

INNOVATIVE TECHNOLOGIES IN TRAINING AND EDUCATION

Collective monograph

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FORMATION OF READING CULTURE IN THE UKRAINIAN SOCIETY: HISTORICAL ASPECT

Bessarab A. O.

Introduction

Nowdays, reading has acquired a qualitative new form due to the spreading of e-books and online media. Modern realities indicate that books change their place in the system of values and reading culture is declining due to the number of political, social and economic reasons, which leads to negative trends, related to the level of education and spirituality of society. Therefore, educational institutions, libraries, publishing houses have to find the best ways to solve this problem. Now the implementation of a New Ukrainian school has begun. The «Conceptual Basis of Secondary Education Reforming», in particular, emphasized: «Every school will have a modern library in its structure, which will become a resource center and a test site for pupils and teachers, will provide a free access to a quality electronic textbooks, encyclopedias, libraries, laboratories»¹. All of the above determines the topicality of this research.

1. History of reading and its study

Reading as a way of communication has come a long way, and its evolution continues today. The development of science and technology is making own adjustments to this process. However, at all times the attitude to reading determines the level of society development. Accordingly, it draws attention of representatives of various science branches: bibliopsychology, pedagogy, history, philosophy, sociology, social communications, etc.

¹ Нова українська школа. Концептуальні засади реформування середньої школи: документ пройшов громадські обговорення і ухвалений рішенням колегії мон 27.10.2016. С. 29. URL: <http://mon.gov.ua/activity/education/zagalna-serednya/ua-sch-2016/konczepczija.html> (дата звернення: 17.07.2019).

The main areas of bibliopsychology research in the 1920s – 1930s:

– methodological problems of bibliopsychology;

– psychology of reader: types of readers' interests, «reader interest» and «reader require» concepts, main types of readers' interests, typology of readers based on the development of readers' interests, of social and class affiliation, of gender, age, constitutional and other features;

– psychology of reading: peculiarities of certain psychic processes and states of a person during reading (thinking, memory, attention, will, emotions and feelings), basic stages of reading (pre-reading, actual reading, «interest outside the book» stage), basic mechanisms of reading (perception, understanding and acquiring of the read) and some of their peculiarities, interrelation of the individual and social, emotional and rational, objective and subjective during the reading, problem of interaction between an author and a reader^{2; 3; 4; 5; 6; 7}.

The researches of readers' interests in 1920s–1980s represent typology approach to their study. One of the most spread typology of readers' interests related to the social and class affiliation of readers.

For two decades (1965–1986), the «Book and Reading in the Life of Soviet Society» research project was carried out, which included a systematic study of reading and readers' orientations of basic social groups. Such researches as: «Soviet Reader» (1965–1967); «Book and Reading in the Life of Small Towns» (1969–1972); «Book and Reading in the Life of Soviet Village» (1973–1975) gave a comprehensive view of reading^{8; 9; 10}. The project presents readers' preferences of different

² Арефьева Е. П. Пропаганда книги и руководство чтением в трудах Н. А. Рубакина. *Книга. Исследования и материалы: сборник*. Москва, 1966. Вып. 12. С. 93–112.

³ Библиотека в контексте истории: тез. докл. и сообщ. науч. конф. Москва, 1995. 98 с.

⁴ Бородина В. А. Взгляды Н. А. Рубакина на читательское развитие личности. *Чтение в современном мире: опыт прошлого, взгляд в будущее*: тез. докл. I Общенап. конгресса по чтению 18–21 авг. 1992 г. «Рубакинские чтения». Москва, 1992. С. 14.

⁵ Мархлевская Я. Программированное обучение научной информации на курсах по повышению квалификации инженеров. *Подготовка потребителей информации и изучение нужд потребителей*: междунар. симпозиум. Бухарест, 1968. С. 261–272.

⁶ Словарь библиотечных терминов. Москва, 1976. С. 80.

⁷ Тихомирова И. И. О классификации читателей и дифференцированном руководстве чтением. *Советское библиотековедение*. 1978. № 6. С. 43–56.

