannot ignore all the previous experience of the master's students, their style to make the best use of it (experience) for the purpose of further professional advancement, given the fact that in the course of master's training new pedagogical knowledge is not accepted on faith, even if it is supported by positive facts of application in practice. Old experience often becomes a barrier to new knowledge.

This is explained by the fact that everything new requires additional time for retraining and adaptation, and the psychological adjustment itself is objectively connected with some efforts. Therefore, even reasoned arguments for the necessity and feasibility of additional efforts in the development of new knowledge does not always contribute to overcoming such contradiction.

In order to reduce or eliminate the negative effects of bias, the pedagogical process should be organized in such a way as to lead masters to their conscious rejection of stereotypes. This can be achieved through the joint creative search for pedagogical truth, the collective understanding of the advantages and benefits of timely rejection of past stereotypes, but the peculiarity of this interaction is that nothing can be imposed in a master's audience.

We can say without exaggeration: conscious professional co-creation can exist only where there is a worthy goal, sincere awareness of it, pedagogical prediction and forecasting common with the teacher, collective understanding of optimal instrumentation, delicate influence of experienced and authoritative teacher, deep analysis of the achieved result, correlating it with the goals set, etc.

If all this is a priority in the master's training system, an infinite number of innovative teachers will appear.

Many years of experience in organizing the teaching process in different master's audiences have shown that professional co-creation achieves the goal when a joint, purposeful search for pedagogical truth promotes:

– raise of the pedagogical consciousness to a higher professional level.

– facilitation of the transition from study to self-study;

– development of the ability to adequately perceive one's own individual qualities, accurate prediction of how they may influence actions and professional behavior;

– stimulation of free thinking, maximum emotional involvement of each master in a specific creative situation;

– training of sensitivity to the emotional state of others;

– acquisition of new skills of active analysis of complex pedagogical phenomena, intrinsic properties and pedagogical experience, professional actions, their motives.

Nowadays, national pedagogy examines many of these common human problems, which were perceived as abstract yesterday, and today they become more relevant, more specific, touching all the inhabitants of the planet in search of a better education system, ways of integration into the European educational space, overcoming planetary provinciality, deformation of moral consciousness. Such searches for progressive educators are taking place all over the world. This search is of the utmost importance, because if now we do not make every effort to improve the moral and psychological climate in all spheres, to awaken conscience, duty, humanity and responsibility by means of education, then in the near future all negative phenomena in human relations, in relations between peoples and countries, that are being observed today, can have catastrophic consequences.

This approach is explained by the fact that any education system can serve as a means of self-development and successful professional self-realization only when the internal conditions are created for this purpose, for which purpose there is a need for professional educators, whose thinking is not limited to special knowledge, but has features of universalism, fundamentality and moral and spiritual basis, a teacher who could improve the content of his/her professional activity, and be an example of high spirituality, spiritual culture.

A modern teacher should decisively turn his face to culture and upbringing, because if in the future he/she will absolutize his mission as a translator of knowledge – there is no future in such an education, it will degenerate into a remote learning system and will die out itself.

So, it is about creating a stimulating system of education that a master's student would perceive as something extraordinary and essential for work, where he could choose the kinds of cognitive activity, where there is a constant search for optimal pedagogical solutions designed for the future.

Critical analysis of pedagogical arguments put forward in favor of a stimulating system of training of master's students, is due to the conviction that only such a system can contribute to the creation of

individually modified forms of professional training, work on the development of individual creative abilities.

And one more feature. Since a teacher works in the spiritual sphere, it should be not so much about learning, but about his/her active transformative function, in which pedagogical knowledge is perceived through individual experience, their required motivational setting.

Therefore, the professionalism of a modern teacher is defined as his ability to reach the heights of professional development and self-development of master's students in the process of professional training in a minimum amount of time.

But the question arises, under what pedagogical conditions is the peak professional development of the future teacher achieved?

In this regard, the reorganization of the master's training system must begin with the abolition of the existing stereotype of treating the teacher as an indirect personality, with the acceleration of finding ways to encourage the professional self-improvement of master's students as vivid and unique individuals, while constantly working with everyone. Psychologists rightly assert that we are not a toy of our genes, a product of the environment, but we are both of them, and in addition, we are potential and conscious creators, active subjects of our own development. Therefore, training should not be limited to the acquisition of knowledge and skills, it must first of all develop the ability to consciously manage their professional activities, to indicate ways to achieve the predictable worthy pedagogical goals, which are set based on the ideals and values accepted by society, with which they relate their life path as a whole.

It is important take into account that the pedagogical process in th emaster's degree training never starts from scratch. The students have a well developed selective and consciously critical attitude to the offered pedagogical knowledge. They either assign it or reject it. In the situation of professional co-creation, when masters are the subjects of active influence on the course of the pedagogical process, the teacher and the master together rise to a new degree of creativity. Without noticing, they are always the creators of new pedagogical knowledge.

Here the important pedagogical law inevitably works: the more active the participation of master's students in creative-transformative pedagogical activity, the faster and more successful the training develops into a professional self-education and self-improvement. We see a very

important specific role of professional development of a future active teacher in this.

However, the process of development of professionalism and creativity is not easy. In speaking of the complex interinfluence of motivational and cognitive components on the development of professionalism and pedagogical creativity of a teacher, we should avoid in every way an excessive simplification of causal relationships between them. The fact is that the positive motivation during training sessions in the master's degree training not always clearly contributes to the creative rethinking of stereotypes in specific cases and situations. Effective internal connections of these components are mediated through many other influences, including the conscious creative activity of the administration, of the whole staff of a higher education institution.

We should not turn the blind eye to the fact that many creative teachers, which still develop their professionalism, depend on hardly creative leaders, who sometimes allow themselves to encourage the grayness of individual teachers in teaching, putting them on a par with talented and creative teachers. For this reason, many wasted and sometimes lost pedagogical talents are devalued.

However, there is every reason to say that professional co-creation in the process of master's training dramatically increases its results, helps the future teacher to understand the eternal question: why teachers with knowledge, experience and even with a sincere desire to work professionally, successfully, do their pedagogical work in a different way.

Learning professionalism and co-creation only with pedagogical textbooks is like trying to master the secrets of the pianist's craft using a self-teaching guide. Pedagogical co-creation requires a great deal of emotional and intellectual tension, mobilization of attention to a person and a team, with which a teacher started professional communication. Of great importance is the mutual desire and the need to understand something deeply, to rethink old experience, and if there is strong and convincing evidence – to abandon past shortcomings and mistakes.

The results of our study prove that: to this end, it is useful and advisable to come together more often for a meaningful professional dialogue, an honest clarification of current problems or controversial issues. Dialogue contributes to co-creation when urgent issues are offered in terms of professional necessity, morality and common human

values. Then there will be grounds for exchange of thoughts, passionate «fighting» of different forces, desire to reconcile their views and guidelines with general existing pedagogical ideas, to share impressions of their own vision of the problem, the desire to critically reflect what others have said. In other words, in dialogue there is always a conditioned expectation of creative interaction, the result of which is professional community and a special internal spiritual connection. For the future teacher – it is also a training ground for practicing the skills of professional interaction, which activates the thought of a student, awakens his/her desire to argue openly, speak candidly with a teacher, learn naturally and easily his/her science, make the pedagogical process exciting and optimal from the point of view of pedagogical goals.

Thus, the results of our research confirm the important conclusions of the famous philosophers I. Ziaziun, V. Kremen, K. Korsak, V. Kudin and others that the processes of integration and globalization require not only a significant upgrade of the higher education of Ukraine, but also strengthening of the pedagogical component of the civilization process (V. Kremen), formation of humanity as a responsible communicative community and corresponding higher education, special professionalism of a teacher of a higher education institution.

CONCLUSIONS

1. The process of formation of a new model of teachers' professionalism requires special attention from the state, the essence of which is to motivate professional growth. As noted above, it is positive that today there is a definite tendency concerning determination of ways to stimulate teachers' activity, improve their financial situation and life.

2. In our opinion, the development of objective criteria for assessing the professional activity of teachers, in particular filling the professional and qualification characteristics with new content, will contribute to improvement of the professionalism of teachers, the efficiency of their work, which will positively affect the solution of the complex tasks such as:

– selection (including hiring) of teachers on a competitive basis, certification, annual assessment of the quality of accomplishment of their workload, growth of career development on this basis;

– formation of promising staff reserve of teachers and organization of effective innovative pedagogical work with them;

– creation and improvement of modern programs of training, retraining and advanced training of teachers in accordance with new functions and tasks they perform, creation of new professiograms, which are based on the idea of formation of the desired planetary image of a teacher through a set of scientifically substantiated components of the planetary approach to professionalism, moral and psychological, ethical qualities.

3. The formation of a new model of professionalism of a teacher depends on the solution of several interrelated professional and ethical problems, which is reflected in the priority areas of adaptation of universities to European standards, taking into account the national peculiarities of Ukrainian education, implementation of the European level of legal guarantees, material and moral protection, formation in society of the relevant attitude to the professionalism of a teacher of a higher education instituton.

SUMMARY

The section analyzes the global factors of influence on the world educational processes, in particular, on the updating of professional training of teachers of higher education institutions and the content of new professionalism. Particular attention is paid to the improvement of the master's pedagogical process, in which future teachers are trained. Such training is considered as a process of spiritual interaction between teachers and master's students in the conditions of psychologically favorable climate of educational relations, dialogical culture and intellectual co-creation. The most effective way of successful training of teachers of higher education institutions is to provide the master's training process with a vivd research activity that has all its attributes: doubt, hypothesis, analysis, search, and as a result – correction of pedagogical attitudes, settng new problems and solving them in conditions that stimulate active collective creative search. This process is considered in the chapter as the highest form of socially significant activity of a teacher of a higher education institution.

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PREREQUISITES FOR EMOTIONAL
INTELLECTUAL DEVELOPMENT

Zarytska V. V., Falko N. M.

INTRODUCTION

This section reveals the biological and social prerequisites for the development of emotional intelligence. In particular, the peculiarities of the functioning of the brain, the principles of nervous system development and the principles of learning, which determine the biological preconditions of human intellectual development, the content of the most essential biological preconditions such as: hereditary inclinations of emotional abilities and emotional perception; right-wing type of thinking; properties of temperament; features of information processing.

The social essence of man is grounded according to the theory of J. Piaget, the basic social prerequisites for the development of emotional intelligence are identified and characterized, namely: syntonicity in childhood, development of rationality as he grows up, level of development of self-awareness, emotional and emotional awareness, abundance, gender peculiarities of education, androgyny, external locus of control, religiosity, which, in our opinion, will contribute to a more informed choice of ways to develop emotions young people in the process of their professional training.

1. Biological Prerequisites
for the Development of Emotional Intelligence

A diverse study of human life includes the study of the nature and diversity of human intelligence. Analysing recent discoveries in the field of brain research, G. Gardner, in particular, concluded that there is a relationship between the flexibility of human development and the nature or nature of intellectual abilities. On the one hand, changes can be viewed as a relatively stable process in which they occur partly, and on

the other hand, development is characterized by flexibility and plasticity. If a person exerts purposeful influence from the outside during a certain critical period, then the body acquires significantly more persistent abilities (or restrictions) as a result than in the case of spontaneous influences. It is important to identify those types of external influences that are most effective, as well as to understand the timeliness of using them to make significant positive changes. Only in this case it could be possible to determine which development models will produce better results and help the person to fully develop his intellectual potential[1]. As to the nature of intellectual abilities that a person is capable of developing, there are two positions here: one position supports the idea that there is a general intelligence, through which a person is empowered, a mechanism of versatile information processing that can be used in an unlimited number of cases; the second point is that its adherents assert a person's inclination to perform certain intellectual operations and inability to perform others. It turns out that we need to understand how well the individual parts of the brain and nervous system are prepared to perform these separate operations, as well as to identify and explain those abilities (such as speech) that are largely possessed by all normal people and those possessed by fewer people (music, artistic ability, etc.), and how biologically these phenomena are. Based on research in the sphere of the brain and nervous system, other biological processes that determine the biological preconditions for the development of emotional intelligence, for example, I. Andreeva[2] calls the most significant among them: hereditary inclinations of emotional abilities and emotional perception; right-brain type of thinking; properties of temperament; features of information processing. Emotional ability is characterized by the degree of successful adaptation of emotional response to a stimulus to circumstances: for persons with highly developed emotional ability is characterized by the combination of satisfaction of personal needs with the interests of society, and poorly developed emotional ability is partly hereditary and implies immature

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[1] Гарднер Г. Структура разума: теория множественного интеллекта / Г.Гарднер. – М. : Вильямс, 2007. – 512 с.

[2] Андреева И.Н. Предпосылки развития эмоционального интеллекта / И.Н. Андреева // Вопросы психологии. – 2007. – № 5. – С. 57–65.

and not developed feelings[3]. It is proved that the difference between the genotype (the construction of the organism due to the genes of both parents) and the phenotype (externally expressed characteristics of the organism, which in some way manifest in specific conditions) plays an extremely important role in understanding the behaviour and intellectual profile of any person, though not less of great importance is the presence of variability in the structure of the body, since each parent receives a large number of genes that can be combined in an unlimited number of combinations, so you shouldn't be surprised that any two people (except identical twins) do not resemble each other, or that any two people are similar intellectual profile. No one disputes that physical qualities are explicitly genetically determined and that peculiarities of temperament also depend on the genetic set, but when it comes to features of a person's cognitive behaviour or personality, the above statement is not so convincing. The only thing to say here is that in the presence of equal conditions in genetically predisposed to a certain kind of thinking or activity of people, the development of the latter will be more intense. Along with the genetic justification of biological prerequisites for the development of intelligence, there is a viewpoint of neuroscience. A key term necessary to understand the development and improvement of the nervous system is sewage, which means the tendency of any organ system (such as the nervous system) to act in the development process in certain ways. Nerve combinations are not accidental, they are due to high-precision biochemical control, epigenetic control, epigenetic sequence and are the basis for further development. This development is extremely flexible, plastic. The body demonstrates its plasticity in various ways, depending on the age of the person, external influences, lifestyle and nutrition, training and education, etc. If it is difficult for a person to give certain types of knowledge or activity, then they say that there is no inclination for these types of knowledge or activity. There are several principles of plasticity in the development of the nervous system as a basis for the development of intelligence (including emotional). The

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[3] Андреева И.Н. Биологические и социальные предпосылки развития эмоционального интеллекта / И.Н. Андреева // Когнитивная психология: сб. ст. / [под ред. А.П. Лобанова, Н.П. Радчиковой]. – Минск: БГПУ, 2006. – С. 7–11.

first principle is maximum flexibility in the development of the body occurs in early childhood. Therefore, it is no coincidence that intensive development of the child is necessary in the early stages of life. The second principle is the development of the nervous system in critical periods of development of an organism is of particular importance. The third principle is the degree of flexibility depends on the area of the nervous system. For example, the anterior lobes of the corpus callosum, which connects the two hemispheres of the brain, develop later and are more flexible than those formed in the first days or weeks of a baby's life, such as the sensory cortex. The high level of non-fixation of some parts of the nervous system, such as the corpus callosum, indicates that it is given the opportunity to adapt to external influences. Depending on living conditions the individual brain units develop differently. Fourth principle is the dependence of the nervous system on external influences (positive and negative). Fifth principle is the long-lasting effect of an injury, which may not initially manifest a marked disruption in the development of the nervous system, but for a long time will slow down the intensity of this development.

The most important apparatus of human mental activity are the large hemispheres of the cerebral cortex. A. Luria[4] notes that the human brain is a complex and highly differentiated apparatus, which consists of many parts, each of which performs its functions, but their work is closely interrelated and the malfunctioning of any part affects the work of the whole brain. He identifies three major brain «blocks» that provide reception, processing of information, creation of programs of their own actions and control their successful implementation, but always work as a whole. The first «block» supports the required tone of the cerebral cortex, necessary for both the processes of obtaining and processing information, as well as the processes of program formation and control over their execution proceeded successfully. The physiological characterization of the optimum tonus of cerebral cortex tone was given in due time by I. Pavlov, who pointed out that processes occurring in the normal cerebral cortex are subject to the «law of force», according to

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[4] Реан А.А. Социализация агрессии / А.А. Реан, Я.Л. Коломинский // Социальная педагогическая психология. – СПб., 1999. – 398 с.

which a strong (because the most significant) indicator causes a strong reaction that leaves the most stable mark, while a weaker (or less significant) stimulus causes a weaker reaction, which is more rapidly attenuated or more easily inhibited. The existence of such a «law of force» is necessary for any organizational selective activity: to create dominant (most important) systems of excitation, to preserve organized systems and information and sustainable behaviour programs. By reducing the tone of the cortex, it (behaviour) can go into a braking state. This feature of the brain, for example, in a drowsy or half-awake state, makes the awareness of activity significantly reduced. One of the important discoveries of physiology in the last twenty years as A. Luria argues is the significant role in this process play the formation of the upper parts of the brain stem, in particular, the formation of the hypothalamus, optic tubercle, and the system of retinal fibres, which combines these two formations with the cerebral cortex. These formations are included as the main part of the «first block» of the human brain, which provides a general tone, or capable state of the cortex, a normal emotional state and creates the conditions for the strong retention of the once-emergent traces. There are three main sources of supporting the brain cortex tone. The first source is the constant flow of information from the outside world, an important role played by the formation of the upper parts of the brain stem, united by a system of retinal fibres. The second source is the impulses that reach it from the body's internal, metabolic processes, which form the basis of biological desires. The third source is provided by close connections with the cortex of the filamentous fibres, which have both ascending and descending fibres. The ascending (upper) mesh fibres excite the cortex with impulses that come from the upper brain stem, and with the descending (lower) mesh fibres influence those that play a significant role in providing the tone of affective colour and tone behaviour and realization of needs and desires that are formulated by a person through speech. If the first block of the brain provides the tone of the cortex, but is not yet involved in the reception and processing of information or in the creation of a program of behaviour, then the second block is directly related to the work of analysis and synthesis of signals provided by the senses from the outside world, ie provides reception, processing and storage of information

received by a person. This unit includes devices that are located in the posterior brain (parietal, temporal, and occipital), and are a system of central organs that perceive visual, auditory, and tactile information, process, or «encode» it and store it in memory as experience. Information coming from the visual, auditory and tactile receptors is divided into a huge number of features, for which certain highly specialized neurons are responsible, whereby a person responds only to individual, partial signs of stimuli. The third block of the human brain carries out the programming, regulation and control of active human activity. It includes devices located in the anterior compartments of the large hemisphere, the leading place in it is occupied by the departments of the brain. Conscious human activity only begins with the receipt and processing of information, and ends with the formation of intentions, the development of an appropriate program of action and the implementation of these programs in external (motor) or internal (mental) acts. This requires a special apparatus that can create and retain the right intentions, produce appropriate action programs, implement them in the necessary acts and, very significantly, constantly monitor the flowing actions, comparing the effect of the action with the original intentions. All these functions are performed by the anterior brain and their frontal lobes. Especially important is the fact that the frontal lobes of the brain play a significant role in the ongoing monitoring of the flow of activity, in ensuring self-regulatory human activity. The aforementioned hereditary motives of functioning of the cerebral hemispheres, principles of development of the nervous system, blocks of functions of the brain, sources of support for the capacity (tone) of the cerebral cortex determine the biological preconditions for human intellectual development. On this basis, E. Kaindell[5] identifies the basic biological principles of human learning as a completed and of learning aimed at developing emotional intelligence, in particular at the cellular level. Firstly, the elementary aspects of learning are not diffusely distributed throughout the brain, but localized in the activity of certain nerve cells. Secondly, learning occurs as a result of changes characterized by