⁸ Книга и чтение в жизни небольших городов / Гос. б-ка СССР им. В. И. Ленина. Москва: Книга, 1973. 328 с.

⁹ Коган В. З. Человек: информация, потребность, деятельность. Томск, 1991. 191 с.

social groups considering specific of region; it contains a rich statistic data. The «Soviet Reader» research determines the basic directions and priorities of further studies; it specifies and refines the primary data. The large corpus of data resulting from the research allowed to outline the most typical genre and thematic preferences of readers, the impact of age, education and nature of work on the quality of readers' preferences, as well as to trace the mutual influence of reading and mass media.

The «Dynamics of Reading and Readers' Demand in Mass Libraries» research (1975–1985) created a statistical basis for the separation of sociology of reading¹¹. This research allowed to study the readers' interests, their scope, orientation, the influence on the nature of reading such a subjective factor as fashion, but reading was analysed as «self-sufficient and self-evident reality, capable of self-explaining of own characteristics»¹².

The researches of the Russian State Library, Russian Scientific Library and the State Republican Youth Library are devoted actually to problems of culture of reading of this period; there are developed a number of methodological and bibliographic materials on the formation of reading culture^{13; 14; 15; 16; 17; 18; 19; 20}. Attempts were made to develop a

¹⁰ Столович Л. Н. Красота. Добро. Истина: Очерк истории эстетической аксиологии. Москва, 1994. 464 с.

¹¹ Динамика чтения и читательского спроса в массовых библиотеках: сб. науч. Трудов / Гос. б-ка СССР им. В. И. Ленина. Москва, 1977. Вып. 2. 78 с.

¹² Дворкина М. Я. Культура чтения и информационная культура. *Проблемы формирования культуры чтения*: материалы Всерос. науч. конф. Тамбов, 1994. С. 11.

¹³ Вальдгард С. Л. Очерки психологии читателя. Москва; Ленинград : Госиздат, 1931. 112 с.

¹⁴ Иениш Е. В. Библиографический поиск в научной работе: справ, пособ.-путеводитель / под ред. И. К. Кирпичевой. Москва, 1982. 247 с.

¹⁵ Кирпичева И. К. Пропаганда библиотечно-библиографических знаний в городских и областных библиотеках: метод. пособ. / Гос. публ. б-ка им. М. Е. Салтыкова-Щедрина. Ленинград, 1959. 148 с.

¹⁶ Курзанова Н. И. Ценностное сознание молодежи: сущность, структура, тенденции развития: Социологический аспект: автореф. дис. ... канд. пед. наук. Москва, 1993. 22 с.

¹⁷ Куштаннина Л. И. Информационная культура специалиста: гуманитарные проблемы. *Мир библиотек сегодня*: науч.-информ. сб. Москва, 1994. Вып. 1. С. 58–66.

¹⁸ Павлова И. А. Библиотечный интерьер: требования и задачи. *Научно-технические библиотеки*. 1995. № 7. С. 48–57.

¹⁹ Рокицкая Э. Е. Профессиональное чтение как коммуникативный процесс. *Психология чтения и проблемы типологии читателей*. Ленинград, 1984. С. 92–93.

²⁰ Стельмах В. Д. Социология чтения: реальное и желаемое. *Книга и чтение в зеркале социологии*. Москва, 1990. С. 7–14.

readers' typology on the basis of the level of reading culture, grounding on their actual social status, education level and age. In the structure of the reading culture the significant attention was paid to the issues of perception of texts (literary and scientific ones), as well as to the organization of reader's work. A recommendative bibliography was considered as a basis for the reading culture.

The issue of propaganda of library and bibliographic knowledge is covered in the «Library and Scientific Information» research²¹ in multi-dimensional way, and during the study there were discovered channels of obtaining of information by readers-specialists, the tematics of the propaganda of library and bibliographic knowledge in libraries; there was established the estimate, suggestions of readers about the range of knowledge, expertise and skills, and forms of propaganda; there were considered the groups of readers, the most interested in the propaganda of library and bibliographic knowledge, and defined the most rational forms and methods of readers education.

In the early 1990s, new issues arose in the service of readers, related, in particular, to the obvious changes of social and demographic profiles of readers and their information needs: the impact of change of social status and education content on the level of reading culture; the impact of audio and video culture on the nature and orientation of reading; contradictions between computer literacy of some groups of readers and level of their reading culture, etc.

At the request of the «Kyivstar» company, the specialists of the «Gf Ukraine» company in the summer of 2013 conducted the «Reading of Books in Ukraine» research, which covered more than 1000 respondents all over the country. As the results showed, from September of 2006 to August of 2013 the amount of book buyers decreased from 42 to 30%. Only 1% of responders specified the lack of money as the main reason for not reading books, and as the basic obstacles were pointed, in particular, low familiarity with Ukrainian authors and publishing houses, poor promotion of modern literature; low popularity of electronic books and weakness of the content selling

²¹ Стоуне Э. Психопедагогика. Психологическая теория и практика обучения: пер. с англ. Москва, 1984. 472 с.

systems, that would allow to increase the availability of modern literature for Ukrainians; many other ways to spend a free time at home, that require less effort, than reading books, etc.

With regard to findings of this research the following recommendations were formulated:

1. To promote ratings of modern literature, both Ukrainian and foreign (including translation ratings).

2. To enhance the books advertising and stimulate their discussion, in particular, on the Internet.

3. To spread electronic books by creation of online libraries and sales systems, using ever-wider fleet of smartphones and tablets.

4. To spread social advertising about the usefulness of reading for personal and career development, and about the need for parents to read for children and to rose in them an interest to books.

5. To create in the bookshops as friendly and comfortable atmosphere as possible.

6. To promote the book sales through catalogues.

7. To consider «critical» price ranges: for electronic books – 30 UAH, for printed ones – 50 UAH and 100 UAH²².

Under studying some issues of history of reading, D. Ravinskyi emphasizes, that «the main problem, arising as related to the study of reading, is based on that statistic data do not reflect the real value of reading in full. But specifically they are the most accessible for a researcher. Traditional is to analyse the documentation of libraries and book shops, which is based on quantitative indicators... A variant of this statistical approach is a research, based on traditional questionnaire methods. It can be stated that such works constitute the “mainstream” of modern Western studies of reading, presented in such periodicals, as “Reading Today”, “Reading Research”, “Literacy”, and in specialized periodicals of library community. ... However, the methodological limitations of such an approach are obvious. It is very obvious for the researchers of history of reading, because it is the historical approach that

²² Дослідження читання книжок в Україні : підготовлено компанією «GfK Ukraine» на замовлення компанії «Київстар» / Гліб Вишлінський, заступник директора GfK Ukraine. URL: http://www.gfk.ua/imperia/md/content/gfkukraine/reports/report_gfk_reading_pres.pdf (дата звернення: 17.07.2019).

involvs a broad humanitarian perspective. The one analyzing Western works in the field of history of reading, which which have seen the world in recent decades, can easely note a tendency to shift away from the quantitative approach, the attempts to consider the reading phenomenon in the variety of its cultural values»²³.

Australian historian Lyons Martin rightly notes, that «after all, history of reading is the study of norms and practices, that determine readers' reaction to what they have read»²⁴.

J. Raven considers that the leitmotif of new studies of history of reading is a the thesis that readers' reaction to texts is determined not so much by the texts themselthes, than by social circumstances and, therefore, readres' reaction is a social phenomenon, which just partly depends on real qualities of a text. According to the scholar, the history of readers and the history of reading of recent years are determined by researches, aimed not so much at the establishing of number and types of readers, or at the detection of a literacy level, or at the defining of the most widely-read works, but rather at the study of readres' practices, nature of reading and experience of an individual reader²⁵.

New approaches to the study of history of reading are related to the emergence of new theoretical interpretations od reading, first of all, M. de Serto, R. Chartier, «receptive aesthetics» school, etc.

French historian and sociologist R. Chartier²⁶ traces the history of interaction of human-text interaction, describing, as a carrier's formation (scroll, code, computer screen) affects the perception of the one and the same text. R. Chartier emphasizes, that there were three book revolutions, every of which greatly changed the nature of reading and information perception. In VI century the book in the form of scroll were replaced by a code (a book, composed of bonded sheets). It was a

²³ Равинский Д. История чтения: раздвигая границы исследовательского пространства. *НЛО*. 2010. № 102. URL: <http://magazines.russ.ru/nlo/2010/102/ra27-pr.html> (дата звернения: 17.07.2019).