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[5] Реан А.А. Агрессия и агрессивность личности// Психологический журнал. 1996. № 5. С. 3-18.

combinations between cells in such a way that not new combinations arise, but existing ones are fixed. Thirdly, long-lasting and persistent changes in the sensory connections occur as a result of changes in the amount of the transmitter (a biologically active substance involved in the transmission of excitement from the nerve end to the working organs (muscles, glands, etc.) and from one nerve cell to another (at the synapses), which is excreted at the endings of the neurons in those areas through which one cell communicates with others. Fourthly, the simple processes of fixing synaptic connections can be combined to explain how complicated underlying mental processes occur. This allows us to conclude that the potential of many behaviours that the body is capable of is laid down in the formation of the brain and controlled by genes and the process of development. Organisms themselves are capable of certain behaviours, but not all of them. We should consider if one adheres to the biological approach to the phenomenon of cognition. The above principles, with some modification, can be applied to explain how a person's cognitive systems develop, how he or she masks certain intellectual skills, going in a particular direction. The influence of the enriched (or impoverished) early experience, maximally influences on the further development of the general functions of the body. For example, malnutrition in childhood unambiguously affects the body, leads to devastating consequences of both cognitive and emotional functioning. In the context of our study, the organizational structure of the nervous system as a basis for the development of emotional intelligence will be considered at two separate levels: the level of molecular structure and the level of molar structure. At the level of molecular structure, the cerebral cortex consists of miniature columns of about 3 mm in length and 0.5-1 mm in height, which are located near the surface of the cortex; they are combined into macro columns that unite hundreds of miniature columns each. Each group of macro columns is responsible for specific areas and has clearly defined boundaries (visual, auditory, etc.). The enlarged areas of the cerebral cortex are called molar-level zones which can be seen with the naked eye (without magnifying devices). One of the hemispheres performs non-identical functions, and under certain conditions the functions of one of the hemispheres dominate. For example, it is known that if the function of the left

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hemisphere is dominant, then the person is right-handed, and if the right one is left-handed. The left hemisphere is responsible for speech in the majority of the right-handed, and the right hemisphere dominates, as a rule, when performing visuospatial functions. Thus, it can be argued that in a normal adult, emotional and intellectual function can be correlated with certain areas of the brain that retain relatively clear boundaries. All this is a prerequisite for the existence of the biological basis of different types of intelligence, says G. Gardner, because the discoveries of neuroscience at the molecular and molar levels give a more or less complete idea of what «natural types» of human intelligence exist. Of course, we cannot exclude the cultural environment, whether we want it or not, the culture of the society in which a person lives are necessarily imprinting on everyone's intellectual potential. The legitimacy of the assumption that emotional intelligence is related to functional asymmetry of the brain, in particular, the dominance of the right hemisphere I. Andreeva explains that the right hemisphere type of thinking is associated with non-verbal intelligence, it contributes to accurate recognition of emotional recognition. People with advanced non-verbal intelligence are emotionally-mobile, more focused on others than themselves, are better able to recognize emotions[6]. For example, «right hemisphere» musicians better identify the emotional states of the interlocutor than «left hemisphere» maths[7]. Musicians and vocalists have a more developed ability to adequately perceive the emotional state of a person by her voice, according to A. Pashin[8], and individuals of «artistic» type have more expressed ability to correctly determine the type of emotional context of speech, they are more empathetic and anxious[9]. Thus, the right-hemisphered type of thinking promotes more accurate recognition of other people's emotions. This type of thinking is

[6] Лабунская В.А. Психология затрудненного общения: Теория. Методы. Диагностика. Коррекция / В.А. Лабунская. – М. : Академия, 2001. – 356 с.

[7] Ермолаева М.В. Психология развития. – М. : Изд-во Московского психолого-социального ин-та ; Воронеж : МОДЭК, 2006. – 376 с.

[8] Пашина А.Х. О структуре эмоционального слуха / А.Х. Пашина // Психологический журнал. – 1992. – Т. 13. – № 3. – С. 76–83.

[9] Пашина А.Х. Художественный и мыслительный типы личности: особенности эмоциональной сферы / А.Х. Пашина // Психологический журнал. – 1994. – Т. 15. – № 3. – С. 89–98.

a hereditary deposit of emotional receptivity, which characterizes the successful adaptation of an emotional response to a stimulus in certain circumstances and is associated with the effective processing of emotion-related information.

The biological prerequisite for the development of emotional intelligence is personality temperament, because along with activity, the basic parameter of temperament is emotionality, which is regarded as a stable tendency to experience emotions of a certain modality and sign[10], as a certain set of personality traits that determine the adequacy or inadequacy of emotional reactions of a person in different usual situations[11]. According to O. Sannikova, emotionality performs a system-forming function both in the structure of the individual as a whole and in some of its peculiarities, which include intelligence, in particular[12]. In this case, people of different types of emotionality are distinguished by the specificity of the component composition of intelligence, which indicates that this trait of temperament is one of its individually typological determinants[13]. The properties of temperament are related to the innate motives of emotional receptivity. Temperament and intelligence are characteristics of the instrumental sphere of individuality, only temperament characterizes it in terms of activity, energy, and intelligence from terms of the subject's ability, ability to dispose of that energy[14]. In the structure of each of these mental phenomena there are common fundamental energy-informative processes

[10] Небылицин В.Д. Психофизиологические исследования индивидуальных различий / В.Д. Небылицин. – М. : Наука, 1976.

[11] Пашко Т.А. Психологічні засади формування емоційної культури сучасної молоді / Т.А. Пашко // Проблеми загальної та педагогічної психології : зб. наук. пр. Ін-ту психології ім. Г.С. Костюка АПН України / [за ред. С.Д. Максименка]. – К., 2007. – Т. ІХ. – Ч. 1. – С. 322–327.

[12] Санникова О.П. Эмоциональность в структуре личности / О.П. Санникова. – Одесса : Хорс, 1995. – 334 с.

[13] Черножук Ю.Г. Індивідуальні відмінності емоційності у співвідношенні з особливостями інтелекту : автореф. дис. … канд. психол. наук : 19.00.01 «Загальна психологія, історія психології» / Ю.Г. Черножук. – Одеса : Південноукраїнський державний пед. університет ім. К.Д. Ушинського, 2006. – 22 с.

[14] Либин А.В. Дифференциальная психология: На пересечении европейских, российских и американских традиций / А.В. Либин. – М. : Смысл : Pez Se, 2000. – 344 с.

that depend on the same biological properties of a person (or makings)[15]. Due to this, I. Andyreyeva concludes that, apparently, intellect, along with the properties of temperament, is included in a single system of psychological properties. Features of human temperament include mainly such personal characteristics as neuroticism, extraversion, mindfulness, which correlate with the questionnaires of the study of emotional intelligence[16]. This means that the properties of temperament in conjunction with emotional intelligence form a certain personality trait of the person. S. Dudin and V. Rusalov found out that temperament and intellectual abilities interact first of all, depending on the level of development of such characteristics of activity as: vigour, plasticity and tempo. For example, the plasticity of the connections between the mentioned substructures depends on two parameters: age (in adolescents this connection is much stronger than in people of other age) and the level of mental development (the higher the intellect, the weaker the connections between the named signs of personality)[17]. Along with activity, the basic parameter of temperament is emotionality. A high level of emotionality is seen as an indicator of emotional intelligence and is better manifested in extroverts[18]. In most cases, emotions of a certain nature depend on the peculiarities of temperament. V. Druzhinin submits that extrovert orchestrators try to perform works that evoke feelings of joy, activity, spiritual upliftment, and avoid works that cause feelings of sadness, and introverts avoid performing works that evoke feelings of anger, joy, and activity.

Different opinions exist as if neuroticism is a biological precondition for emotional intelligence. K. Brandt and V. Egan claim that the level of general intelligence increases with increasing levels of neuroticism[19].

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[15] Русалов В.М. О связи общих способностей с «интеллектуальными» шкалами темперамента / В.М. Русалов, Е.Р. Наумова // Психологический журнал. – 1999. – Т. 20. – № 1. – С. 70–77.

[16] Робертс Р. Эмоциональный интеллект: проблемы, теории, измерения и применения на практике / Р. Робертс // Психология. Журнал Высшей школы экономики. – 2004. – Т. 1. – № 4. – С. 13–26.

[17] Русалов В.М. Темперамент и интеллект: общие и специальные факторы развития / В.М. Русалов, С.И. Дудин // Психологический журнал. – 1995. – № 5. – С. 12–23.

[18] Русалов В.М. Опросник структуры темперамента : метод. пособ. / В.М. Русалов. – М. : ИПАН, 1990. – С. 4–27.

[19] Додонов Б.И. В мире эмоций / Б.И. Додонов. – Киев, 1987. – 288 с.

P. Lopez, P. Salovey, and R. Strauss prove that emotional intelligence is negatively associated with neuroticism[20]. Features of temperament such as extraversion and neuroticism are related to information processing. R. Robert argues for the existence of individual differences in the processing of positive and negative incentives. Eextraversion promotes the processing of positive, and neuroticism of negative stimuli as a rule. There are assumptions about the presence of cognitive factors that contribute to the processing of cognitively stimulated stimuli, and therefore affect the level of emotional intelligence. However, it is not proven how useful for the body is the rapid processing of positive stimuli and the slow processing of negative stimuli (or vice versa). In general, each person is born with the compulsory certain potential of emotional memory, emotional processing, emotional learning, emotional sensitivity. These four innate components, as noted by G. Berezyuk, form the core of emotional intelligence, though each person has a different process: a person can start life with a high level of emotional intelligence, but over time it can be reduced if the person acquires harmful emotional habits as a child in a family where he or she was abused or disrespected[21]. It would be a profound mistake to believe that emotions simply cause a general arousal or a feeling of a surge of energy, says K. Izard[22]. He and a group of scientists (K. Nagler, S. Randall, D. Fox) experimentally found that the most common and fundamental principle of human behaviour is that emotions charge energy and organize thought and activity. Specific emotion excites a person to a particular activity and this is the first sign that emotion organizes thinking and activity. Thus, emotional and cognitive processes are closely intertwined and confirm that emotions are the result of biological processes, and cognitive processes contribute to the use of emotions in the adaptation of man to a constantly changing environment. I. Singer, K. Izard, and S. Tomkins believe that environmental novelty activates the emotion of interest, which in turn enhances human

[20] Lopes P.N. Emotional intelligence, personality, and perceived quality social relationships / P.N. Lopes, P. Salovey, R. Straus // Pers. Individ. Diff. – 2003. – № 35. – P. 641–658.

[21] Березюк Г. Емоційний інтелект як детермінанта внутрішньої свободи особистості / Г. Березюк // Психологічні студії Львівського ун-ту. – 2007. – С. 20–23.

[22] Изард К.Э. Психология эмоций / К.Э. Изард. – СПб. : Питер, 2007. – 464 с.

exploratory activity, whereby environmental cognition and successful adaptation reduce excitement and activate emotion as joy a large number of complications can cause fear, sadness, or fright. Emotions combined with actions contribute to the fact that a person learns to understand the various affective manifestations, learns to control their emotions, thoughts and behaviour, it forms a sense of competence, develops self-control and other positively directed processes.

Thus, the most essential biological prerequisites for the development of emotional intelligence are hereditary inclinations of emotional abilities and emotional perception, the right-hemisphered type of thinking, the properties of temperament; features of information processing.

2. Social Prerequisites for the Development of Emotional Intelligence

Emotional intelligence can be developed and there are objective social prerequisites[23]. Social life transforms intelligence through the influence of certain mediators. According to J. Piaget[24], these mediators are: speech (signs), the content of the interaction of the subject with the objects (intellectual values) and rules defined for thinking (group, logical and methodological rules). In sociology, society is defined as the totality of interaction between individuals, in psychology, the main unit of analysis is no longer the totality of relationships as such, but the individual, which changes as a result of changes in social relations. Depending on the level of development of the individual, the nature of his interaction with the social environment may be quite different and, in turn, may, accordingly, differently change his individual mental and intellectual structure. As the individual becomes master of speech, he or she changes social relations with others, which enrich and transform his or her thinking. In this process, there are three sides. Firstly, the knowledge system as such is not a sufficient means of expression, the individual wants to do what he sees fit, express his thoughts through

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[23] Зарицька В.В. Соціальні передумови розвитку емоційного інтелекту / В.В. Зарицька // Проблеми загальної та педагогічної психології : зб. наук. пр. Інституту психології ім. Г.С. Костюка АПН України / [за ред. С.Д. Максименка]. – К., 2007. – Т. IX. – Ч. 6. – С. 154–160.

[24] Пиаже Ж. Психология интеллекта / Ж. Пиаже. – СПб. : Питер, 2003. – 192 с.

speech, gestures or objects, to imagine things through imitation, drawing or individual symbolism. Secondly, broadcasting conveys to the individual a ready, formed system of concepts, classifications, relationships, that is, the inexhaustible potential of ideas that are built by each individual according to a model that has been worked out by previous generations. Thirdly, the relationships in which the individual interacts with his or her environment and from whom he or she is influenced, remain the mastery of speech and related ways of thinking: by talking with others, the individual observes how much their thoughts confirm or contradict their thoughts, and he or she is gradually discovering a vast world of outside thoughts that give him or her new insights or differently influence his or her impressions. Thus, the development of the subject's intelligence goes through a more intensive exchange of intellectual values and is subject to a greater number of compulsory truths, which are understood as well-formed thoughts or norms of reasoning. No matter how dependent the individual is on the surrounding intellectual influences, he or she assimilates them in own way: he or she reduces all these influences to own point of view, thus, without noticing, deforms them. As social experience is gained, the individual becomes not only an object of intellectual compulsion, but also acts as a subject of socialization, capable of profoundly altering the mechanism of development of the intelligence. According to a similar scheme, in our opinion, any kind of intelligence, including emotional intelligence, develops. Based on numerous studies related to the understanding of intelligence as a set of interconnected mental abilities and in accordance with the approach to understanding emotions as a specific type of knowledge, I. Andreeva[25] defines the concept of «emotional intelligence» as a set of mental abilities to understand their own emotions , emotions of other people, and control the emotional sphere and highlights the following social prerequisites for the development of emotional intelligence: syntonicity in childhood, the development of rationality as they grow older, the level of development

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[25] Андреева И.Н. Биологические и социальные предпосылки развития эмоционального интеллекта / И.Н. Андреева // Когнитивная психология: сб. ст. / [под ред. А.П. Лобанова, Н.П. Радчиковой]. – Минск: БГПУ, 2006. – С. 7–11.

consciously those favourable emotional relationships between parents, parents' education and family welfare, gender peculiarities education, androgyny, locus of control, religion. The term «syntony» is understood as an instinctive harmony with others, that is, a natural instinct, a reaction of the type of unconditional emotional reflex of the innate mechanism of release, or as an acquired reaction[26]. The development of syntony is related to the emotional reactions of the environment to the actions of the child, which are guidelines for her self-esteem and self-esteem. The foundations of realistic self-perception and self-perception are laid in the early stages of ontogeny, determined by the parent's initial acceptance of the child (A. Kravchenko)[27]. The following factors hinder the development of a child's syntonicity: firstly the parent's overprotection and reassessment, because in the conditions of constant care of the parents, their excessive love in the child, there is no need to strive for emotional contact with adults, whereby mechanisms that allow it to do so are formed; secondly the development of syntony is blocked if the child, potentially incapable of making emotional contact, is unable to do so because of the indifference or hostility of the environment. Asynthony, which results from the deprivation of the need for emotional contact, impedes the process of expressing emotions by the subject and understanding by his or her communication partners. Syntonicity in childhood is a necessary stage of mental development. At the same time, syntonicity, which persists until adulthood, indicates a developmental disturbance, because as logical and causal thinking develops, syntony develops into empathy, which is not so much emotional consonance with the condition of another person, but the recognition of a given emotional state (M Goffman)[28]. Due to the fact that in the course of normal development in the person develops a tendency to reflection, there is a natural weakening of syntonicity in favour of independence from the outside world and the attempt to counter the affective influences of others. Thus, the mechanisms of rational thinking press on the

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[26] Mazurkiewicz. Wstep do psychofiziologii normainey. – Warszawa: PZWL, 1950. – T. 1.

[27]. Кравченко А. Нарцисс и его отражение / А. Кравченко // Моск. психотерапевт. – 2001. – № 2.

[28] Hoffman M. Empathy, role taking and development of altruistic motives. (In:) M. Takela (ed.). Moral development and behavior. – N.Y., Holl. – 1976

immediacy of the lower feelings. Negative affective influence is counteracted by the rational attitude towards others and events. The rationality of actions, that is, the choice of a particular pattern of behaviour depends on the person's understanding of what he or she will feel, and how he will act depending on what emotions he or she would like to feel and which ones to avoid. The use of rational statements reduces emotional distress and reduce the intensity of both «inappropriate» emotions (anger, depression, etc.) and «appropriate» (irritation, sadness, agitation, and more).

An important social prerequisite for the development of emotional intelligence is the level of development of self-consciousness, which means a person's firm belief that he or she as a person deserves high praise and value for society. The level of development of self-consciousness, self-esteem determines the level of self-regulation of human activity, which is expressed in the specificity of mental means of reflection and modelling of reality, including reflection of the subject. Self-regulation can be manifested in different ways, but it always has a certain structure: a person determines the purpose of his or her arbitrary activity, has a program of executive actions, by certain criteria evaluates the success of the activity, makes decisions about the necessity and nature of corrective activity. The holders of self-regulation are various psychic forms of reflection of reality, and methods are sensory concrete images, representations, concepts, etc., which depend on the type of activity, conditions of its presenting, individual personality characteristics of the nervous system, personal qualities, ability to organize their actions. Mechanisms of self-regulation, as well as syntonicity and rationality, are laid at the earliest stages of personality development. The whole system of personal self-regulation is based on self-awareness (Ye. Grebennikova) [90]. It turns out that the level of development of self-awareness acts as a prerequisite for managing one's emotions.

The social prerequisite for the development of emotional intelligence is the emotional and favourable relationship between parents. How people interact with each other in the family circle, notes G. Craig[29],

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[29] Крайг Г. Психология развития / Г. Крайг. – СПб. : Питер, 2002. – 992 с.

directly affects the development of the child. Each family member plays a role in interacting with other family members[30]. If parents have warm emotional relationship, they over the years are transferred to close emotional relationships between parents and children and children between each other. However, in addition to the overall experience of family relationships, each family member has personal experience. The key points of emotionally-positive relationships in the family are the emotional background in the family, the parent's responsiveness to the child, and the parents' chosen methods of controlling the child's life. Parents with emotionally warm relationships worry about the baby, express their love, often or regularly put the baby's needs first. In a warm loving family, children are more likely to have a secure attachment in the first two years of life; have a higher self-esteem, are more empathetic and altruistic, and are more responsive to other people's pain or fear; have higher intelligence ratios in pre-school and primary school, better at school. Children who grow up in a warm emotional atmosphere are less aggressive and less likely to exhibit delinquent behaviour, confident, active and calm. Children who do not have such emotional support are vulnerable, aggressive, display uncertainty, have inadequate self-esteem and other negative manifestations. G. Orme's research shows that people who are satisfied with their family life have a much higher EQ than those who are not satisfied[31]. According to N. Newcomb[32], parental qualities that provide children with satisfaction in their family life include social maturity, emotional adaptation, ideas about the child's motivation and ability.