²⁴ Lyons M. The history of Reading from Gutenberg to Gates. *Th European Legacy*. 1999. Vol. 4. № 5. P. 50–57.

²⁵ Raven J. New Reading Histories, Print Culture and the Identification of Change. *Social History*. 1998. Vol. 23. № 3. P. 268–287.

²⁶ Шартье Р. Читатель в постоянно меняющемся мире. *Иностранная литература*. 2009. № 7. С. 184–191.

milestone: it became possible to make notes, flip through pages, use the content list, system of references, etc. The logic of material form was adapted by authors to the very structure of works: it was divided into separate parts, and the material was presented in a form of linear sequence.

With an appearance of a new device of information displaying – a computer screen – the written culture has got a new carrier. The usual ways of writing, spreading of the texts have changed, and therefore, a ways of reading too. To read an electronic book you have to abandon traditional habits and methods: form of an electronic book requires another organization of material. The modern readers, who read from a screen, in some degree is in a position of the ancient readers, but with one difference – they read a scroll, that is usually vertically scrolls and has guides, typical for a code, – indicants, list of content, etc.

Hypertext and hyper reading transform not only relations between an image, sound and text, which are connected in non-linear way, but relations between virtually infinite number of texts that have lost their clear outlines. Now the main role is played by the link concept, that is an operation, which is connecting different text units, which are allocated for reading purposes.

Thereby the electronic text places the very «book» concept in question. There emerges an infinity space, in which differences between genres, or groups of text are being erased: all the texts become moveable, open, and written products (electronic mail, data bases, web sites, books) obtain almost the same form. Electronic representation contributes to flexible combination of texts in logical constructions, grants a reader right to combine and split in parts the text units and give them new appearance at a reader's own direction. This is a real revolution in the text perception. For instance, the PocketBook team offers readers an extensive line of E Ink devices, which have a simple interface and support almost all popular text formats. Another significant contribution to readers culture formation is a leading project of ReadRate company. ReadRate related directly to electronic books of PocketBook, but its purpose is much wider: users can find various book ratings, get personal recommendations, and learn about reader's preferences of celebrities. On the ReadRate web site it is possible to create a reader's

personal page, to discuss a favourite, or, contrariwise, a disputable book, to save an interesting quotation or make a list of literature which is planned to read in the nearest future. If the user does not forget to mark on own page favourite works and authors, then eventually the system can offer books, matching the reader's interests. Actually, every owner of a PocketBook reader with an Internet connection can be a member of the «jury», which can give some book a start in life or, contrariwise, left it to «gather dust» in an electronic library.

The ReadRate project is related to Facebook, LinkedIn, Twitter, «Vkontakte» and «Odnoklasnyky» social nets – it is possible to enter the site using account of one of these popular social nets. It allows a user to look through friends' book preferences, to discuss books and literature events, to post reviews, to recommend something to read, to quote the most interesting lines in the text, as well as make selections of favourite books and mark works, which is planned to read in future. For 2019, the company plans to update the readers line, and deeper integration of all services in the united software solution – Android and iPhone applications, integration with the ReadRate.com service and Bookland.ru shop; launch a brand new PocketBook CAD Reader Flex device with a flexible 13,3” E Ink Mobius display which is a professional device for reading drawings, diagrams and voluminous technical documentations, able to replace by itself a load of various papers, which specialists have to take out to a remote site²⁷. Holding a leading positions in the market, the company is one of the most influentive subjects of formation of readers' culture. This fact is proven by endless competitions and festivals, for which they are one of the biggest sponsors; prestigious awards and prizes, which they are constantly get; their intense activity in social nets; creation of own projects, which promoting books among the modern generation of Internet technologies.

The studying the mutual relations of a text and reading led to formation of certain theories. One of them is that a text exist is so far as a reader exists, who is able to read it and give it a sense.