An important social prerequisite for the development of emotional intelligence is the level of education of parents and their family well-being. The higher these indicators is the higher the level of emotional intelligence, in particular, in adolescents (N. Harrod, S. Scheer)[33]. Maoki-Taylor identified two major factors that are social preconditions

[30] Би Х. Развитие ребенка / Х. Би. – 9-е изд. – СПб. : Питер, 2004. – 768 с.

[31] Орме Г. Эмоциональное мышление как инструмент достижения успеха / Г. Орме. – М. : КСП+, 2003. – 272 с.

[32] Ньюкомб Н. Развитие личности ребенка / Н. Ньюкомб. – СПб. : Питер, 2003. – 640 с.

[33] Гребенщикова Э.А. Саморегуляция личности в индивидуальном стиле жизнедеятельности : автореф. дис. … канд. психол. наук : 19.00.05 / Э.А. Гребенщикова / Рос. акад. гос. службы при президенте Рос. Фед., каф. соц. психологии. – М., 1995. – 20 с.

for the development of emotional intelligence. The first factor is the home environment, which is heterogeneous, which gives rise to two assumptions that describe the mechanisms of formation of differences in the cognitive sphere. According to the first assumption, different aspects of family living conditions affect different characteristics of development; the second assumes the possibility of indirect influence of living conditions on the level of cognitive development due to intensive development of other spheres (eg, physical development). It is a well-known hypothesis that the intellectual development of a child is related to the intellectual level of the home environment. The second factor is the level of parental skills. The impact of skill level on children's intellectual development can be mediated by factors such as: the style of education, the quality of education received by the child. The child's intelligence can be influenced by the emotional and psychological atmosphere in the family, the financial security, the features of pregnancy, complications during childbirth, blood type, etc. These two factors are inseparably complementary and stimulate or inhibit the development of emotional intelligence. No less important social precondition for the development of emotional intelligence is the gender peculiarities of education, which are manifested primarily in the predominance of women in interpersonal, and in men, intrinsic personal indicators. Emotional differences between adult men and women are known to be deterministic approaches to parenting from the outset. In general, boys tend to have more stable and more traditional gender-role stereotypes. But if children grow up without a father and the mother works, then both girls and boys have less rigid stereotypes. In addition, some girls try to look like boys in clothing, behaviour, and play. Sometimes, these girls are specially educated so that they are able to protect themselves. In this regard, androgyny as a gender-role identity that combines a number of positive aspects of both traditionally male and traditionally female behaviour can be seen as a consequence of a particular parenting strategy. Due to the special position of parents, who encourage the child to adopt patterns of behaviour, characteristic of female and male sex, contribute to the formation of androgynous personality. Such especially active formation occurs when such behaviour is modelled by the eyes of the child and accepted by others,

which is achieved if one parent of the same sex with the child shows a pattern of androgynous behaviour, and the other parent of the opposite sex approves of such actions. A person has the opportunity to feel and behave in both male and female. Such a mixture of human qualities, which do not limit the person in his or her actions, forms what is called androgynous personality. Depending on the circumstances, a person exhibits features of a particular gender. For example, men with androgynous traits can be independent, strong, courageous, determined and yet gentle, caring, attentive to others, and women, on the contrary, along with manifestations of feelings, emotions, can be resolute, courageous and more. Androgyny acts as an all-encompassing characteristic of a person, relating to all spheres of identity, lifestyle, physicality of emotion, sphere of profession, work, choice of partner and more. Absolutely sexually role-fixing is a pathology because a person can manifest male and female sides in the profession, interests and feelings[34].

Another social prerequisite for the development of emotional intelligence is the external locus of control. The locus of control, according to D. Rotter's theory, is a generalized expectation of the extent to which people control reinforcement in their lives. The locus of control is called external if people are convinced that their successes and failures are governed by external factors, and internal when people believe that their successes and failures are determined by their own actions and abilities. L. Wang, N. Anderson argue that subjects with external locus control tend to forgive both others and themselves, and with internal locus control more often condemn themselves and more meticulous when condemning others[35]. The ability to forgive is related to the awareness and control of one's emotions, the empathy towards the offender. Each person needs experience in two quite different areas of interrelationships: vertical and horizontal communication. Vertical relationships include a relatively long emotional bond at the heart of which a person's sense of security is linked to a relationship with another

[34] Александров А.А. Психотерапия: учеб. пособ. / А.А. Александров. – СПб.: Питер, 2004. – 480 с.

[35] Wanq L. Excuse-making and blaming as a function of internal-external locus of control / L. Wanq, N.H. Anderson // Eur. Psychol. – 1994. – V 24. – № 2.

person who has greater social power or knowledge. Horizontal relationships are reciprocal and equal, communication partners, such as peers, have equal social power. Both vertical and horizontal relationships contribute to the development of external locus of control, which is important for the development of emotional intelligence. First and foremost, it is the relationships between parents and children that are vital because they provide the child with everything they need. The key feelings in this relationship are emotional connection, affection and attachment behaviour. Emotional intelligence in this case develops according to the comfort level of the relationship. Uncomfortable relationships reduce the emotional development of the child or form distorted ideas and inappropriate behaviour.

The relationship between religiosity and emotional intelligence is traced. Religious individuals are dominated by an external locus of control. Religious education involves the cultivation of a sense of unconditional love. Preparation for the sacraments (confession, communion) is impossible without introspection of the activity and its accompanying emotions. Therefore, emotional intelligence is a phenomenon that is being researched by scientists from different countries, it can be developed and there are objective social prerequisites.

CONCLUSIONS

The most essential biological prerequisites for the development of emotional intelligence are hereditary inclinations of emotional abilities and emotional perception, the right-hemisphered type of thinking, the properties of temperament; features of information processing.

The most important social prerequisites are the following: childhood syntony; development of rationality as we grow older; the level of development of consciousness; emotionally-supportive relationships between parents; parental education level and family well-being; gender peculiarities of education; androgyny; external locus of control; religiosity.

SUMMARY

The section deals with brain functioning specificity, the principles of the nervous system development and learning principles that determine

biological preconditions of emotional and intellectual development. The essence of dominating preconditions is revealed: inherited disposition of emotional abilities and perception, right-hemisphere type of thinking, temperamental characteristics, specificity of information processing.

The section reveals the influence of social factors on the development of the person's emotional intelligence, substantiates their essence, describes the views of domestic and foreign scientists on this problem. We focuses on social factors such as: synthonics in childhood; development of rationality as it grows; level of self-awareness; emotional and beneficial relationships between parents; level of education of parents and family welfare; gender peculiarities of upbringing in the family; androgyny; locus of control; religiosity. In particular, the accents are made on the characteristics of the positive influence of social factors on the development of emotional intelligence as a necessary ability of the individual for its successful communication and interaction with other people. Two main ways of preventing the negative influence of social factors on the development of the emotional intelligence of the person proposed by H. Bee are proposed, with which we agree: 1) the sequence of the complication of the child's requirements with a clear regulation of their implementation; 2) the level of expectation from the child must be consistent with her age. We have supplemented these rules with the following: the child's work should be judged by the results rather than praise, because an inappropriate excessive self-esteem is formed in the adopted child and help where it is still difficult.

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PSYCHOLOGICAL CONTENT AND DIVERSITY
OF PERFECTIONISM OF PERSONALITY

Kononenko O. I.

INTRODUCTION

The problem of perfectionism is relevant and timely for modern psychological knowledge. There is a growing body of research in psychological science in this area, but they are still few. In Ukraine, the problem of perfectionism has been studied relatively recently and mainly focuses on the theoretical analysis of foreign studies, whereas in foreign psychology scientific ideas about perfectionism are widely represented. We believe that psychological studies of perfectionism are of particular importance in the genetic context (the study of the peculiarities of the formation of the personality of the perfectionist at different stages of ontogeny – in preschool, adolescent and adolescent age), in the study of extreme behaviors, in understanding the causes and factors of association. Timely identification of the perfectionist orientation of the person can prevent the development of depression, suicidal manifestations, etc. Thus, the problem of perfectionism and the timely detection of its pathological forms are of theoretical and practical importance and needs further study.

The first ideas similar to perfectionism were present in philosophy in the form of theories of the «ideal man». In the Western psychological tradition, the theme of perfectionism was regarded mainly as «the desire for perfection», and in the works of domestic scientists as a problem «ideals of personality".

The study of the phenomenon of perfectionism is associated with such names as D. Barnes, P. Gevitt, D. Johnson, J. Ashby, M. Mobley, V. Parker, K. Rice, R.Slen, H., Stampf, J., Trippy, R., Frost, and G. Flett. In recent decades, the traditional notion of perfectionism as a negative phenomenon has been replaced (P.Hweitt, G. Flett, S. Blatt, B. Kerr, S. Peters, J. de Lise, R. Freeman, D. Burns, M. Adderholt– Elliot,

B. Clark, S. Conarton) came up with a typological approach that suggested the selection of «normal» and «pathological» types of perfectionism (K. Debrovski, T. Piechovsky, S. Peters, etc.)[1]. By P. Hweitt, G. Flett, S. Ingrem, et al. incorrect correlation of perfectionist tendencies, disproportionality of the development of substructures of perfectionism as a holistic trait is a risk factor for the formation of negative consequences of perfectionism: in «normal» perfectionism, a person feels pleasure from his own perseverance, desire for self-development and improvement of personality, The «neurotic» perfectionist of this limit does not have, which leads to mental and sometimes physical self-destruction[2].

The complexity of perfectionism as a concept used to describe the desire of the individual for self-improvement, lies in its global nature, since this influence can cover all spheres of personality, touching any, even intimate aspects of life.

Perfectionism as a desire to follow excessively high standards is seen as a multidimensional personal construct, but the question of its internal psychological structure remains open and debatable in science. Refinement of the structure of perfectionism will highlight important areas of corrective and preventive work. The complexity of using this theoretical construct is also due to the fact that the vast majority of studies are presented in foreign sources, the domestic scientific space does not have a sufficient number of independent and systematic studies of various aspects of personality perfectionism and its possible consequences.

1. Psychological predictors of personality perfectionist attitudes

Perfectionism is the desire of the individual to be perfect, perfect in everything. The main methodological obstacle to the conceptualization of perfectionism in the context of general psychological knowledge is the lack of a theoretical model, in which it is possible to represent the different facets of this phenomenon in a single continuum, determined by

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[1] Кононенко О.І. Перфекціонізм особистості. Одеса: Одеський національний університет імені І.І. Мечникова, 2016. 357 с.

[2] Ясная В.А., Эниколопов С.Е. Перфекционизм: история изучения и современное состояние проблемы. *Вопросы психологии*. 2007. № 4. С. 157 – 167.

the need to study and take into account those changes that undergo basic characteristics.. The analysis of scientific publications devoted to the study of perfectionist attitudes of the personality showed different interpretations of the central concept.

The term «predictor» (from the English verb predict – «predict, predict») can be represented in two ways: in the «broad» and «narrow» meaning of the word. In the «broad» sense, this is the initial characteristic of the individual and his environment, by which it is possible to predict with greater or lesser basis another (purpose) characteristic of the same individual. In the narrow sense of the term, predictors are called independent variables whose changes lead to the inversion of other dependent variables. We use the term «predictor» to refer to the most significant, significant psychological traits that provide the most accurate prediction of perfectionist attitudes of the individual. The complexity and ambiguity of the problem under study is that the predictor of perfectionism may not necessarily be its cause.

Among all the facets of self, highlighted by D.O. Leontiev (physical, social-role, psychological, existential and semantic), the fifth facet of self is self-conception, or the meaning of self is the most integrated and closest to the psychological mechanisms of perfectionism. This face of Self contains self-esteem (general positive or negative attitude towards oneself), self-esteem (attitude towards oneself, caused by any real merits or disadvantages) and self-acceptance (direct emotional attitude to oneself, independent of whether the subject features that explain this attitude). All these features of self-imposed make a huge impact on the whole life of a person, formed by parental education. The main goal for a person can be to maintain a positive self-esteem or to avoid a negative one at all costs. In this case, self-esteem ceases to reflect the state of real life processes and obscures the world from a person, and sometimes distorts it if the true picture of the world threatens its self-esteem[3].

I.M. Borisova emphasizes the special role for the social functioning of the individual of different degrees of self-actualization in combination with the level of anxiety. In our view, the combination of self-

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[3] Ильин Е. П. Работа и личность. Трудоголизм, перфекционизм, лень. СПб.: Питер, 2011..224 с.

actualization with anxiety can be considered not only as a certain condition of its social activity, but also as an analogue of perfectionism, because in the context of the study the author considers self-actualization in a broad context, as the desire of a person to fully identify and develop their personalities and personality. The process of self-actualization – as a continuous realization by man of his potential abilities and talents, as a fuller knowledge and acceptance of his own primary nature, as a relentless thirst nation to the unity and integration of the individual.

Self-esteem as one of the possible analogues of perfectionism is important to us, first of all, by some intraspecific variables, namely:

– cognitive ability to decentration, which allows to take into account the decision-making of other people (even more socially distant from the immediate participants of the situation), which allows to reach a high level of moral consciousness and expand the scope of personal meanings to humanistic);

– personal identity, which allows to spread equal value attitude to one's self and to the object of identification, which can serve as a restraining mechanism that does not allow to devalue the object or himself in the situation of any failure.

Defining, in the wake of D.O. Leontiev, life's aspirations and self-determination as the feeling and realization of the freedom of man's choice of behavior and existence in the world, regardless of the forces of the external environment and the intrapersonal processes that influence him, we emphasize certain analogies with perfection.

Another predictor of perfectionism may be the persistent desire of the individual for self-improvement, which actualizes the intrinsic personality potential, sets the vector of self-development and serves a natural need.

In addition to self-improvement, basic ideals of personality that may be predictors of perfectionism include the ideals adopted by it. From what ideal, the model for imitation is chosen by the person, in many respects its destiny and life path depend. The content of ideals may change, but at some stage it sets the direction of personal development.

In our view, achievement motivation may also underlie the perfectionist personality traits, as it implies. personal readiness to exert maximum nervous and psychic and volitional efforts in order to obtain

the best possible results in a significant sphere of activity, and therefore acts as a relevant dispositional factor in the structure of perfectionism. The motive for achievement consists of two components – the hope of success and the fear of failure. In X. Heckhausen's theory[4], these components are called evaluative dispositions. Failure (as a situation of failure to achieve the intended purpose) stimulates a special condition – «fear of failure». In the situation of success, "hope for success" is activated. As expressed in the structure of the motive for achieving the component of hope or fear, there are two types of people: a person who "avoids failure" is more focused on the possibility and likelihood of failure, and a person who "hopes for success" – on the likelihood of success.

At first glance, individuals with pronounced perfectionism appear to be «motivated to succeed»: the pursuit of success, impeccable performance, perfection form the very «core» of this psychological phenomenon: that high standards and aspirations are an important component of the multidimensional construct of «perfectionism» – addressed «perfectionism The results of these studies indicate that individuals with high levels of perfectionism At the same time, we believe that another component of the motive for achievement – the «fear of failure», which is given not much empirical research – is also an important driver of the formation of perfectionist personality traits: according to D. Hamachek, the activities of perfectionists they are accompanied by intense negative affect: they rarely experience the pleasure of being made (which is incompatible with the experiences of success), are very afraid of making a mistake or experiencing failure, and often do not finish the case. That is why the pathological perfectionism scientist associated with the motive of avoiding failure[5].

We agree with H.G. Haranyan , which, based on the data on the independence of the components of the motive for achievement,

[4] Хекхаузен Х. Психология мотивации достижения. СПб.: Речь, 2001. 256 с.
[5] Hamachek D. Psychodynamics of normal and neurotic perfectionism. *Psychology*. 1978. V. 15. P. 27-33.

suggested that high absolute values of both evaluative dispositions may be characteristic of persons with high levels of perfectionism[6].

To understand the psychological predictors of perfectionism, it is important to understand the phenomenological indicators of the motivation to achieve: the desire to compete with oneself (self-excellence) in achieving higher results, to experience success in meaningful activity and to avoid failure, the ability to rational goal-setting, and so on.

The scientist, revealing the nature and origins of perfectionism, relies on the concept of «conflict of achievement», proposed by X. Heckhausen. Describing the opposition to the tendencies to «strive for success» and «avoidance of failure» (or simultaneous influence of vectors of positive and negative valence), X.Heckhausen introduced the most important concept of «conflict of evaluative dispositions» as an integral attribute of motivation to achieve.

The overestimated level of personality's aspirations as the desired level of achievement, associated with self-esteem, as one of the predictors of perfectionism, is determined by the degree of difficulty of the quiet tasks that the person has to set. For the interpretation of the level of claims as a predictor of perfectionism, its psychological definition is important, which allows us to distinguish a certain analogy of this phenomenon to the perfectionist attitudes of the individual: despite the considerable prevalence in the science of knowledge about the peculiarities of the level of claims, many different definitions have accumulated[7].

Harassment is the driving force of the individual, and they are more important than the abilities with which the person is born or which he acquires in the process of interaction with his environment. By measuring the distance between the desired and the actual level of direction achieved today, one can determine the «motivational differential». People who have a realistic level of harassment, differing in their belief in harassment can lead to extremely unrealistic, overstated

[6] Гаранян Н. Г., Холмогорова А. Б. , Юдеева Т. Ю. Перфекционизм, депрессия, тревога. *Московский психотерапевтический журнал*. 2001. № 4. С. 18 – 48.

[7] Гуляс І.А. Психологія перфекціонізму. Чернівці: Прут, 2010. 272 с.

or understated harassment; in behavior, this is manifested in the choice of too difficult or too easy goals, in increased anxiety, self-doubt, in the tendency to avoid situations of competition, in the non-criticality of the assessment achieved, in the error of the forecast, etc.

Another psychological phenomenon, which is the predictor of perfectionism, is the supersituative (non-adaptive) activity of the individual. Unfortunately, none of the studies on perfectionism highlighted the particular role of this phenomenon. V.A. Petrovsky considers supersituative (non-adaptive) activity as the ability of a person to rise above the level of the requirements of the situation, to set goals that are excessive in terms of the main task, overcoming external and internal limitations of activity. This theory assumes the existence of motivation, the essence of which is the very attractiveness of actions with an unresolved outcome. It is important for a person to know that the choice he or she is about to make may be related to frustration or frustration, but it does not repel but is even more stimulating to action.

According to the author, supersituative activity is one of the characteristics of individuality. Indeed, «to be individual» – means to rise above the situation, overcoming external and internal limitations in the realization of oneself as a subject. The basis of such acts is formed by its own dynamics of activity, the fund of new opportunities («I can») as a source of new incentives for action («I want»). Personality, excessive in its manifestations – acts above the threshold of situational necessity, non-adaptive. V.A. Petrovsky investigated such forms of «supersituation» as «attraction to the border» (the tendency of individuals to act near the spatial marker of the border), «unselfish risk», the conversion of non-creative activity to creative, non-pragmatic rejection of prompts, « the presumption of the existence of a solution, «etc.

Phenomenology of «supersituative activity» as a potential predictor of perfectionism can be represented by such phenomena as «transitivity,» «supersituation purpose», «supersituation motivation» and «supersituation image», which, according to V.A. Petrovsky, describe the phenomenon of going beyond the requirements, which "at the beginning" of activity or communication the individual made to himself (for our understanding of the nature of perfectionism it is important that these requirements can be made by others, the important thing here is

that the subject proceeds from them as his own). Supersituational motivation is characterized by motives that are excessive in terms of the need that initially triggered the behavior and may be sometimes at odds with that need. Supsituative goal – a goal whose adoption does not follow directly from the requirements of the situation, but the implementation of which involves the actual possibility of achieving the initial goal[8].

In our view, another predictor of the formation of perfectionist attitudes of personality may be rigidity, which in psychology refers to the inability of the individual to change, the unwillingness to follow the changes that occur under the influence of circumstances, in a previously planned pattern of behavior. To understand the internal mechanisms of the emergence of perfectionist attitudes of the personality, all three types of rigidity are important predictors: cognitive (when a person, after receiving additional information, is unable to construct a new picture of the surrounding world, because it contradicts the concepts previously formed), motivational (expressing unpreparedness) abandon some needs and ways to meet them, unwillingness to accept new motives) and affective (inability to relate certain events of life to the corresponding affective reactions Thus, a person with affective rigidity is too fixed on objects to have difficulty in emotional learning).

The rigid personality does not know how and does not want to depart from stereotypes, she is very pleased to change her point of view to the unusual and original, the cause of such rigidity lies in the fact that the individual learns new knowledge through ideas coming from authoritative sources, and not through his own sensory experience. An undoubtedly positive feature of a rigid personality is its resilience to stressful situations, which is caused by less tendency to external influence, as well as special protective mechanisms. In relationships with others, rigidity is manifested by a sense of rivalry. Some traits, such as an obsession with a certain idea, an inclination to plan actions, and the ability to instill confidence in others, help shape leadership.

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[8] Петровский В.А. Психология неадаптивной активности. М. : ТОО «Горбунок», 1992. 224 с.

2. The variety of types of personality perfectionism

As shown by the analysis of scientific literature on the subject, perfectionism is a complex phenomenon associated with both normal and neurotic (non-adaptive) functioning of the individual. This semantic ambiguity is related to the fact that in itself the desire of a person to perform his or her functional duties at a high level, to strive for success and to achieve it in different areas of his life cannot be regarded as pathological, since a well-executed work brings a sense of satisfaction, supports positive self-esteem and self-perception.

In psychological science, several hypotheses are put forward to explain the differences in the types of perfectionism. According to the first (and others), high standards do not lead to pathological consequences, if in the desire to meet them people are able to feel pleasure from the work done and do not consider the mistakes made as a complete failure. According to the second hypothesis the ability of the individual is important[9].

Analysis of foreign and domestic studies on the problems of perfectionism, allowed us to formulate the basic provisions of the concept of perfectionism, which, in our opinion, most fully and comprehensively characterize this complex and ambiguous phenomenon.

The leading criterion for creating the concept of perfectionism is the multidimensionality of its psychological structure. On this basis, we approach perfectionism as a psychological property, which in the structure of personality possesses relative functional and structural autonomy and is expressed in the desire of the subject to be perfect, perfect anywhere and in anything. An important theoretical thesis of our conceptual approach to perfectionism is that the pursuit of high standards is not in itself pathological: the individual can enjoy the hard work, the desire for self-development, self-improvement, improvement of the results of work, and he accepts for himself the fact of having a boundary self– improvement. In this context, success brings pleasure to the perfectionist, nullifies his or her self-esteem, or maintains it at the proper level.

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[9] Ясная В.А., Ениколопов С.Е. Перфекционизм: история изучения и современное состояние проблемы. *Вопросы психологии*. 2007. №4. С. 157 – 167.

Neurotic forms of perfectionism arise with an inadequate correlation of perfectionist tendencies or their disproportionate development.

All this allowed us to distinguish two types of perfectionism: global and partial, which reflect the degree of immersion of the personality in perfectionist attitudes. Each of these types of perfectionism is a complex, systematically organized psychological phenomenon, and reflects its composition, structure, and functions (by which we understand the relation between environment or subjective space and the investigated characteristic). Denmark's approach allows us to view perfectionism as the unity of differentiation and integration processes.

Thus, global perfectionism is divided into authentic, compensatory, and neurotic; and partial – to interpersonal, addictive and perfectionism.

Let us dwell on each of these species.

Global perfectionism (represented in various spheres of personal activity).

– Authentic perfectionism.

Personality with signs of global authentic perfectionism is aware of their experiences and feelings and is able to live and adequately (without distortions) express them in communication with others. Some authors (for example, K. Rogers and others) identify authenticity with aspects such as congruence (the ability to realize and experience one's emotional experience) and transparency (the ability to express and express that experience in communication). Based on the ideas of K. Rogers, we can assume that global authentic perfectionism can manifest itself in communication as a person's ability to abandon different social roles, allowing to manifest true, inherent only to her thoughts, emotions and behavior[10].

The manifestation of authentic perfectionism can be lonely if one does not integrate one's experience and experience into one's life process. Conversely, global authentic personality perfectionism leads a person to greater authenticity «through life» – but at the same time makes it less free. The analogue of global authentic perfectionism is the phrase «faithfulness to self» or «Healthy perfectionism» (D. Hamachek): thanks to authentic attitudes in perfectionism, the person opens for

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[10] Rogers K.R., Dymond R.F. Psychotherapy and personality change. Chicago, 1954. 344 p.

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himself the possibility of accepting a person's own feelings, awareness of the right to feel, to feel, to feel, to feel being. Formation of authentic perfectionism is carried out in several stages:

1) awareness of one's own feelings as an objective category.

2) Acquiring self-confidence, inner consistency with one's feelings (the subject believes that his inner world gives him more authentic thoughts than external authorities). It is important that an authentic perfectionist considers any external authority alienated, imaginary, unless trust is backed up by his or her internal consent, since one can only trust oneself.

3) Acquisition of decision-making (an authentic perfectionist continually correlates possible actions with his or her own voice, otherwise the decision made may be incorrect because the right decision is an internally justified decision).

4) The ability to act even in situations where «inner obviousness» ceases to be obvious (this is a kind of «retrospective» self-confidence that allows one to act on one's own will, listening to doubts but not following them blindly).

But in spite of such differentiation, authentic perfectionism is not just a sequence of certain stages, but a property of holistic being, which includes in a collapsed form all these stages, as specific «existential abilities», which are formed ontogeny separately but subsequently integrate, forming , which becomes the main quality of being an authentic perfectionist.

It is important that global authentic perfectionism is associated not only with the experience but also with the realization of the human being in an inextricable connection with the outside world, which can be regarded as some stable internal position, through which one can contact the outside world by accepting and transforming his.

Drawing on D. Hamacek's scientific achievements, it can be emphasized that authentic perfectionists are inspired by the hope of success, easily take up business, take into account both their own resources and limitations, set realistic goals that allow them to enjoy their own strength, improve the quality of their activities. and achieve an excellent result. In the course of the work of the currant may feel a slight degree of excitement and excitement; their focus is on their own

resources and on ways to properly accomplish the task, able to feel the deep satisfaction they have achieved and, on that basis, to increase their self-esteem. The pursuit and achievement of reasonable goals enables the authentic perfectionist to be emotionally involved in the activity, to improve the quality of work, to achieve high quality results, to enjoy the joy and satisfaction of a good work done.

Authentic perfectionism implies high personal standards, intrinsic motivation for self-improvement, a tendency to focus on purpose, a tendency to set complex goals and a willingness to strive to achieve them; implies increased self-criticism, developed self-discipline, self-control, and a tendency to reflect. The expressiveness of this component of perfectionism implies self-criticism, which when overexpressed can turn into a tendency to over-self-exploration, self-digression and self-blame, which makes it impossible to accept one's own faults, shortcomings and failures. Authentic perfectionism is a component that, according to G. Flett and P.Hewitt, significantly outweighs others in people with a high degree of desire to be perfect, in people gifted and academically successful[11].

Thus, the personality of an authentic perfectionist is characterized by: the ability to feel deep satisfaction on the basis of their own achievements, to increase their self-esteem; while performing the task with easy involvement in the activity, taking into account own resources and limitations, excitement and concentration on own resources.

– Compensatory perfectionism.

In Denmark, the form of perfectionism is one of the most difficult in terms of the formation of mechanisms of behavior of the subject, because maintaining a certain level of «reliability» of the individual as a whole and its individual components is the essence of complex and diverse processes of compensation. In our view, in general, compensation as a protective mechanism of the psyche is an important foundation of perfectionism, because it is based on unconscious attempts to overcome real or imagined shortcomings. The globality of compensatory

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[11] Hewitt P.L., Flett G.L. Dimensions of perfectionism in unipolar depression. *Journal of Abnormal Psychology.* 1991. V. 100. P. 98-101.

perfectionism is confirmed by the basic ideas of A. Adler, who viewed compensation as a vital strategy of the individual.

The desire for excellence and perfection in the compensatory perfectionist, flowing from feelings of inferiority, is combined with social interest, that is, the pursuit of perfection in anything should be socially positive, include the desire for the well-being of all people, but possible and opposite, when personal development is possible. social interest is not expressed enough, it is selfish, it strives for personal superiority and domination over others, absorbed by its own interests and self-protection. Exaggeration of a healthy desire to constantly overcome feelings of inferiority can be transformed into a complex of inferiority – an obsessive tendency to exaggerate their physical or intellectual abilities at times because of inadequate actions, devoid of social interest (constant demonstration of their competence, tendency to compete, habit.

Individual differences in the manifestations of compensatory perfectionism can be identified by drawing on A. Adler's two variables:

– The presence or absence of social interest,

– Presence or absence of high or low level of vital activity.

Based on these two variables, A. Adler identified the following types of personalities that can be extrapolated to the typologization of perfectionism we propose:

– manager (high activity, but low social interest);

– taker (not very high activity, low social interest);

Avoiding (low activity, low social interest);

– socially useful type (high activity is combined with high social interest).

Compensatory perfectionism may differ in form: it may be either socially acceptable or not; direct (an attempt to succeed in an area where a deficiency is felt) and indirect distinguish the following form of perfectionist behavior: obsessive re-examinations of their own activities, a compulsive search for support and approval from others, a constant desire to correct others, or excessively deliberate before making a decision; R. Frost, A. Turcotte, R. Heinberg, J. Mattia, et al. There is an alternative behavior – procrastination of the beginning of activity or

avoidance, since the end result already appears unsatisfactory at the beginning of work[12].

– Neurotic perfectionism.

The behavior of a neurotic perfectionist is driven by the fear of failure. Fearful of possible mistakes and failures, people with a neurotic desire for excellence often cannot get started and postpone it (i.e., have a pronounced procrastination). Guided by too high expectations of themselves, they are constantly experiencing anxiety, shame and guilt. In the course of their work, their attention is focused on their own shortcomings and thoughts about a possible mistake. They are deprived of the pleasure of being done, even if the work is objectively done well. S. Blat also believes that «neurotic» perfectionism stems from the desire to avoid failure [556]. Deep-rooted feelings of inferiority and vulnerability plunge people into an endless collective of self-destructive endeavors, and any business or task becomes another threatening challenge.

G. Flett, K. Blankstein, S. Mosher and R. Davis also confirmed that high standards combined with prohibition of error and failure may motivate destructive behavioral strategies. Thus, pathological perfectionism is interconnected with a number of maladaptive characteristics: irrational thinking, inclination to self-criticism, self-blame and blame of others, procrastination, low efficiency in professional career, non-adaptive educational motivation, lowered problem search, reduced coping strategies, emotional maladaptation, low self-esteem, high risk of suicidal behavior[13].

Considering perfectionism as a negative phenomenon, D. D. Burns describes perfectionists as people who demonstrate an obsessive, unwavering pursuit of impossible, unattainable goals and evaluate themselves depending on their achievements, «measuring», determining their value by productivity, success. A.R.Pacht also gives a negative assessment of perfectionism as the pursuit of non-existent perfection,

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[12] Frost R., Marten P., Lahart C. The dimensions of perfectionism.*Cogn. Ther. Res. 1990.* V. 14. P. 449–468.

[13] Flett G.L., Hewitt R.L., Blankstein K.R., Koledin S. Dimensions of perfectionism and irrational thinking. *Journal of Rational-Emotive & Cognitive-Behavior Therapy.* 1991. № 9 (3). P. 185-201.

which constantly keeps a person in suspense and anxiety. Neurotic perfectionism is associated with a variety of personality problems and psychosomatic manifestations: migraines, depression, anorexia and bulimia, suicide attempts, and the like.

Studies by M. A Adderholt-Elliot also confirmed the neurotic manifestations of the perfectionist personality: slowness, fear of failure, tendency to be guided by the principle of «all or nothing», indecision, fear of action, workaholic. The fear of perfectionists to be imperfect though in some ways, the fear of admitting a blunder, is associated with various negative experiences and increases the slowness.

Describing the personality of a neurotic perfectionist, S. Blatt wrote that their sense of inferiority and vulnerability is a profound formation; it immerses a person in an endless cycle of self-destruction, in which any task or the start of something new becomes another threatening challenge. The main problem of the neurotic perfectionist is that no effort is ever sufficient, as he constantly seeks approval and acceptance, persistently tries to avoid mistakes and failures, and any circumstances that affect self-esteem generate intense negative affect.

Describing the neurotic aspects of perfectionism, N.G. Garanyan emphasizes too high standards and aspirations, distorted social cognition (perceiving other people as delegating high expectations, „compulsion for excellence"), Perfectionism (permanent comparison of oneself with other people at the pole of the most successful, „life in comparison mode"), negative selection (selective concentration on failures and mistakes), polarized thinking (dichotomous evaluation result), symptoms of depression, t anxieties, fear of failure, high social anxiety, intense daily stress, the picture of «inadequate level of harassment», defensive tactics of avoiding failure (alternating the election of too difficult and very easy goals), «over-mobilization» of copy-resources with the prevalence of avoiding coping-strategies, social avoidance.

Therefore, the main characteristics of a person with neurotic perfectionism are: permanent dissatisfaction with the done (the result never seems sufficient), very high expectations are presented, the main motive of behavior – fear of failure, tendency to experience strong anxiety, shame, guilt; the tendency to avoid (focusing on one's own shortcomings and thinking about how to avoid mistakes).

– Partial perfectionism (interpersonal, addictive, experfectionism).

In psychology and psychiatry, the term «partiality» is widely used to characterize the uneven development of certain components of mental activity. One of the first problems of partiality concerned B.M. Teplov, who suggested that along with the general typological properties that characterize the nervous system as a whole, there are temporary (partial) mental properties. Later, the problem of partiality was formulated by V.D. Nebilicin, who defined it as a mismatch between the results of measurements of the same properties when determining them in different regions, zones and divisions of the cerebral hemispheres.

In the context of our study, by partiality we mean the phenomenon, which is expressed in the inconsistency of the expressiveness of certain psychological properties of perfectionism in different spheres of personality activity. Accordingly, the particularity of perfectionism can affect others, the reference environment, and the world at large.

– interpersonal partial perfectionism, primarily aimed at other people, implies increased demands on them, and sometimes unrealistically high standards, expectations of human perfection and constant evaluation of others. According to P. Hewitt and G. Flett, these beliefs and expectations regarding the abilities of other people mainly relate to significant people from close range. According to the authors, such a demanding perfectionist gives rise to frequent accusations against other people, a lack of trust and feelings of hostility towards people.

K. Horney described the inclination of perfectionists to expect impeccability in the behavior of others, a low tolerance for their mistakes and failures[14]. She emphasized their peculiar perception of the social world as threatening, represented by people, prone to harsh appraisals and instant frustrations when performing other activities at a level lower than perfect. In our view, when describing interpersonal perfectionism, some important characteristics were not taken into account, such as the tendency to be jealous of others' successes and to compare themselves with them on the principle of «Other people's achievements – a testimony of my failure», since A. Adler wrote that some perfectionists

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[14] Хорни К. Невротическая личность нашего времени.М. : Прогресс-Универс, 1993, 346 с.

are inclined to compare oneself with their surroundings and even with the heroes of the past, and in general, persons with marked perfectionism live their lives in a «mode of comparison» with others, while experiencing a sense of their own «secondaryness and failure"[15].

Addictive perfectionism reflects the need of the individual to meet the standards and expectations of significant others, which can provoke a certain psychological dependence on them. It is important that in this case the subject is guided only by high standards, only delegated to him by significant others (subjective sense of „compulsion to perfection").

In psychology, addiction, in the broad sense, means an obsessive need experienced by a person in a particular activity, including communication, and the inability to cease this activity or relationship with significant people.

For the addictive perfectionist, such an illusion is created through psychological dependence on significant people, but such dependence is limited and ineffective, violates the natural adaptive capacity at the psychophysiological level.

This parameter of perfectionism reflects the subjective belief that other people are unrealistic in their expectations, inclined to very strictly evaluate the individual and put pressure on him to be perfect; at the same time, the individual is convinced of his or her own inability to please others and is psychologically dependent on them. The importance of this parameter is confirmed by studies of psychosocial predictors of depression within the concept of „emotional expressiveness". These studies have shown that the risk of recurrence of depression is very high if the subject perceives her husband or wife as very critical. It was supposed that this perfectionism can have many adverse effects in the form of anger, fear of negative evaluation, increased importance of other people's attention and approval.

Few scientific studies have revealed the effect of perfectionism on intimate relationships with other, non-referential individuals/ Persons with high rates of «addressed to others» and «socially – offered» perfectionism showed low levels of sexual satisfaction. «I-addressed»

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15 Адлер А. Практика и теория индивидуальной психологии. М. : Директ-Медиа, 2008, 406 с.

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perfectionism was associated with negative coping style and marital stress in the form of increased criticality, sarcasm and vindictiveness. Subjects who have partners with high "targeting" perfectionism exhibit poorer adaptation in marriage, report more family difficulties, and experience less support from spouses than patients whose partner is not as demanding. P. Hewitt, G. Flett, and S. Mikhail concluded that in a marital relationship the „target" of unrealistic expectations suffers, but not the perfectionist himself «[16].

– Experfectionism – aimed at the world at large. Exopsychic component is determined by the attitude of the individual to the external environment, i.e. to the whole sphere of opposing personality and to what it may in a certain way relate.

According to P. Hewitt and G. Flett, the basic psychological content of this type of perfectionism may include the conviction that everything in the world must be accurate, neat, correct, and that all human and world problems must receive a correct and timely solution. N.G. Garanyan .showed that in empirical studies it was not possible to confirm the relationship of this type of perfectionism with symptoms of depression and anxiety, i.e., the neurotic component in it is poorly expressed.

Thus, partial perfectionism touches others, the reference environment, and the world at large, and is subdivided into polysubjective, addictive, and ex-perfectionism.