²⁷ Тенденции мирового рынка ридеров от PocketBook. URL: <http://litra.info/news/Tendentsii-mirovogo-rynka-riderov-ot-PocketBook/> (дата обращения: 03.07.2019).

Yu. Melentieva²⁸ carried out a bibliological analysis of reading as a phenomenon. In particular, she also notes, that researchers defined in the Modern Age three revolutions in reading: 1) from the beginning of writing to XII–XIII centuries – monastery reading was replaced by scholastic one, when books began to be considered as a tool of intellectual activity; there was a change of a form of text presentation – a scroll was replaced by a code; 2) the second half of XVIII century – an intensive reading was replaced by an extensive one; 3) XX century – electronic presentation of a text. Yu. Melentieva lists the main models of reading:

– humanistic – this is a «scholar reading» of the Renaissance. The essence of the model is in the «book wheel» (a device, allowing to keep on the bookstand and read several books at the same time, to make notes and marks, to compare texts) and «generalism copy-book» (purposed to copy out under a thematic principle and rubrics excerpts from the read texts, interesting facts, etc.), which often had turned into a source of new texts in itself. There were «professional» readers, hired by aristocrats;

– Christian. Has been formed during religious reformations of XVI–XVII centuries. Protestantism was grounded on individual reading of Bible texts, Catholicism was based on sermons and Bible interpretation by priests. The model is rooted in certain prohibitions for reading, censorship, reading of permitted texts only. Every Church tried to make readers of own worshippers. Reading the Bible in the family circle, church, personally accompanied people all life long;

– university – identical to the «scholar reading», formed in XVIII century;

– peoples reading: originated in XIX century, when residents of almost all European countries got the opportunity to master reading skills.

In our opinion, today another one revolution in reading is taking place due to the development of science, namely AR-technologies, or augmented reality technologies. «Live books» have great potential. Cross media applications, including audio and video plots, make a significant

²⁸ Мелентьева Ю. П. Модели, практики и приемы чтения: эволюция во времени и пространстве. *Библиотекосведение*. 2009. № 1. С. 59–63.

contribution to formation of reading culture, facilitate and hasten the reading process due to the clarity of material representation. Furthermore, they cardinaly change the way of reading, because the favourite characters become part of reality. The pioneer of an augmented reality book in Ukraine become the «Alice in Wonderland» by Live Animations publishing house. Print run of the special edition of the «Through the Looking-Glass and What Alice Found There» by Lewis Carroll was 350 000 of copies, that together with the first part, the «Alice in Wonderland» reaches 715 000. In total the Little Hippo publishing house put on the market 4 globally known children's book: the «Little Red Riding Hood», «Three Little Pigs», «Velveteen Rabbit», «Goldilocks and the Three Bears». Their total print run is 250 000 copies. In the coming years, the TaleAR project also will offer a series of children's books with augmented reality for children from 3 years of age, printed on a special cardboard with a special paint, certified and allowed to use by children in EU countries and Ukraine²⁹.

We are inclined to support a position of K. Henieva, who distinguishes communication eras: 1) oral communication culture – transfer of individual experience, social norms, traditions and knowledge from lip to lip; 2) documentary (book) culture (since the first document records –III–IV millennium BC) – the emergence of the main institutes known to us: document centres, archives, libraries, publishing houses, print shops, book trade, news-magazine industry, etc.; 3) multimedia (electronic) culture – replacement of one-dimensional space perception by multi-dimensional one³⁰.

The basic practices of reading go with transforming through all eras and revolutions of reading, namely: «reading aloud» and «reading silently».

Considering reading in historical dynamics, qualitative changes and consequences determined by them, Canadian psychologist G.-M. McLuen noted about the change of reading culture during the transition from one era to another: «Two cultures, or technologies, can, as astronomical

²⁹ TaleAR – книги з магією доповненої реальності. URL: <https://biggggidea.com/project/talear-knigi-z-magieyu-dopovнено-realnosti/> (дата звернення: 17.07.2019).

³⁰ Генієва Е. Ю. Библиотека как центр межкультурной коммуникации. Москва: Российская политическая энциклопедия, 2008. С. 34–35.

galaxies, pass through each other without collisions, but changing with that their configurations»³¹.

Nowadays, there is an acute problem of loss of interest in reading. A. Sokolov cites the results of social researches conducted by a group of scholars led by S. Plotnikov, who in 1990s divided the country's population into four categories: «1) who read almost constantly – about 20%; 2) who read 2 and more books every month – 25%; 3) who read 1–2 books in six month – 35%; 4) who do not read at all – 20%. It turned out, that not all “intelligent” people are avid readers. Only a third of graduates read constantly»³². The researchers made a conclusion, that the main trend of recent years is the loss of reading its exclusive role in the society and turning it, on the one hand, into a source of obtaining required information, and, on the other hand, into an entertainment medium. The data, published in 2000s, confirmed this conclusion: about 20% people do not read no books, neither magazines, and only 18% uselibrary services, mostly students. For modern youth the main communicative channel has for a long time been the Internet, and bibliophiles with «rudimentary intelligent readers' attitudes», are less each day. The author offers to see a mission of a modern public library in the «serving to self-civilization, contributing to formation of intellectuals of XXI century, who will need library funds and will be a generation of book culture bearers»³³.

According to our survey results of pupils of 9–11 grades of Zaporizhzhia (Ukraine), conducted in 2016, the majority (72%) have read 2–5 books in the last three month; at the same time, the majority (40%) did not buy any book. The most common is reading from the computer screen – it was an answer of 32,16% respondents³⁴.

Ukrainian researcher V. Teremko thoroughly considering a book, text and author in the strategy system of a publishing house, and reading – as

³¹ Мак-Люен Г.-М. Галактика Гутенберга: Становлення людини друкованої книги / пер. з англ. А. А. Галушки, В. І. Постнікова. 3-тє вид. Київ: Ніка-Центр, 2011. С. 201.

³² Соколов А. В. Миссии и мутации библиотек: раздумья интеллигента-книжника. *Библиотечное дело*. 2009. № 14. С. 2–10.

³³ Соколов А. В. Миссии и мутации библиотек: раздумья интеллигента-книжника. *Библиотечное дело*. 2009. № 14. С. 2–10.

³⁴ Бессараб А. О. Соціально-комунікаційні технології формування інтересу до читання української книги: монографія. Запоріжжя: КПУ, 2016. С. 14.

a field of self-realization of publisher strategies. He concludes that “modern challenges in the field of book-learning, reading and publishing venture can transform into a new dimension of opportunities with effective comprehension of realities and trends, as well as essential parameters of future, implementation of adaptive and groundbreaking strategic programs”³⁵.

In sum, for today both world community and Ukrainian society have an urgent need in such strategic programs to increase the general level of culture and culture of reading in particular.

2. Formation of reading culture of Ukrainian book in the information society with the help of social and communication technologies

R. Pertsovskaya notes that in modern society three main levels of development of the reading culture are functioning: governmental, social, individual one, which, in its turn, at the same time are the basis of formation and qualitative indicators of the society culture³⁶. To our opinion, the researcher left out of account the international level, and within the social one the organizational and family levels should be distinguished. Considering this and the results of our own researches, we can characterize the main levels of formation of the reader’s culture in this way.

The international level is presented by UNESCO, the International Publishers Association (IPA), the International Booksellers Federation (IBF), the International Federation of Library Associations and Institutions (IFLA), etc. As a result of their collaboration, the «World Book Capital» project was implemented. As for Ukrainian books, in particular, the 37th session of the General Conference of UNESCO brought the 200th anniversary of the birth of Taras Shevchenko, the 150th anniversary of the birth of Pavlo Hrabovskyyi, the 150th anniversary of the birth of Mykhailo Kotsiubynskyyi, the 200th

³⁵ Теремко В. Видавництво-XXI. Виклики і стратегії: монографія. Київ: Академвидав, 2012. С. 299.

³⁶ Перцовская Р. Ф. Культура чтения в эпоху электронных технологий. *Вестник библиотек Москвы*. 2008. № 4. С. 7–10.

anniversary of the birth of Mykola Verbytskyi to the calendar of commemorative dates of UNESCO.