SUMMARY

Thus, the main criterion for creating the concept of perfectionism is the multidimensionality of its psychological structure, which allows to approach its study as a psychological property, which in the structure of the individual has relative functional and structural autonomy and is expressed in the desire of the subject to be perfect, perfect anywhere and any in what. The desire of the individual to high standards by itself is not pathological, the individual can enjoy the hard work, the desire for self-

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[16] Hewitt P.L. Flett G.L. , Turnbull-Donovan W., Mikail S.F. The multidimensional perfectionism scale: reliability, validity and psychometric properties in psychiatric samples.*Psychological Assessment: a Journal of Consulting and Clinical Psycholology*. 1991. V. 3. P. 464-468.

development, self-improvement, improvement of work results, and he accepts for himself the fact that there is a limit to personal self-improvement. Neurotic forms of perfectionism arise with an inadequate correlation of perfectionist tendencies or their disproportionate development.

There are two types of perfectionism: global and partial, each of which is a complex, systematically organized psychological phenomenon, and reflects its composition, structure and functions (by which we mean the relation between environment or subjective space and the investigated characteristic).

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INFORMATION SOCIETY: THE CHALLENGES
OF THE THIRD MILLENNIUM

Khyzhna O. P., Makarenko L. L.

INTRODUCTION

In the conditions of informative society, informatizations of education are pulled out new requirements to the teacher that must priority decide such questions now, as creation of cognitive, creative atmosphere in an audience, stimulation of interest of students to independent acquisition of knowledge, organization of communalizations and collaboration of students for the collective decision of general issues and others like that. A teacher in this case comes forward as a helper, adviser, educator, consultant and colleague of pupil; in such situation in an educational process the humane fitting will be realized for[1] by maximal individualization and differentiation of studies, creative approach at the use of information technologies.

In the conditions of informative society, informatizations of education are pulled out new requirements to the teacher that must priority decide such questions now, as creation of cognitive, creative atmosphere in an audience, stimulation of interest of students to independent acquisition of knowledge, organization of communalisation and collaboration of students for the collective decision of general issues and others like that. A teacher in this case comes forward as a helper, adviser, educator, consultant and colleague of pupil; in such situation in an educational process the humane going will be realized near students by maximal individualization and differentiation of studies, creative approach at the use of informative.

Information technologies in education do not substitute a teacher and basic functions do not substitute for him, and strengthen separate

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[1] *Колесникова И. А.* Педагогическая реальность в зеркале межпарадигмальной рефлексии / И. А. Колесникова. – СПб. : СПб ГУПМ, 1999. – 242 с.

receptions and components of his activity. Therefore it follows to talk not about the redistribution of functions between a teacher and computer, but about optimization of separate components of pedagogical activity, for example, in presentation of educational information and mastering of educational material a student in the process of the interactive co-operating with a computer; reiteration and fixing of the mastered knowledge, working off some abilities and skills; intermediate and final control and self-control of results of studies; correction of results of process of studies as constituents of informatization of organizational, administrative work of teacher

In the conditions of informatization of education to the future teacher it is necessary to master many new abilities – together additionally information technologies, electronic educational foods; it is pedagogical expedient to use them in it professionally to – pedagogical activity, to adapt them and even to perfect, for the effective use of their possibilities in the process of the controlled from distance education and others like that.

However most teachers as yet are not ready to such professionally-pedagogical activity in education in the conditions of informative society, informatization of education.

Mainly reason of most problems of informatization of modern education financial pressures are considered, but not simple questions of providing of schools and institutions of higher learning computers and electronic educational foods are less difficult comparatively with difficulties of other character, that arise up in a pedagogical environment in connection with informatization of education. Researchers mark dividing of teachers into the supporters of the use of information technologies in education and his opponents. Three types of relation of pedagogical public to the use of computers in studies were distinguished by S. Peipert -critical and skeptical.

Teachers-criticisms accent attention on the negative consequences of application of computer, marked here, theta computer assists development of the unproductive thinking, that his introduction in the process of studies will entail the orientation of objects that study, on the symbolic methods of analysis, and the protracted use of computer in the interactive mode will result in a volume, that they will begin to provide

with a machine human internal's, and to liken to itself the computer that will bring to dehumanizing of studies (a negative aspect over application information technology in education be considered.

Teachers-sceptics welcome the ideas of normalization of education though, but to the idea of studies on the basis of computer-informative technologies belong as to the ordinary hardware of programmable studies, considering that theuse of information technologies will not result in cardinal changes in the field of education. This position, in our view, conditioned by that most teachers of middle of 90th of XX of century began the career at wide not enough application in the field of formation of information technologies. Experience teachers oriented to traditional educational practice are not inclined to over-estimate meaningfulness of those advantages that bring in information technologies to education, that is why they or in general they are not used in professional activity, or use episodically. Many teachers examine professional activity in the conditions of informatization of education as a difficult test through that they can not pass independently. Therefore informatization of education must be accompanied by the rich in content and by volume program

Teachers-optimists the amount of that increases examine information technologies in education as means that opens new possibilities in the reflection of educational activity and gives an opportunity fundamentally differently to organize an educational process change all system of education radically.

We consider that, really, the technical rigging of schools and institutions of higher learning does not answer the level of informative society (with the gradual decision of tasks to informatization of education this situation changes in Ukraine), however more substantial defect is absence of integral professional preparation of teacher to realization of pedagogical activity in new informative terms, her weak orientation on forming of integral informative culture of future teacher, that can result in reduction of his possibilities as personality and as a specialist in the conditions of informative society, normalization

There are technological transformations of not less historical scales in the culture of informative society, than with the origin of the written language, that, in our view, incarnate in: a 1) super text («hypertext»); to

2) meta-languages (a resource is multimedia) that unites writing, verbal and audiovisual facilities of human communication in one system; 3) to virtual communication. Distribution in the modern culture of approaches of hermeneutics creates pre-conditions for a reflection in herall three technological transformations.

One of key concepts of culture today is «text»[2] M. Bakhtin expounded the idea of understanding of culture's to text for reading of that with him it is necessary to enter into a dialogue. According to his opinion, text is primary given (reality) and initial point of any humanitarian discipline.

If to understand text widely – as the constrained sign complex is certain, then the study (musicology, theory and history of fine arts) of art deals with texts (by works of art).Ideas about ideas, experiencing of experiencing, word about words, texts about texts. Herein a basic difference of our (humanitarian) disciplines is from natural (about nature),although absolute, impenetrable, limits and it is not here. A human act is potential text.

Bakhtin M. marks that any text «has a subject, author». There are a «cognitive idea» and «estimating idea» in text. Text as a subjective reflection of the objective world, text is expression of consciousness, something represents. When text becomes the object of our consciousness, we can talk about the reflection of reflection. Understanding of text and is the correct reflection of reflection. Through a stranger reflection to the removed object. Meeting of two texts takes place during reading – the prepared and created reactive text, thus, meeting of two subjects.

Yu. Lotman, examining a culture as semiotic space («semiosferu»),interprets her as difficult informative text[3].

Text, – marks L. Mikeshyna, – provided with objective properties that provide to him the real existence and transmission in a culture, thus not only in the direct function – transmitter of information but also as the

[2] *Бахтин М. М.* Автор и герой: к философским основам гуманитарных наук. – СПб. : Азбука, 2000. – 336 с. – (ACADEMIA); *Извозчиков В. А.* Концепция педагогики информационного общества / В. А. Извозчиков, В. В. Лаптев, М. Н. Потемкин // Наука и школа. – 1999. – № 1. – С. 41-45.

[3] *Лотман Ю. М.* Семиосфера. – СПб. : Искусство, 2000. – 704 с.

phenomenon of culture, her humanistic parameters that exist, as a rule, inn on-obvious forms come forward as pre-conditions of various reconstructions and interpretations[4].

Thus, cultural texts are totality of cultural objects, forms, lines and others like that, shown in a sign form. By the transmitter of senses and maintenance of cultural text, incarnate in that or other form that or other language, there can be practically any socially meaningful and in a civilized manner conditioned product (result) of material, intellectual, artistic or social activity.

New possibilities of reflection of cultural text by facilities of information technologies – hypertexty, multimedia and TCNS extend the sociocultural range of humanity.

Technology of hypertext gives an opportunity to any cultural text to become supertext – component part of global open polilohu (wide exchange by ideas, values, the author of any hypertext, possibility of creation of book of «thousand and one author» enters into that), intertekstom (by co-operation between hypertexts, to the potential над'ємністю hypertext) Main description of hypertext is folded by a not extent, but non-linearity, connectedness, structured, saturation by various copulas and, in addition, semantic plenitude that gives an opportunity to bind all displays of culture in giant social supertext.

Technology multimedia is provided by a transition from the hardly fixed text characteristic for a classic writing culture, to «soft» text on the screen of monitor. Instantaneous readiness of multimedia text to transformation literally pushes slightly a reader to the dialogue with him. The use creates multimedia fundamentally new possibilities in perfection of feeling. They become instrumental basis of new culture that develops quickly, – the CRT culture; new direction in an art – the CRT art that does accessible to millions of people masterpieces of world culture (by means of telecommunication

By the important lines of technologies multimedia and there is that they embrace most types of cultural expression in all their variety through an only meta-language and «their advent identical to the end

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[4] *Микешина Л. А.* Методология научного познания в контексте культуры: Тр. исслед. центра по проблемам управления качеством подготовки специалистов. – Москва, 1992. – 143 с.

division a hypertext (hipermedia), even differences between audiovisual facilities and printed mass medias, by a popular and high culture» that provides komplimentarnist of the rationally-logical and emotionally-vivid thinking.

The new social structure of informative society (as marked higher) is organized not on principle of hierarchy, but on principle of networks (an analogy is with TCNS). Exactly networks fold new social morphology of future society, and distribution of such «network» logic largely appears both in the field of a production and consumption and in the field of a culture. M. Kastels marks that belonging to that or other network is in a great deal analogical to previous belonging to that or other social strategy and comes forward as a major source of power and social changes. Other business, that relations between network structures in society are characterized by transparent enough not principle of hierarchy, but far more difficult dynamics of co-operation of networks. Certainly, the network form of social organization existed and before, however the network paradigm of modern information technology provides material basis for expression of cultural models in informative

Telekomunikation networks stipulate the origin of new form of communication (electronic or virtual) in informative society. Underlining connection between development of the systems of code of social experience in the processes of communication and degrees of public progress, M. Makliuen[5] distinguishes the different stages in communication (writing society, origin of the written language, book-printing, appearance of radio and television). In informative society appearance of new methods of code (computer) fastens the changes of character of communications and methods of including of personality in social copulas.

The new paperless stage came in development of social communications. Hlushkov V. marked that role of systematization, storage, processing of information, and also the transmissions of her on large distances were undertaken by a technique [6]. Interpersonality verbal

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[5] Новая постиндустриальная волна на Западе: Антология / под ред. В. Л. Иноземцева. – Москва : Академия, 1999. – 385 с.

[6] *Глушков В. М.* Основы безбумажной информатики. – Изд. 2. – Москва, 1987. – 552 с.

communication changed an electronic dialogue the main difference of that consists not so in by a screen (origin of term «the CRT culture»), as in the fact of commonunication of man with a man by mediation of electronic memory. In opinion of A. Sokolova, herein the main difference of electronic communication consists from verbal or documentary, where a direct or mediated dialogue takes place a «man is a man"[7].

In opinion of researchers Hlushkov V. and Sokolova A.., appearance of the new system of electronic communication is characterized her by global scales, by decentralization and simultaneously by integration of all mass medias, individualization, potential interactiveness that changes a culture irreversibly.

Computers and computer communication become all more important in forming of new culture of informative society. They revolutionized the process of human communication really, and through him culture on the whole, and this revolution spreads concentric circles, beginning at high level of education and riches, but while remaining unable to overcome the uneducated masses and poor countries.

Computer communication in informative society envisages cultural polymorphism that opens space for transformation of monologue in a dialogue and poliloh (nature is a culture, a culture is society, science is an art, elite and mass cultures, east and western cultures, national cultures and others like that). A man in informative society masters the types of experience of possession by it and by stranger values, that stimulates integration of different cultures, assists making of integral perception of the world and forming of only penetrating and complementary culture.

After an ordinary social commonunication and instrumental use of computer communication some researchers was the educed phenomenon of forming of virtual network concords, that assists strengthening of in a civilized manner dominant social connections, increase of their globalization, interpenetration of the cultures, incorporated round general aims, interests, ideas.

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[7] *Соколов А. В*. Эволюция социальных коммуникаций . – СПб., 1995. – 149 с.

However, to our opinion, as though cultural communications did not make progress in informative society, without losses to carry spiritual values from a country in a country, from a region it is impossible in a region. We agree with opinion some researchers, for example M. Ariarskoho, H. Butikova [8], E. Kassirera, hat the only world of culture integrates in itself common to all mankind values; we agree from O. Shpenhlerom, that underlines that development of culture is inseparable from every people, region, epoch. Within the limits of only spiritual values a culture is called to keep the unicity of subculture of separate people, regions, task forces; such sociocultural situation that gives an opportunity to the man to see a culture in unity of variety and perceive all better in all consisted of development of computer communications, that ethnic, national and transnational cultures are able to give.

In informative society take place destandardization and demes character of economic, social and spiritual life. On changing to the compatible-mass way of life of industrial society the individualized possibilities that are based on modern information technologies, and services of wide access, come to the cultural forms, freeing of creative potential, forming of new type of activity culture of man. Due to simplicity and availability of language of electronic mass medias a transnational mass culture can become a starting point with that the included of man will be begun in the world of high culture. From other side, electronic facilities of communication assist a display in the culture of opposite processes. Intellectual activity and her foods all persistently aim to purchase a «easy» to understand communicative form; high, the elite in a culture aims to set direct connection with a mass culture, to take pity on her, certainly to please mass (under the imperious action of economic factors) that can.

There are changes of negative character in the culture of informative society, namely: computer drug addiction is an infatuation for computer games, that propagandize aggression and violence, internet-dependence, virtualization of communalisation, origin of asocial subculture of virtual concords (hackers, supporters of pornography, extremists e tal),

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[8] *Ариарский М. А.* Прикладная культурология на службе развития личности / М. А. Ариарский, Г. П. Бутиков // Педагогика. – 2001. – № 8. – С. 9-16.

computer criminality and others like that. It can result in destructive tendencies in a culture, canonization of social life, that, to our opinion, it is related to the huge break between megascopic external possibilities and terms of development of man in informative society and her by the inner spiritual world that did not change, what we already displaced on

Without regard to all advantages of potential of information technologies in the field of education, enriching of culture, dominant strategy is directed as yet first of all for development of the giant electronic system of entertainments, that, from the point of view of business, promises a most income and safety of investments.

Commercialization spreads to the sphere of culture, related to the electronic mass medias. Electronic «journalistic» in hisvarious genres applies on an image and interpretation of any phenomena of reality, events, spheres of policy, economy, science, art, workaday life depending on certain political and economic interests, including group and institutional. A keen competition, permanent time trouble, stipulate fragmentariness, situation, quite of tenunidimensionalness and superficiality of reflection (image)of reality; a current event acquires klipoidnoho character, she is divided by arbitrary fragments – «unexpected» personalities, things, poses, actions, appear.

Among the most meaningful values and senses of informative society mark such understanding of man as responsible independent that operates personality, that carries out in harmony with nature and civilization of cognition and transformation of the surrounding world and aspires to new experience, search of internal pleasure; value of education, objective scientific knowledge, setting on their permanent increase; perception of nature as «fields of objects» that come forward as material and resources of converting activity of man only on the basis of her integral humanitarian examination [9]; value of innovations and progress; priority of free self-realization, work of personality; her aspiring is to the noninteraction and at the same time gravitation to

[9] *Симонов В. М.* Дидактические основы естественнонаучного образования: гуманитарная парадигма : монография / В. М. Симонов. – Волгоград : Перемена, 2000. – 294 с.

community, compatible making of decisions with the participants of informative co-operation.

Constantly growing possibility influence of separate man on the informative processes of all society determines a question about the «top limit» of correlation of freedom, responsibility and self-restraint of man as basic regulators her informative activity. Problems of cultural competence of personality, forming of tolerance to other cultures and systems of values, education of socially responsible, critically intellectual personality with more clear valued reference-points, adaptation of man in an excessive informative environment envisage clever reduction of excessive information, creation of optimal filters, covering forces put

With further development of democracy, unprecedented increase of possibilities and individual freedom uninformative society there is an only mechanism of adjusting of behavior of man or her an own culture is an informative culture of personality.

Thus, today exactly a man becomes the main factor of development and simultaneously to the risk in society. She adapted centuries to nature and public changes, grew the institutional, technological and intellectual power that in informative society purchased global scales. The new instrumental possibilities of modern man in informative society, based on computer and informative technologies, hide in itself both new advantages and new threats; radical disparity of human existence and global character of accessible to the man and society of tools of cognition and transformation appeared.

Dangerous is position of not understanding, unrealization of variety of problems of modern sociocultural situation a separate man in connection with that she allegedly «little man» and from her nothing depends. Today all in a greater degree everybody acts part «focus», that collects, absorbs the world, displaces it in individual personality microcosm, and from that, how we will be able to influence on itself, directly the future of natural for sociohistory depends in her, space, civilization, ecological, national and other global measuring[10].

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[10] *Мазур И. И.* Путь к экологической культуре / И. И. Мазур, О. Н. Козлова, С. Н. Глазачев. – Москва : Горизонт, 2001. – 194 с.

In new informative terms a question becomes quite not vain about the «top limit» of correlation of freedom and responsibility of man as basic regulators her informative activity, and the decision of problems of modern sociocultural situation is directly related to the necessity of the purposeful forming of informative culture of personality.

Overcoming of crisis situation in modern society is largely determined by the level of education and culture of individual and society on the whole. In informative society to a full degree fundamental dependence of all civilization appeared on those capabilities and internal's of personality, that is mortgaged by education. The special role is exactly taken her, as she represents a specific and features of the modern stage of civilization development and simultaneously determines them.

In the system of higher education one of major types of preparation of specialists there is the informative preparation sent to forming for the students of informative culture. Informative preparation of specialists must be built taking into account a having a special purpose orientation them future professionally-pedagogical activity and must provide forming of specialists able to adapt, inculcate, to analyzes and accompany the professionally oriented facilities of informatively-communication technologies[11].

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MOTIVATIONAL COMPONENT IN THE SYSTEM
OF TRAINING FUTURE SPECIALISTS IN SOCIAL WORK
TO PROVIDING SOCIAL SERVICES

Cherneta S. Yu., Sushyk N. S.

INTRODUCTION

The modern reforming of higher education and field of social services in Ukraine puts forward new requirements such as education, self-critical nature, the ability to think and make informed decisions, initiative, mobility in the labor market, psychological readiness to perform the chosen professional activity for modern specialists. Expanding the field of professional activity of a social worker, intensity of public changes, reforming the system of providing social services, introduction of new social standards and values set conceptually new requirements for the personality of a social worker.

Nowadays, responsibility for the results of their work, the ability to independently acquire the necessary knowledge and creatively apply it in practice are the key conditions for professional and career growth of a young person. Higher professional education is a fundamental and necessary component of a holistic system of continuing professional education in current conditions of fierce competition in the labor market.

Reforming and creating a new market of social services requires a qualitatively new specialist in providing social services. In the current conditions of transformation of society, the institutions of higher education of Ukraine face a difficult, responsible task, which is high-quality training of future specialists in the system of higher education for professional activity in specific conditions; providing labor market with qualified specialists; meeting educational needs of the student and helping him in awareness of his mission[1].