In the context of our research, it is also noteworthy that UNESCO declared 2007 as the year of reading.

The governmental level is the State Committee for Television and Radio of Ukraine, the Ministry of Education and Science of Ukraine, the Ministry of Culture of Ukraine, the National Academy of Sciences, the Ukrainian Library Association, etc. In Ukraine, the formation of culture of reading of Ukrainian books at the governmental level is carried out in accordance with the Decree of the President of Ukraine «About Some Measures of State Support of Book Publishing Business and Popularization of Reading in Ukraine» dated June 19, 2013, No. 336/2013, and the Resolution of the Cabinet of Ministers of Ukraine dated February 24, 2016, No. 111-p, which approved the Concept of the state policy on the development of national publishing business and popularization of reading for the period until 2020³⁷. According to the mentioned documents, the main executor is the State Committee for Television and Radio of Ukraine. In the context of this research, we should separately note the annual competition for the best presentation of the Ukrainian book in printed and electronic mass media, established in 2007 by the State Committee for Television and Radio of Ukraine in order to promote books of various subjects and popularization of reading³⁸. The winners of this competition were mainly the state media. No less important is the «Best Book of Ukraine» All-Ukrainian contest.

The organizational level is represented by libraries, educational institutions, bookshops, publishing companies, publishers, media holdings, mass media editorial teams, public organizations, in particular the Forum of Publishers, the Center for Literary Education, PocketBook, etc.

³⁷ Про схвалення Концепції державної політики щодо розвитку національної видавничої справи та популяризації читання на період до 2020 року: Розпорядження Кабінету Міністрів від 24.02.2016 № 111-р. URL: <http://zakon5.rada.gov.ua/laws/show/111-2016-%D1%80> (дата звернення: 17.07.2019).

³⁸ Про проведення щорічного конкурсу на краще представлення української книги в друкованих та електронних засобах масової інформації: Наказ Державного комітету телебачення та радіомовлення України від 16.07.2007 № 278. URL: <http://zakon4.rada.gov.ua/laws/show/z1121-07> (дата звернення: 17.07.2019).

At the organizational level, the following events are carried out: creation of thematic programs, sections, movies; foundation and conducting of literary and book exhibitions, fairs, competitions, etc. Libraries and educational institutions organize poetry rings, literary tours, days of literary games, literary salons, evenings of readers' preferences, library gatherings, literary coffee houses, media performances, literary investigations, literary rendezvous, literary vernissages, literary sketches, etc. In particular, T. Yarova³⁹ developed for the libraries a model of activity to overcome the crisis of children reading, which consists of five interconnected blocks:

- creation of a comfortable information environment;

- providing of the psychological support of the reader – «Don't be afraid, I am with you», in the basis of which is a facilitative communication, that is, the creation of a special atmosphere in interpersonal interaction, when the reader's personality is the main, and a librarian takes the position of assistant and helps to find answers to questions and learn skills;

- formation the image of positive leadership on the example of people who like to read – «Leaders are Always Readers» («Reading Person» photocollages, meetings with owners of home libraries, discussions about the role of a book and reading in the lives of prominent people);

- formation of the foundations of the informational culture – «We Read. We Know. We Can» (information boards, reminders for readers, bibliographic lists, «Drop Everything and Read», «For the Curious», «The Book Helps» indexes);

- implementation of the joint vigorous activity («Initiation to Readers»), events within the All-Ukrainian day of libraries, month and weeks of books).

The family level includes such activities as family reading, reading with a child, participation in events organized by higher levels. Thus, within the book exhibitions and fairs, children's playgrounds are organized, for example, the Book Toloka in Zaporizhzhia annually

³⁹ Ярова Т. Е. Подолання кризи дитячого читання через актуалізацію образу «людина, що читас». *Шкільна бібліотека*. 2009. № 10. С. 39–46.

creates the «Knyholissia» («Book Forest») family space, that is the festival of children's literature.