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[1] Слозанська, Г. І. Взаємозв'язок професійної підготовки студентів спеціальності «соціальна робота» у ВНЗ з можливістю їхнього працевлаштування. *Науковий вісник Ужгородського національного університету. Сер: Педагогіка. Соціальна робота.* Ужгород, 2016. № 39. С. 236–240.

For providing high-quality training of specialists in social work to providing social services, the cooperation of higher education institutions with institutions of social field, territorial communities. However, if the higher education institutions of Ukraine have experience in training specialists in social work, then, as the author notes, the introduction of positions of social work specialists in the territorial community is at the primary stage, accordingly, the requirements to the professional activity of a social work specialist in providing social services and to his personality have theoretical nature[2].

In our opinion, it was important to adopt the qualification characteristics of the profession "Specialist in social work" (2020) and "Social Manager" (2021) to fill this gap.

Another problem is that modern conditions of admission to higher education institutions sometimes lead to unconscious and non-independent choice of profession. Therefore, the forming of professional motivation of specialists in social work is an important factor of its competitiveness in the system of providing social services.

The effectiveness of professional activity depends on the study of the motivational field, since the motivation is the driving force of behavior of a human, what plays a significant role in professional self-determination, and is a necessary condition of the forming of individual style of activity, professionally significant qualities. Namely, the motivational component of learning not only provides the high results when pedagogical influence, but also activates the cognitive activity of the students.

1. Professional motivation in the system
of training future specialists in social work

Purposeful forming of professional motivation contributes to a kind of combination of students with the process and outcomes of learning, directly affects their personal development throughout their learning in institution of higher education and further professional establishment

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[2] Слозанська, Г.І. Теорія і практика професійної підготовки майбутніх соціальних працівників до роботи у територіальних громадах. Дис. на здобуття наук. ступеня д-ра пед. наук. 13.00.05. Тернопіль. 2019. 687 с.

through the launch of the mechanism of professional self-determination and self-development.

Therefore, the process of forming professional motivation needs the correction, management and intensification by teachers, parents, heads, employers and society as a whole.

The teaching and educational process in higher education plays the leading role in the professional training of students and the forming of the personalities of future specialists. This is a special form of transfer and assimilation of social and historical experience, which is a complex unity of activities of the scientist-teacher and student that are aimed at achieving a common goal, which is mastering scientific knowledge, skills and abilities by students and various development of future specialists as personalities[3].

Motivation in the system of professional training is manifested in a kind of system of relations between the personality and the activity: before being included in a certain type of activity (mostly of a cognitive nature), prior psychic preparation in the prospect for inclusion in a completely different type of activity in terms of structure and functions is required. This requires a special ratio of factors: the presence of a prolonged goal, which subordinates the emergence, awareness and realization of current motives; the priority of predicted (at the rational level) remote consequences of actions and deeds over immediate needs and motives. High positive motivation can play the role of a compensatory factor, if the level of development of special abilities or gaps in the necessary knowledge, skills and abilities of the student is not high enough. Such a compensatory dependence is not observed in the opposite direction. This means that none (even the highest) level of intellectual abilities of a student can compensate for his low learning motivation and directly contribute to his successful educational and professional activity. That is why an important problem is the task of forming professional motives for learning, the need to acquire

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[3] Хорошайло Ю. Є. Особливості професійної мотивації та її врахування в роботі з персоналом. Актуальні проблеми соціальної, психологічної та виховної роботи в ОВС: Матеріали науково-практичної конференції (Харків, 30 жовтня 2008 року). Х.: ХНУВС, 2008. С. 3-4.

professional knowledge, skills and abilities. Then learning gives pleasure, causes positive feelings, desire to work[4].

Professional motivation as a property of the personality is a system of goals, needs, which encourage the student to acquire actively knowledge, mastering skills and abilities, a conscious attitude to the profession[5]. Therefore, the purposeful forming of professional motivation in students is one of the priority tasks of the higher education.

As it is noted by E.P. Ilyin[6], a significant amount of research of the motivation of educational activity bears the imprint of shortcomings in views on motivation and motive.

The experience of modern teachers shows that the professional motivation of students is actively formed in 3-4 courses of learning, when professionally oriented disciplines are studied in depth and practice is carried out.

Scientists allocate some features of the educational activity of a student, in particular:

– the learning of scientific information and gaining practical experience has a professional orientation, that is, it is considered as preparation for future professional activity, performance of important social functions, mastering the necessary knowledge for this, skills and abilities, development of the personality of the specialist;

– the subject of activity of the student is the study of science in its development, mastering the process of forming scientific knowledge and the methods of science itself, acquaintance with its problems, tasks and approaches to their solution, as well as learning the methods of professional activity and the content of the social roles of an adult who works;

– special means of activity (scientific literature, textbooks and teaching manuals, Internet and multimedia tools, laboratory equipment

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[4] Толмачова І. М. Формування професійної мотивації у майбутніх учителів початкових класів у процесі вивчення педагогіки. *Молодий вчений*. 2015. № 11 (26). Ч. 3. С. 64-67.

[5] Бірюк О.О. Психологічні особливості професійної мотивації педагогічних працівників загальноосвітніх навчальних закладів нового типу : автореф. дис. на здобуття наук. ступеня канд. психол. наук : спеціальність 19.00.10 «Організаційна психологія; економічна психологія». Київ, 2012.

[6] Ильин Э.П. Психология для педагогов. Питер, 2012. 638 с.

and technical means of training, real and theoretical models of future professional activity, communication with peers, teachers and representatives of the profession);

– the activity of the student takes place in pre-planned conditions (limited period of study and clear schedule of the educational process, content of educational activity is determined by curricula and programs, the identity of the regime of operation of institution of higher education, etc.);

– specific weight of independent work significantly increases in the study of student (independent search for educational information, annotation and taking notes of scientific literature, performance of practical tasks, implementation of professional functions during the internship, carrying out research, etc.);

– the combination of educational and scientific processes, independent educational and cognitive activity of students takes place in parallel with their research work (course works, theses, master's theses) under the leadership of teachers;

– learning in higher education is a complex and difficult process that requires a high level of consciousness and activity, extremely high intellectual tension, concentration, attention, mobilization of willpower and increasing productivity, self-organization, rational distribution of time for study and rest from the student[7].

A.K. Dustavytskyi considers that namely theoretical (i.e. aimed at cognition of the way of existence of an object or phenomenon, the principle of its explanation). If such interests are absent, or they are underdeveloped, the educational activity of the student is governed by other motives: the desire to obtain higher education in general (i.e. a diploma). Then we can say that there is no psychological basis of the deployment of full-fledged educational and professional activity[8].

There are three points of view regarding the effectiveness of professional training in the institution of higher education: 1) the dominance of professional motives, which are external regarding the educational process, leads to the decrease of results in cognitive activity;

[7]Ляшенко І.В. Формування професійної мотивації студентів до успішної фахової діяльності. URL : www.narodnaosvita.kiev.ua/?page_id=1076

[8] Дусавицкий А.К. Мотивы учебной деятельности студентов. Учеб. пособие. Харьков: ХГУ, 1987. 55 с.

2) professional motives in comparison with cognitive ones, more intensively influence the efficiency of educational activity of students, therefore it is desirable that professional ones were leading in the hierarchy of motives of students; 3) cognitive and professional motives are closely related among themselves and increase the productivity of the educational process[9].

I.A. Zymnia, researching problems in the motivation, allocates two types of the motivation: external (externally motivated behavior) and internal (intrinsically motivated behavior)[10]. According to the scientist, educational activity is generated primarily by the internal motive, when the cognitive need finds its reflection in the subject of activity. Intellectual and cognitive motives, which are understood by human as the desire to acquire knowledge, expand the worldview, systematization of knowledge are very important for educational activity. At the same time, educational activity is influenced by various external motives: self-affirmation, prestige, responsibilities, achievement. The motive of achievement plays an important role in satisfaction with educational activity, since this motive increases the social activity of students and forces them to concentrate more on learning[11].

In addition, learning motivation is characterized by a complex structure, systematic, direction, dynamism, sustainability and is associated with the level of intellectual development and the nature of learning activity.

Agreeing with the above opinions, A.K. Markova rightly notes: "The motivation of learning consists of a number of motivations (needs, content of teaching for the student, motives of teaching, goals, emotions, interests), which are constantly changing and entering into new relationships with each other. Therefore, the establishment of motivation is not a simple growing of positive or increasing of negative attitude to

[9] Дусавицкий А.К. Мотивы учебной деятельности студентов. Учеб. пособие. Харьков: ХГУ, 1987. 55 с.

[10] Кочарян О. С., Фролова Є. В., Павленко В. М. Структура мотивації навчальної діяльності студентів. Навч. посіб. Харків : Нац. аерокосм. ун-т ім. М. Є. Жуковського «Харк. авіац. ін-т», 2011. 40 с.

[11] Гузь Н.В. Вивчення мотивів учбової діяльності як важливої складової ставлення молодших школярів до навчання. Науковий вісник Мелітопольського державного педагогічного університету. Сер. Педагогіка. 2008. С. 254-262.

teaching, and the complication of the structure of the motivational field, the motivations that belong to it, the appearances of new, more mature, sometimes contradictory relations between them"[12].

The motives of learning, and hence the direction of the personality, are specified by the content of learning, its significance. The content of teaching is understood the internal attitude to this type of activity, the constant comparison of learning with own experience of human, with oneself[13].

The following main groups are allocated in the classification of motives for learning:

– the motives that are laid down in the educational activity:

• educational and cognitive motives that are related to the content of educational activity, which encourage students in a practical lesson of foreign language to find out new facts, to master not only theoretical knowledge and generalized ways of action, to penetrate into the essence of phenomena;

– learning motives that are related to the process of learning, which encourage the identification of intellectual activity, overcoming obstacles in the process of solving the tasks that have been set by the teacher.

– the motives that are related to what lies outside the educational activity:

• social motives that are related to both formal and informal student status in the academic group and reflect the social significance of learning. Among the social motives there is a subgroup of communicative motives (that are related to the effort of personality to establish himself in the team): self-improvement, self-education, readiness to fight for the honor of the group to compete for the depth of knowledge on a favorite subject, the motive of social prestige, the motive of social identification, the motive of communication, etc.

• professional (reflect the significance of learning activity for mastering the future profession);

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[12] Степанченко Н. Особливості професійно-педагогічної мотивації майбутнього спортивного педагога. Фізичне виховання, спорт і культура здоров'я у сучасному суспільстві : збірник наукових праць. 2012. № 3 (19). С. 101-105.

[13] Васильев В. Л. Юридическая психология. Москва : Юрид. лит., 1991. 464 с.

- motives for self-determination (understanding the significance of knowledge for the future profession and constant self-improvement in this direction);

- utilitarian (personal benefit, prosperity after graduation higher education institution);

- narrow personal motives: the desire to gain approval and positive evaluations (motivation for prosperity); the desire to be a leader and take a worthy place in the group (prestigious motivation);

- negative motives (motives that for their stimulation guide the teacher to use stimuli that are accompanied by negative emotions) that impede to learning:

- the desire to avoid annoyances from teachers, parents (motivation to prevent annoyances);

- the volatility – the motives are quickly satisfied, and without the support of the teacher may fade and not recover;

- weak generalization, i.e. cover one or more subjects that are united by external features;

- the focusing of students most often on result of learning, rather than on ways of learning activity, as a result, sometimes by the end of training in an institution of higher education there is no interest in overcoming difficulties in educational work[14].

All these features cause a superficial, in some cases insufficient interest in teaching; it is sometimes called a formal and carefree attitude to the learning process itself. Therefore, the teacher must determine which types of motivation are more priority for the student and focus their attention on these types in the process of teaching a foreign language for the professional training. Speaking about the motives of learning activity, we usually mean the motives of the first group, which are substantially close to the learning activity itself.

Quite a large number of classifications of educational motives are built on the principle of their division into internal and external motives.

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[14] Попенко Т.В., Васеньова Ю.О. Проблеми мотивації до навчання в умовах сучасного стану ринку праці. Інформаційні технології в освіті, науці та виробництві. 2015. Вип. 4(11). С. 158-163.

G.G. Bugrymenko[15] detected the connection of internal learning motivation with the cognitive component of the image of "I". This connection is manifested in the fact that students with a more complex, "subtle" image of "I", who realize in detail their differences from significant others, are characterized by a higher level of the internal learning motivation.

It is defined in the research of psychological and pedagogical features of motives of learning activity of students of different higher education institutions of O.O. Chadenkova that motives of learning activity as a psychological phenomenon can change spontaneously and purposefully, but most often depend on the age and gender, intellectual and personal characteristics of students, as well as on the professional direction of the higher education institution. Students of technical higher education institutions on average have a higher level of development of motives of learning activities. The allocation of the leading motives of learning activity, which differ significantly in boys and girls, can occur in the process of entering of the student to learning activity in the higher education institutions. Girls are more prone to value factors, boys are more prone to factors of self-regulation. O.B. Zbanatska established[16] that the basis of individual styles of learning activity of students with high academic performance are certainly personal characteristics, namely: methodical and intellectual flexibility of learning of training information; internality; high level of interaction of the personality, consistency, regularity of planning and implementation of learning actions. At the same time, the forming of style of learning is influenced by a high level of cognitive motivation, the motivation to achieve and focus on the final result.

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[15] Бугрименко А. Г. Соотношение образа «Я» и внутренней учебной мотивации студентов: автореф. дисс. канд. психол. наук : спец. 19.00.07 «Педагогичческая психология». Москва, 2007. 24 с.

[16] Запорожан В. М., Нікогосян Л. Р., Аймедов К. В. Взаємозв'язок мотивації досягнень та успіхів у навчанні у студентів медичного факультету. Медична освіта. 2011. № 2. С. 108–113.

It is shown in the researches of S.I. Kuchmieva[17] that the process of professional training is positively influenced by motives that are based on interest in the profession, motives of personality development and educational and cognitive motives, is negative influenced by prosocial and infantile motives. Groups of material and social motives can have both positive and negative influence.

P. Ilyin[18] provides a classification of P.M. Jacobson, who identifies several types of motivation that are associated with results of learning:

1) the motivation, which can be conditionally defined as "negative"; the motivations of a schoolboy or student that are caused by the awareness of certain inconveniences and troubles that may arise if he does not study (reproaches from parents, teachers, classmates). Such motivation does not lead to successful results of learning;

2) the motivation, which has a "positive" character, but is also associated with motives that are formed in not the activity itself. This motivation acts in two forms. In one case, such a positive motivation is determined by weighty social aspirations (sense of duty to nearest). Another form of motivation is determined by narrow personal motives: approval from surrounding, ways to achieve personal prosperity;

3) the motivation, which is the basis of learning activity (motivation that is directly related to goals of learning, curiosity satisfaction of overcoming obstacles, intellectual activity).

The concepts of "learning motivation" and "professional motivation" are divided in the psychological and pedagogical literature regarding the motivation of learning of students. On the one hand, the motivation of learning activity of students cannot be assimilated to school learning motivation, because has a professional direction to it has been already laid. On the other hand, the professional motivation of students does not yet correspond to the professional motivation of specialists, who are involved in professional activity.

There are three points of view regarding the effectiveness of learning activity of students, which is regulated by cognitive and professional

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[17] Кучмиева С. И. Мотивационные факторы профессиональной социализации студентов в период обучения в ВУЗе. Автореф. дис… канд. социол. наук. Волгоград, 2007. 24 с.

[18] Ильин Э.П. Психология для педагогов. Питер, 2012. 638 с.

motives: 1) the dominance of professional motives, which are external to the educational process, leads to a decrease of results in the cognition; 2) professional motives in comparison with cognitive more intensively influence efficiency of learning activity of students, therefore, it is desirable that professional motives be leading in the hierarchy of motives of students; 3) cognitive and professional motives in the learning activity of students is closely related to each other and increase its productivity[19].

O.L. Afanasenkova, studying changes in motivation of students in the process of studying in higher education institutions, concluded that motivational readiness of students is a condition for success of professional activity, and the difference in the motives of students is determined by a number of factors, among which, first of all, the author provides the direction of professional training of students of institution of higher education, the leading strategy of behavior in educational and professional activity, the dominant internal or external motivation[20].

Scientists identify certain techniques of motivation: belief; causing interest; suggestion; delegation; consolidating a positive impression.

Thus, there are present both internal motives of learning activity, and motives, which are external in relation to learning activity in the system of educational motives of students. One of the main tasks of university teaching is the increasing of the specific gravity of internal motivation, which is substantively close to learning activity, in the structure of motives of student. A.K. Markova considers that the internal attitude to learning contains two components:

– the awareness of the objective significance of learning, which is due to the system of ideals and values that are accepted in the society, social environment and family of the student;

– the awareness of the significance for the subject of the specified activity, which is closely related to the level of demands of the student, his self-esteem, self-control and opportunities[21].

[19] Єрохін, С. А. Концепція професійної мотивації студентів як фактору конкурентності на ринку праці. Юридична наука. 2011. № 1. С. 20-28.

[20] Буяло Ю.В. Особливості ціннісно-мотиваційної сфери у студентів з різним проявом репресивного стилю поведінки. Вісник Харківського національного університету. Сер. Психологія. 2013. № 1065. С. 12-15.

[21] Васильев В. Л. Юридическая психология. Москва : Юрид. лит., 1991. 464 с.

It is shown in the research of S.I. Kuchmieva that the process of professional training is positive influenced by motives that are based on interest in the profession, motives of development of personality and cognitive motives; is negative influenced by prosocial and infantile motives. It should be noted that the groups of material and social motives have both positive and negative nature, and the insufficient level of professional training of graduates of institutions of higher education is largely determined by the relatively low level of professional motivation of the students[22]. Today there is a significant amount of empirical data regarding the dynamics of professional, cognitive motivation, which reflect the change of leading motives at different stages of learning in the institutions of higher education.

Thus, motives become a condition for the forming of learning activity of students, when they meet the following requirements:

– the structure of motives is dominated by internal motivation, which is meaningfully related to learning activity;

– learning motives are deeply conscious and stable (power of motive);

– learning motives really work, are actualized in behavior, in learning actions[23].

Almost everything that the teacher does in the auditorium during the practical lesson has a motivating influence on students. The motivation of learning of students is largely determined by the development of their learning activity in the process of professional training. An important criterion for the study and development of motivation of teaching is the feeling as an indicator of how it is in the process of satisfying cognitive needs. Arising in the process of joint activity "teacher-student", positive emotional states indicate the favorable being in the process of meeting the needs.

Prominent educators believe that a true teacher must first have a thorough knowledge of the subjects that he teaches, love kids, know their

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[22] Кучмиева С. И. Мотивационные факторы профессиональной социализации студентов в период обучения в ВУЗе. Автореф. дис… канд. социол. наук. Волгоград, 2007. 24 с.

[23] Дубасенюк О. А. Професійна підготовка майбутнього вчителя до педагогічної діяльності : монографія. Житомир : Житомир. держ. пед. ун-т, 2003. 193 с.

age features, take them into account in his work, teach in the way to awaken the desire for knowledge in students. Interested in his subjects, with a creative approach to their teaching, wide awareness and erudition, teacher influences students by his own example. The forming of full-fledged motives for learning activity largely depends on the relations between the teacher and student, which are governed by the pedagogical tact of the teacher. Nothing in the work of the teacher should cause the student doubts and prejudices[24].

A true teacher must convince them of his sincerity, kindness and justice with every word and action. In turn, when students are asked what do they like about their favorite teachers, such personality traits as sensitivity, cordiality, attention to requests and their own interests are emphasized in addition to these skills and knowledge. Only under these conditions, it is possible to bring up positive motives to study, as to responsible, interesting cooperation. The behavior of the teacher, his moral face, all these are important factors in educating a positive motive of teaching.

A number of didactic conditions for providing sustainable professional motivation for students has been offered in the scientific literature: professionalism of teacher; attitude to the student as a competent personality; promoting self-determination of student; organization of learning as a process of cognition; use of methods of stimulation of educational and cognitive activity; awareness of the coming and ultimate goals of learning; professional direction of learning activity; accessibility of content of educational material; forming (and maintenance) of aspirations of students to discover and assert themselves through educational and professional activity[25].

I.M. Tolmachova complements this group of pedagogical conditions by the following: taking into account the dominant motives of learning of students depending on the year of study; organization of subject-subject interaction of the teacher and future teachers of primary classes; problem of the content of educational classes; involving students in the creation

[24] Занюк С.С. Мотивація та саморегуляція учня. Київ: Главник, 2004. 96 с.

[25] Єрохін, С. А. Конце.?пція професійної мотивації студентів як фактору конкурентності на ринку праці. Юридична наука. 2011. № 1. С. 20-28.

and use of special educational products that are related to their mastery of pedagogy[26].

The most productive are internal motives that reflect the personal level of regulation of learning activity (self-regulation), and professional motives, which play the role of creating a relationship between learning activity and future professional activity.

Thus, the effectiveness of learning activity of students is higher in such cases where their efforts are determined by the internal motivational dominant. Numerous studies have proved that the leading motives of educational and professional activity of students are: the interest in learning, the need in personal self-realization, the attitude and professional recognition by teachers and classmates, the satisfaction with the organization of learning, the opportunity to manage the process of their learning activity by themselves, to show their own initiative, the need to feel their necessity for the group, to focus on their learning and their problems, the satisfaction with a favorable psychological climate in the group. An important role is played by the objectivity of assessment of knowledge; it is the compliance of ideas of students about social justice in the assessment of their efforts and learning.

2. Level of professional motivation of future specialists in social work and the conditions of its forming

Modern globalization and integration processes of development of Ukrainian society are changing the worldview and conceptual requirements for modern specialists, including specialists of social field. As a result, social workers face new requirements: to their knowledge, skills, personal qualities, which must have a modern specialist. The main task of modern higher education in Ukraine is the creation of such a model of learning and education, which will be focused on the development of the personality of future specialists throughout life.

Professional education in the social field is designed to meet the needs, interests, demands of each student regarding their own self-

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[26] Толмачова І. М. Формування професійної мотивації у майбутніх учителів початкових класів у процесі вивчення педагогіки. Молодий вчений. 2015. № 11 (26). Ч. 3. С. 64-67.

realization, self-affirmation, as well as to further plans to work in various fields of social work. Expansion of the field of professional activity of a social work specialist, intensity of social changes, reforming the system of providing social services, introduction of new social and professional standards and values put conceptually new requirements for the personality of specialist in social work. Therefore, the task of the university system of education, we see in the organization of such conditions, which would stimulate the motivation of the professional activity of the future specialist in social work and included specific pedagogical interactions, primarily of didactic plan with an emphasis on a contextual approach. The implementation of this approach is to integrate the pedagogical and professional integral component of the content of training and determines, from our point of view, the effective forming of motivation in students to master the profession[27].

Since, as scientists contend, the content of motivation of future specialists in social work is professional motivation; recognizability; pragmatism (satisfaction of material needs); motive of personal prestige. We have conducted research on identification of the level of forming professional motivation of students. 48 students of specialty "Social Work", including 22 3rd year and 26 4th year full-time students of Lesya Ukrainka Volyn National University took part in the research during the 2nd semester of 2020.

Analysis of research regarding the definition and classification of professional qualities of a social educator, allowed concluding that the profession of a specialist in social work should be mastered by people with special personal qualities. Thus, according to G.L. Efremov, the qualities that characterize the theoretical knowledge of a specialist in social work are: high level of intelligence against the background of a positive physical and mental state, high level of general culture, high level of motivation of the profession, competence[28].

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[27] Коваль Л. В. Професійна підготовка майбутніх учителів початкової школи: технологічна складова. Монографія. Донецьк : Юго-Восток, 2009. 375 с.

[28] Кочарян О. С., Фролова Є. В., Павленко В. М. Структура мотивації навчальної діяльності студентів. Навч. посіб. Харків : Нац. аерокосм. ун-т ім. М. Є. Жуковського «Харк. авіац. ін-т», 2011. 40 с.

The experimental research was based on the use of four methods: Questionnaire "Attitude to the profession of social educator", "Motives for learning", "Method of diagnosing personality for motivation to succeed", "Method of motivation of education in the university" (T.N. Ilyina).

The level of formation of the value attitude to the activity of a specialist in social work was determined by means of a questionnaire: respondents were suggested to answer the question "Why do you study at the institution of higher education?". The table with the list of motives was offered, it is possible to choose only two motives.

According to the data of Table 1, 27,2% of 3rd and 23,1% of 4th year students chose the desire to receive higher education. 59,1% of third-year students and 42,3% of fourth-year students like their profession. This motive takes first place. 22,7% of third-year students and 29,9% of fourth-year students want to be a good specialist; 31,8% of third-year students and 34,6% of fourth-year students want to be a cultured, educated person, 13,6% and 23,1% of students like to work with people.

Table 1

Attitude to the profession of specialist in social work

№ s/n	Motive	33		43	
		N	P	N	P
1	To receive higher education	6	27,2	6	23,1
2	Like profession	13	59,1	11	42,3
3	Desire to be a good specialist	5	22,7	7	29,9
4	To be useful to people	4	18,2	8	30,7
5	To be a cultured, educated person	7	31,8	9	34,6
6	Like to work with people	3	13,6	6	23,1
7	Family traditions	1	4,5	-	-
8	State institution of higher education	4	18,2	3	11,5
9	Other priorities	1	4,5	2	7,7

State institution of higher education attracts 18,2% of third and 11,5% of fourth year students. Family traditions are inherent in 4,5% of third-

year students, which corresponds to 1 student, and family traditions are not inherent in fourth-year students.

The questionnaire that was suggested to students had been compiled by us in order to determine the main types of motives and to find out which motives for learning predominate in students: internal or external. The analysis of the results demonstrates that the main motives of learning activity of students are the following answers "Knowledge, skills and abilities that have been acquired in an educational institution will be needed in life" (83,3%), "Learning gives me certain advantages over peers, who work" (77,1%),"Education is necessary to master the chosen profession" (83,3%),"I want to become a good specialist" (72,9%), "Good education is the basis for a successful career" (66,6%) – these are the internal motives of a student that motivate him to successful professional activity, however, a fairly large number of students are guided by external motives, which negatively affect the forming of professional motivation, namely: "I think that the certificate (diploma) will give me some advantages in life over those who do not have it" (87,5%), "Those, who are forced to learn by adults" (85,4%). Thus, a large percentage of students who are guided by internal and external motives indicate instability, lack of professional motivation of students of specialty "Social work" to successful professional activity.

"Method of diagnosing personality for motivation to success" predicts 41 statements, to which the recipient must give one of 2 variants of answers: "yes" or "no". The test is related to monoscale methods. The number of points that are identical with key assesses the level of expression of motivation to success (Table 2).

Table.2

Motivation to success

Level	Number	Indicators, %
Too high level of motivation to success	10	20,8
Moderately high level of motivation	12	25
Medium level of motivation	18	37,6
Low motivation to success	8	16,6

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According to the results of the research, 8 students (16,6%) have low motivation to success, 18 students (37,6%) have medium level of motivation, 12 students (25%) have moderately high level of motivation, 10 students (20,8%) have too high level of motivation to success. The analysis of the results allows us concluding that most students have a low and medium level of motivation to success (54,2%), they are indifferent to their successes, are not inclined to work hard and achieve more modest results in professional activity. However, 22 students, which represents 45,8%, have a moderately high and too high level of motivation, which indicates that they study more faithfully, set high goals, work hard, striving to achieve the meaningful results. It should be mentioned that the high level of motivation of achievement encourages the student to search new information, development of own abilities and skills, in order to achievement of the set purposes both in learning, and in self-improvement. Accordingly, the development of motivation of achievement promotes activity, confidence in their opportunities and knowledge, forms a high overall self-esteem and confidence in their professional attractiveness.

Thus, the results that are obtained reveal a mostly low and medium level of forming professional motives in future specialists in social work, which indicates the lack of effectiveness of traditional forms and methods of the professional training of students.

The method of T.I. Ilyina regarding studying the motivation of learning at the higher education institution includes three scales:

1. "Acquisition of knowledge" (desire to acquire knowledge, curiosity);

2. "Mastering the profession" (the desire to master professional knowledge and form professionally important qualities);

3. "Receiving a diploma" (the desire to receive a diploma in the formal learning, the desire to search workarounds in exams and tests).

The results of the research will be presented for each scale for 3rd and 4th year separately. Analysis of the data that are obtained by the method of T.I. Ilyina shows that 63,7% of 3rd year students and 57,7% of 4th year students have a high and above medium motive of acquisition of knowledge, while 18,2% of 3rd year students and 15,4% of 4th year

students have a low level, the medium level is typical of 18,2% of 3rd year students and 26,9% of 4th year students.

According to the results, the number of students with a high and medium level of motive to acquire knowledge increased at the 4th year, and the number of 4th year students with a low level decreased.

The results also show that the motive of learning by a scale "Mastering the profession" of high and above medium level is characterized for 40,9% of third-year students and 65,4% of fourth-year students, low level is characterized for 18,2% of third-year students and 11,5% of fourth-year students. However, a fairly large percentage of the medium level of motive to learning by a scale "Mastering the profession" is characterized for 40,9% of third-year students. This indicates a low need for third-year students to mastering the profession.

The results of the analysis of motives indicate a fairly high level of forming external motives of third and fourth year students, because the motive, which is by a scale "Receiving a diploma", is characterized at high and higher than medium levels for 59,1% of third-year students and 65,4% of fourth-year students.
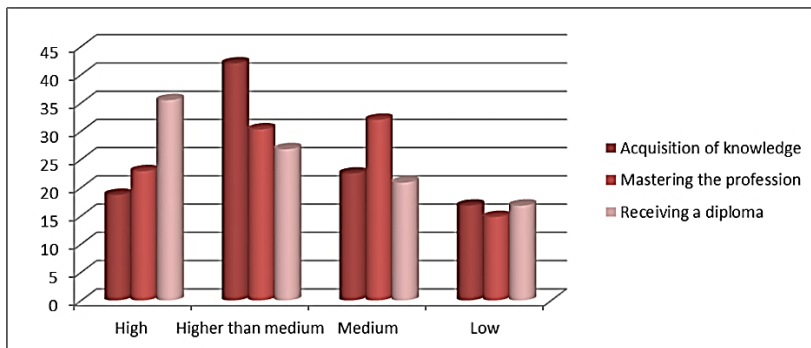

Fig. 1. The level of motivation of learning in the higher education institution of students in the specialty "Social work"

As it can be seen from Figure 1, the motive of receiving a diploma and the motive of mastering the profession are inherent in approximately the same number of students, this confirms the results of the method of

Questionnaire "Motives of learning", namely, internal and external motives to the learning of students in the specialty "Social work" are at the same level.

Thus, the experimental research showed that traditional methods and forms of educational activities of higher education institutions do not provide the forming of their professional motives to successful professional activity in future social workers at a high level. According to the results of diagnostics of the level of formation of professional motivation of students, an insufficient level of its formation was revealed, because internal motives are not leading during learning, which can cause a low level of personal and professional self-realization of a social worker as a specialist of social field, who is capable to providing social services.

The conducted structural and functional analysis of the process of forming professional motivation of students-future specialists in social work allows determining the following organizational and pedagogical conditions of the educational process of training specialists in social work to providing social services:

1) Forming, support and stimulation of aspirations of students to discover and establish themselves through educational professional activity; in this regard it is possible to offer:

– detailed acquaintance with the future professional activity, its social significance, and with modern requirements to knowledge, abilities, skills and qualities of the personality of the specialist at learning all courses of disciplines;

– creating for the student the ideas about the modern model of the personality of a successful specialist and encouraging him to the short and long term perspective of professional self-realization;

– development of a positive concept of "I-concept" and adequate and sustainable self-esteem of the student as a subject of professional activity;

– forming a hierarchy of value orientations that are related to professional activity;

– developing for students the needs and skills to work independently with different sources of information, master information technologies and creatively apply knowledge in practice;

– providing conditions for self-knowledge, self-education, to stimulate the desire for self-improvement;

– maintaining curiosity and "cognitive" psychological climate in the student academic group.

As a result, the student forms a vital temporary perspective, self-identification with a successful professional, attitude to himself as a responsible performer of professional activity.

2) Minimization of high personal and situational anxiety of individual students, their uncertainty regarding future professional activity, by intensifying the development of professional qualities, abilities for self-regulation;

3) Creation of situations of success for students at a high level of realization of abilities, but not at the level of reduction of requirements and demands. Learning acquires a vital meaning if it brings satisfaction, experience of success, awareness of one's personal growth.

4) Subordination of the process of forming a high level of motivation to professional achievement to the following criteria in students:

– successful learning at the optimal level of complexity, which is determined by the requirements of the training course, as well as by the opportunities of the zone of current and closest development of each student;

– individualization of learning process;

– objectivity of pedagogical and moral assessments as an indicator of the personal achievements of student, rather than a means of his encouraging or punishing;

– introduction of dual education[29].

We suggest the thought of scientists I.V. Nikitin and V.V. Martych about that, in our opinion, it is necessary for forming motivation of success in the professional activity in the social aspect:

1. To conduct selective disciplines to the curriculum at the second year of study at the higher education institution. To establish the introduction of practical directed special courses with the opportunity for

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[29] Толмачова І. М. Формування професійної мотивації у майбутніх учителів початкових класів у процесі вивчення педагогіки. Молодий вчений. 2015. № 11 (26). Ч. 3. С. 64-67.

students to choose disciplines by their choice, what will give the opportunity to form "soft skills".

2. To strengthen the practical direction of training of students by introduction of classes with analysis and solving current work situations, training of professional excellence, conduction of practical classes on the basis of practice, involving practitioners to conduction of classes in auditoriums.

3. To introduce modeling of the resolution of conflicts with social institutions and clients, solving issues of clients, assistance in receiving social services, business negotiations with clients, their training in elements of mediation, business games, etc. into the curriculum for undergrads.

4. To involve employers in the discussion of educational programs, curricula, selective disciplines.

5. To improve the system of passing production practices, to introduce inseparable from the educational process practice.

6. To unify the requirements of the labor market with the criteria of quality training of specialists.

7. Introduce conducting scientific and practical seminars on actual problems of professional activity with the participation of teaching staff of the higher education institution, scientists, students, specialists of the social field, law enforcement agencies, representatives of the department of education, the administration of facilities of general secondary and preschool education, etc.

Another condition of the development of motivation for students to the activity of a social worker is the update of the content and technologies of educational activity in the higher education institution with the including of the following components: didactic ensuring (content, methods of implementation, ways of interaction in the system "teacher-student"), which is based on the integration of pedagogical and social components of training on the basis of the contextual approach; professionally oriented tasks that update the life experience of students in connection with the specialty; participation in socially significant activity; psychological and pedagogical interaction on the development of motivation.

The criteria that will form the system of professional motivation should become:

1. Address recognition of results of activity, satisfaction of need for personal involvement to results of work.

2. Success in achieving the goal to which the person has made an effort will contribute to increase interest in work in the future.

3. Achievable and mobilizing criteria for evaluating activity that are able to not raise pessimism and disbelief in their own strength.

4. Success especially that, which required additional effort, must be supported by material and moral incentives[30].

CONCLUSIONS

The motivational component in the system of training future specialists in social work to providing social services is currently one of the leading, because it will be able to help the future specialist in social work to overcome possible shortcomings of theoretical and practical training, since motivation acts in its capacity as an internal factor of professional and personal progress, because only a very motivated person can succeed in professional and cultural self-development. Professional motivation acts in its capacity as an internal factor of professional and personal progress, because only a very motivated person can succeed in professional and cultural self-development. Motivation is a set of needs, relations, interests, satisfaction with learning activity and provides a good professional in the future.

The structural components of professional motivation are the motivation of initiation (encourages activity); motivation of selection (promotes the choice of goal); motivation of implementation (provides regulation, control over the implementation of the relevant action); motivation of post-realization (allows completing the actions and motivate to another).

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[30] Лисовец, Н.М. Профессиональная мотивация студентов как способ активации обучения. URL : http://www.masters.donntu.edu.ua/2012/iem/temnenko/library/article5.htm.

The motivational field of the student is characterized by the desire to learn for the sake of achieving not only academic goal, but also for professional growth, to do this, the student must want to actively participate in the process of learning. The level of learning activity of a student is a consequence of strong or weak motivation of learning.

The conducted structural and functional analysis of the process of forming professional motivation of students-future specialists in social work allows determining the following organizational and pedagogical conditions of the educational process of training specialists in social work to providing social services:

1) Forming, support and stimulation of aspirations of students to discover and assert themselves through educational and professional activity.

2) Minimization of high personal and situational anxiety of individual students, their uncertainty regarding future professional activity, by intensifying the development of professional qualities, abilities for self-regulation;

3) Creation of situations of success for students at a high level of realization of abilities, but not at the level of reduction of requirements and demands. Learning acquires a vital meaning if it brings satisfaction, experience of success, awareness of one's personal growth.

4) Subordination of the process of forming a high level of motivation to professional achievement to the following criteria in students: successful learning at the optimal level of complexity, which is determined by the requirements of the training course, as well as by the opportunities of the zone of current and closest development of each student; individualization of learning process; objectivity of pedagogical and moral assessments as an indicator of the personal achievements of student, rather than a means of his encouraging or punishing; introduction of dual education.

In addition, it is necessary to support all types of self-educational activity of students, push them to the activity, initiative and independence, the expanding of types and forms of independent search of professional knowledge that is to self-improvement.

SUMMARY

The problem of compliance with the needs of the labor market and the possibility of training modern specialists in social work by higher education institutions has been mainstreamed in the article. In the current conditions of transformation of society, the institutions of higher education of Ukraine face a difficult, responsible task, which is high-quality training of future specialists in the system of higher education for professional activity in specific conditions; providing labor market with qualified specialists; meeting educational needs of the student and helping him in awareness of his mission. For providing high-quality training of specialists in social work to providing social services, the cooperation of higher education institutions with institutions of social field, territorial communities. The effectiveness of professional activity depends on the study of the motivational field, since the motivation is the driving force of behavior of a human, what plays a significant role in professional self-determination, and is a necessary condition of the forming of individual style of activity, professionally significant qualities. The leading motives of educational and professional activity of students are: the interest in learning, the need in personal self-realization, the attitude and professional recognition by teachers and classmates, the satisfaction with the organization of learning, the opportunity to manage the process of their learning activity by themselves, to show their own initiative, the need to feel their necessity for the group, to focus on their learning and their problems, the satisfaction with a favorable psychological climate in the group.

The results of the research of the motivational sphere of students of the specialty "Social Work", an insufficient level of its formation was revealed, because internal motives are not leading during learning, which can cause a low level of personal and professional self-realization of a social worker as a specialist of social field, who is capable to providing social services. The organizational and pedagogical conditions of the educational process of training specialists of social work to providing social services have been developed and substantiated.

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INTEGRATION INTO THE SCHOLARLY COMMUNITY AND PHD IMPOSTER SYNDROME: DOCTORAL EDUCATION QUALITY ASSURANCE ASPECTS

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INTRODUCTION

In the XXI century, investments in people, in their professional development and education in general play a priority role in preventing the crisis of science and ensuring the competitive advantages of higher education in Ukraine and the world. Of particular importance in the global educational space is the modernization of the third cycle of higher education - doctoral training (English Doctoral education, PhD training, Doctorate). It is obvious that in the context of new globalization challenges and the "stage of turbulence" in education, the importance of a holistic and systematic study of ways to manage the quality of doctoral training is undeniable.

1. Doctoral Candidates' Imposter Syndrome

Academic settings in higher education can trigger impostor phenomenon (Knights & Clarke, 2014). Particularly, graduate training challenges include the transition between dependent and independent phases when students shift from coursework and supervised research to working more independently (Lovitts, 2008). Successful graduate training involves developing higher-order thinking/reasoning and scientific communication skills that are rather complex (Lovitts, 2005). Developing these skills requires psycho-social support (Etzkowitz et al., 2000) and constructive and supportive supervisory relationships that also contribute to doctoral satisfaction (Pyhältö & Keskinen, 2012). Other challenges include the lack of diversity and equity in many fields, a long and undefined completion time (Pitchforth et al., 2012), first-generation status (Gardner, 2013), and maintaining a critical mass of diverse students (Allen-Ramdial & Campbell, 2014), among others. A comprehensive

literature review from four decades of research identified six primary areas of challenges in doctoral training:

- lack of teaching training for doctoral students,
- program design issues including funding and a lack of standardized assessment policy,
- inadequate training in academic writing and research,
- fewer career advancement opportunities post PhD completion,
- non-standardized supervisory practices,
- unwarranted experiences such as isolation, discrimination, and reduced motivation to complete doctoral training (Jones, 2013).

Other challenges could include factors like low self-confidence, isolation, and lack of belonging that are a barrier for integrating and thriving in one's department or field (Carlone & Johnson, 2007; Russell & Atwater, 2005). The nature and number of graduate school challenges one could face are multiple, complex, and many graduate students experience mental health issues as a result during training (Evans et al., 2018; Levecque et al., 2017). The stress, burnout, and sense of not belonging in graduate school could manifest as the impostor phenomenon due to the perception that one lacks ability (Burt et al., 2017).

To understand some of these challenges, it would be worthwhile to examine research on what motivates people to act or be a particular way. Herzberg, Mausner, and Snyderman (1959) developed a two-factor model of motivation where job satisfaction is determined by factors related to the content of the job and one's relationship to it, such as achievement, receiving recognition, the nature of work, roles and responsibilities undertaken, and advancement opportunities. However, there are other factors related to an individual's relationship with the environment (and not job content), the absence of which may create dissatisfaction but the presence of which alone may not guarantee satisfaction (such as salary, security, safe work conditions). Other research has focused on developing organizations and work relationships that focuses on the development of emotional intelligence as a way to enhance individual- and group-level well-being (Adler & Fagley, 2005).

In the empirical literature, well-being in doctoral students often lacks an operational definition, with researchers relying largely on participants' interpretation of the concept (e.g., Trenberth, 2005;

University of California, Berkeley, 2014), thus posing an obstacle to the generalizability of existing findings. Some consistencies in well-being definitions across existing studies with doctoral students include maladaptive levels of stress (Wyatt & Oswalt, 2013), mental-health concerns (e.g., depression), suicidal ideation (University of California, Berkeley, 2005), and physical health problems (e.g., upper respiratory infections; Juniper, et al., 2012) resulting from doctoral program demands. Thus, empirical efforts to date have shown doctoral students to demonstrate various psychological and physical concerns during their studies. Recent review articles focusing on doctoral students' well-being provide critical insight into some of the elements that shape the psychological experiences of students in their programs.

Based on a review of 163 empirical articles on doctoral students' well-being, Sverdlik et al. (2018) identified seven main factors that shape doctoral well-being. These factors include both external factors such as supervision, personal/social lives, departmental structures, and financial opportunities, as well as factors that are internal to the students including motivation, writing skills and strategies, and the development of an academic identity.

The authors suggest that in order to understand some of the processes involved in shaping the well-being of doctoral students, researchers are advised to explore both external (e.g., social) and internal (e.g., motivational) factors in a single model. These recommendations were further supported by Schmidt and Hansson (2018), who found triggers of psychological distress in doctoral students to be both external (e.g., perceived departmental/faculty support) and internal (e.g., passion toward one's area of research) in nature. Related work on the prevalence of well-being concerns in doctoral students by Pallos et al., (2005) investigated the well-being of 219 doctoral students from 12 universities in Tokyo, Japan. Findings showed 53% of students to suffer from emotional disturbances, which consisted of anxiety and insomnia (accounted for 29% of the total variance), social dysfunction (10.9% of the variance), symptoms of depression (5.9% of the variance), and feelings of incompetence (5.2% of the variance). These results corroborate that both interpersonal (e.g., social dysfunction) and intrapersonal (e.g., feelings of incompetence) factors are important to

examine when trying to gain a comprehensive understanding of the determinants of wellbeing in doctoral students. A more recent report on doctoral students' well-being by the University of California, Berkeley (2014) found 47% of doctoral students across the disciplines to be depressed (as compared to 15% in the general population in the Americas; World Health Organization, 2017). With respect to differences between disciplines, Berkeley students enrolled in Arts & Humanities programs reported the highest depression rates (64% of students at depression threshold) as compared to 43-46% in the biological, physical, and social sciences, while law, social sciences, business students reported the "lowest" depression rates (37%, 34%, 28%, respectively). Similarly, research by El-Ghoroury et al. (2012) with 387 American doctoral students showed 68.1% to report that their daily functioning was disrupted due to stress resulting from their academic pressures and responsibilities.

A recent article by Sverdlik and Hall (2019) provides further insight into the determinants of stress by demonstrating that in a sample of 3004 North American doctoral students, stress was found to be highest during the comprehensive/qualifying examination phase1, while being lowest during the coursework phase. The authors suggest that this is perhaps due to the increases in isolation and lack of structure that students face during the comprehensive examination phase, as compared to the group work and externally-structured tasks that are common to many graduate courses. The previously discussed quantitative findings are consistent with a large body of qualitative literature on doctoral education in which maladaptive indicators of well-being (e.g., stress, depression, low life satisfaction) are consistently uncovered but are not being addressed on a larger scale due to small sample sizes and their anecdotal nature (Brailsford, 2010).

Although some stress is expected during the doctoral process due to the challenging and intensive nature of doctoral education, these qualitative studies highlight that doctoral students often experience maladaptive levels of stress and other psychological concerns (e.g., depression) that interfere with daily functioning and can lead to long-term psychological suffering. Furthermore, even when students can identify coping strategies to improve their well-being (social interaction,

exercise, engaging in hobbies, etc.), they often report being unable to engage in such strategies due to the demands of their doctoral programs. For example, 71% of participants in the University of California, Berkeley study (2014) reported a lack of time and 47% reported financial constraints as major obstacles to participating in any recreational activities. Taken together, findings on doctoral students' well-being to date highlight the grim psychological experiences of these students, as well as some hurdles that students face when attempting to use coping strategies to improve these experiences.

Another obstacle to improving the well-being of doctoral students is that the determinants of wellbeing among these students are not well understood. According to Di Pierro (2007), "at the heart of doctoral students' struggling lie serious concerns that challenge the notions of certainty that they are indeed worthy of embarking upon doctoral study"[1]. This assertion was supported by a comprehensive review of the doctoral education literature (Sverdlik et al., 2018) that identified self-worth and self-efficacy as important contributors to doctoral students' well-being. Furthermore, qualitative studies on the development of doctoral students' academic identities (i.e., perceptions of one's academic competencies) underscore the prevalence of students experiencing maladaptive self-perceptions and reveal such perceptions to be closely tied to a sense of isolation from their departmental and/or scholarly communities. It is thus not surprising that much of the research on the development of an academic identity in doctoral students explores identity development as a function of a sense of belonging to the academic community (Emmioglu et al., 2017), usually in the context of specialized activities such as academic writing (Inouye & McAlpine, 2019). McAlpine and Amundsen (2009) further suggest that students' academic identity is best conceptualized as having both individual and social aspects, with the former evolving primarily through academic work (e.g., writing research manuscripts) and involves perceptions of oneself as an academic, and the latter emerging over time as students

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[1] Di Pierro, M. (2007). Excellence in doctoral education: Defining best practices. *College Student Journal,* 41(2), p. 370. https://pdfs.semanticscholar.org/d50b/721b1c2a7 c0689ff80a84ea2392cf7f1abb8.pdf

engage with their academic communities (e.g., research groups) and begin to find their unique role within these communities. Much of the struggle that doctoral students face, according to the authors, is establishing a sense of their own worth and efficacy with respect to the development of their personal competencies, as well as how they 'fit' within their academic community.

One lens through which doctoral students' negative self-perceptions can be understood is referred to as imposter syndrome. Imposter syndrome (Clance, 1985) is characterized by an inability to internalize one's own academic success, attributing any success to external factors (e.g., luck, networking) as well as a fear of not being able to repeat successful outcomes and a fear of being exposed as a "fraud." Individuals struggling with imposter syndrome will thus tend to attribute their achievement to a lowering of standards, timing of opportunities, or personal charm, and will focus their efforts on maintaining what they believe to be a very positive but very false impression of themselves. Their efforts are thus geared toward impression management, and they avoid new and challenging opportunities due to a fear of failure (Parkman, 2016). Thus, imposter syndrome represents a particularly relevant construct as it captures both negative perceptions of self-worth as a doctoral student (such as that they obtained their position by chance/luck and are therefore not worthy of it), as well as distorted views of one's abilities (e.g., success as a result of circumstances rather than efforts). In fact, research on imposter syndrome in doctoral students shows imposter syndrome to be negatively associated with both research self-efficacy and academic self-concept, defined as the self-assessment of one's academic abilities.

Impostor phenomenon correlates with the fear of isolation, lack of motivation, questioning one's intelligence (Stone et al., 2018), and feelings of inadequacy, among others. The impostor phenomenon is generally experienced across all genders, although marginalized groups including women and racial/ethnic minorities are particularly vulnerable (Peteet, Montgomery, & Weekes, 2015) and historically underrepresented in many science, technology, engineering, and mathematics (STEM) disciplines. Those experiencing the impostor phenomenon in graduate school have attributed it to one's good luck and ability to pretend as well as other's

kindness and poor judgment of skills (Chakraverty, 2019). Despite a growing body of research on its implications, our understanding about its triggers, typical duration is limited.

One notable aspect of imposter syndrome is the over-estimation of the abilities of others and underestimation of the effort required for others' successes (Parkman, 2016). Thus, when doctoral students are isolated from their academic communities, their evaluations of the efforts necessary for scholarly achievements (e.g., scholarly dissemination, winning research grants) become additionally skewed as they do not witness the work required for such achievements. When students are integrated into their communities, on the other hand, they are more involved in the work performed by community members and have a deeper understanding of the academic standards, as well as the efforts and skills required to meet those standards. Finally, doctoral students' sense of belonging to their scholarly community is closely related to feeling like a valued, involved, an integral part of that community and, therefore, an academic. The relationship between imposter syndrome and psychological health (e.g., depression) in the general population has been primarily explored in professional contexts (e.g., workplaces) and has been demonstrated in numerous studies. In higher education, this association between the imposter syndrome and poor mental health, including anxiety, depression, and burnout, has been demonstrated in undergraduate students (Sonnak & Towell, 2001), postdoctoral trainees (e.g., Chakraverty, 2020), and medical residents . Although this research in academic domains has addressed the correlates and consequences of imposter syndrome, it has largely overlooked any possible antecedents of the phenomenon (such as perceived belongingness).

Among doctoral students, the imposter phenomenon has been extensively discussed in the public domain as a potentially salient determinant of students' well-being, but it has not received an equal amount of empirical attention. Of the limited existing research conducted to date on imposter phenomenon in doctoral students, studies have focused mainly on the experiences of women and uncovered trends related to fear of being exposed an imposter as well as a lack of perceived membership within their academic community. Recent research on the imposter phenomenon in doctoral students also highlights

students' sense of doubt regarding the legitimacy of their position within their doctoral programs and the associated anxiety of being "exposed", as well as the extent to which a lack of perceived membership within one's academic community may exacerbate these beliefs (Jöstl et al., 2012). In sum, imposter syndrome appears to be a potentially important construct to understand in the context of doctoral education as it has been consistently found to be associated with mental health concerns in higher education in general and in doctoral programs in particular, and has been informally highlighted by the students themselves as a factor influencing their mental health. Furthermore, recent findings on this construct have implicated perceived belongingness as a possible social-environmental contributor to imposter syndrome, therefore suggesting that doctoral students' well-being is shaped by intrapersonal process that can be affected by interpersonal structures at the departmental level.

2. Integration into the Scholarly Community

The positive relationship between social membership in the academic context and perceptions of self has been previously evaluated theoretically (Lovitts, 2001) as well as empirically (Litalien & Guay, 2015). Overall, the findings of our research supported the assumption that perceived scholarly membership is a significant negative predictor of imposter syndrome, a maladaptive psychological state characterized by the inability to accept success (in this case, academic success) as a result of one's efforts or ability, and a general perception of being unworthy of one's role as a doctoral student. Students who felt they were contributing members of their scholarly communities (e.g., research discipline, department) reported lower imposter syndrome levels, suggesting that they felt worthy of their academic positing.

Imposter syndrome and perceived belongingness can thus be viewed as two sides of the same coin; whereas those who experience imposter syndrome can feel isolated from their community due to their perceived lack of fit, perceived scholarly belongingness reflects the extent to which students feel like valued and integrated members of their departments and academic communities. Among doctoral students, it is thus plausible that feeling integrated into one's scholarly community may increase clarity of the kinds and extent of efforts required to accomplish academic

goals thereby contributing to more realistic expectations of other's efforts and aptitudes (i.e., reduced perceptions of feeling like a fraud in comparison). It is thus not surprising that this previously theorized relationship was empirically supported in this study. As a whole, the present results highlight the role of social elements in shaping doctoral students' psychological experiences within their doctoral programs and have several significant implications for doctoral supervisors and administrators. First, the existing literature outlines how socialization effort to integrate doctoral students into their departments and scholarly communities are crucial for academic success (Lovitts, 2001) and well-being (Sverdlik et al., 2018). The present findings support this premise, underscoring once again the importance of perceptions of belongingness for adaptive psychological processes through doctoral education. By acknowledging the critical role of perceived social belongingness in students' well-being, faculty and administrators can establish structures to better integrate students into their scholarly communities (e.g., allocate more resources for scholarly conferences; establish and encourage paths for collaboration between members of the community), and departments can foster a supportive social atmosphere for their doctoral students that emphasizes the quality of interactions and consultation with faculty. In this regard, information sessions for departmental advisors and faculty on how to better communicate with doctoral students are encouraged, as are orientation sessions for doctoral students encouraging them to take advantage of avenues for departmental interaction and assistance. Finally, while it is important to target perceived belongingness as a determinant of such negative experiences as imposter syndrome, it is also important for future research to more specifically address the antecedents (e.g., social integration), consequences (e.g., stress, depression), and prevalence of such maladaptive self-perceptions within students themselves. For example, information sessions for first-year doctoral students could highlight the prevalence and remedies of feeling like an impostor to normalize these otherwise deleterious feelings of inadequacy. While it is possible that such interventions will not substantially reduce these experiences in doctoral students (e.g., due to persistent comparisons with more productive peers), they may nonetheless inform students that their

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feelings are not uncommon and to be expected as part of the doctoral experience. Coupled with a supportive and collegial departmental climate, such programs have the potential to enhance students' self-worth and perceived belongingness, and consequently improve doctoral students' well-being.

CONCLUSIONS

The deterioration of doctoral students' well-being is a prominent topic in conversations about doctoral education and has been increasingly gaining empirical attention in recent years. Whereas doctoral students themselves consistently identify imposter syndrome as critical to their well-being, empirical evidence on this relationship is scarce. The present research provides support for the role of imposter syndrome in shaping doctoral students' well-being. Specifically, the present findings demonstrate that imposter syndrome is a moderate to strong predictor of depression, stress, and illness symptoms cross-sectionally, as well as of changes in depression, stress, and illness symptoms over a five-month period. Moreover, imposter syndrome was found to significantly mediate the relationship between perceived belongingness and well-being; a relationship outlined in numerous studies as an important factor in doctoral students' well-being. These results imply that it is perhaps not perceived belongingness alone that contributes to doctoral students' well-being, but rather its psychological consequences, such as more adaptive self-perceptions, that protect students from the mental health concerns associated with doctoral education.

Finally, it is important to note that, although imposter syndrome did correspond with significantly more illness symptoms, it was nonetheless a stronger predictor of mental health than physical health outcomes. It is therefore important to continue exploring the role of imposter syndrome and seriously consider targeting imposter syndrome as an intervention focus for improving the mental health of doctoral students.

Two such interventions (e.g., increasing belongingness; informing first-year students of the prevalence of imposter syndrome) are outlined above, with other possible approaches including counselling services that specifically target imposter syndrome (e.g., University of British Columbia graduate workshops) and training graduate supervisors to

identify imposter syndrome in their students and provide access to resources that can help reframe negative self-perceptions. Finally, professional development seminars that are typically taught in graduate programs could incorporate an explicit discussion of well-being topics and the prevalence of imposter syndrome, alongside other pragmatic topics (e.g., publishing protocols), to ensure that students perceive their departmental climate as supportive and, in turn, feel less like an imposter and better psychologically adjusted. Taken together, these strategies may help reduce feelings of inadequacy among doctoral students and could play a role in improving their overall psychological experiences during the doctor process.

SUMMARY

The article is devoted to the integration into the scholarly community and PhD imposter syndrome problem in the context of the PhD candidates training quality insurance. The aim of the study was to theoretically substantiate the main trends in the innovative development of doctoral education in the foreign educational discourse.

The methodology of the study is based on a systematic approach to the analysis of educational policy, which regulates the training of the applicants for degrees equivalent to PhD. The methodological principles, the observance of which is provided by the research, include: objectivity, complexity, disclosure of contradictions of the studied subject, interdisciplinary, cultural conformity. Among the theoretical and empirical research methods prevail the following: analysis, synthesis, modeling, comparison, generalization of individual provisions of scientific approaches to substantiate the leading idea of the study, observation of the educational process, content analysis, statistical analysis.

The study found that although imposter syndrome did correspond with significantly more illness symptoms, it was nonetheless a stronger predictor of mental health than physical health outcomes. It is therefore important to continue exploring the role of imposter syndrome and seriously consider targeting imposter syndrome as an intervention focus for improving the mental health of doctoral students.

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