The individual level is represented by individuals who are concerned with reading issue, and it includes the promotion of reading in private conversations, participation in events organized by higher levels. Here we have to note the role of the authors, who are both the initiators of the relevant events, and the participants of the events organized by others. Writers can be members of international and state institutions that work in the appropriate direction. To various extents, but necessarily they are present at all levels of the formation of reader's culture, because without authors, the actual reading would not exist.

Subjects of each level take part in events organized at higher levels, and in their activities turn to the same technologies, but apply them at different scales.

At all levels, the subjects of the formation of reading culture in the information society use the following social and communication technologies:

– education – the organization of raising the intellectual level and satisfying of the cognitive needs of individuals. Example: actually the Center for Literary Education provides non-formal education for those who want to become a writer, organizing lectures, trainings, etc. with the participation of famous authors;

– organization of leisure time – organization of recreation and leisure activities of individuals. Example: reading is one of the ways of spare time spending, such events as poetry rings, literary tours, days of literary game, literary salons, evenings of readers' preferences, library gatherings, literary coffee houses, etc. are aimed to make this leisure activity useful for personal development;

– information coverage (promotion). O. Kholod gives the following definition of this technology: «unpaid, completely voluntary form of personal informational influence on individuals in order to bring them information about the company, its activities and goods it produces»⁴⁰. Example: transferring of information about the support for the works of a certain author, books of a particular publishing company face to face,

⁴⁰ Холод О. М. Комунікаційні технології: підручник. Київ, 2013. С. 5.

while knowing that there will be no payment for it, it will not bring glory, and a positive perception is not guaranteed;

– public relations – task-oriented systematic public networking. One of these technologies is image building. Example: «A-BA-BA-HA-LA-MA-HA» publishing house wins the professional competitions, takes part in book exhibitions, initiates TV programs to popularize reading, providing coverage of its activities in the media (publication of an interview with the director of the publishing house in the «Weekly Mirror. Ukraine» newspaper, presentation of own book in the morning program on the «Culture» channel, participation in the «Fairy Tale with Dad» project of the «PlusPlus» TV channel, etc.) in order to form a positive image of own publishing house and its products;

– advertising – informing consumers about the emergence of new organizations and types of goods and services. Example: during book exhibitions and fairs a publishing house hands out printed products with information about its publications and how it can be purchased.

V. Teremko rightly notes that shaping a decision about a purchase begins with the need recognition. The stronger it is, the more chances that a customer leaves a bookstore with a bought title. Needs actualisation, the emergence of new ones can be caused by an ambitious self-raiting and own prospects, the development of the self-concept of personality. As a result, a person starts to think about own life, to see, to project own life perspective, to set new own goals, take more care for self-development, and this also creates the need in the knowledge concentrated in books. In modern world, human behavior depends heavily on advertising. Its content is aimed not only at future buyers and readers of publications, but also at persons who determine the need for books reading, initiate its search, make a decision on purchase⁴¹.

Press advertising belongs to the oldest kind of advertising as such. Of course, for all the time of its existence, which goes back centuries, press advertising not only gained popularity, but also produced a significant arsenal of forms and genres of advertising material presentation, which are worthy of particular attention.

⁴¹ Теремко В. І. Видавничий маркетинг: навч. посібник. Київ, 2009. С. 207.

Therefore, T. Bulakh in her «Advertising in the Publishing Business»⁴² study guide characterizes its distinctive features.

Regarding the press advertising genres, it can be noted that almost all journalistic genres are used for advertising, and they can be divided into three groups: information genres (memorandum, interview, coverage, classified advertising); analytical (correspondence, article, digest, report, review, commentary); journalistic (sketch, essay) ones. The latter group is actively used in the preparation of PR-materials, materials with hidden advertising.

The main channels for information dissemination are the mass media (television, radio, press, internet media), social media, etc. Recently, such source of information, as social networks, including books ones, is gaining in popularity. As of 2014, S. Vodolazjka documents only two Ukrainian book social networks – they are Book.ua and Findbook.com.ua. This list can be expanded with network resources such as «Poetic Workshops» (maysterni.com) and «Poetry and the Author's Book of Ukraine» (poezia.org/ua).

Taking the abovementioned into account, we have developed the conceptual model of formation of culture of reading the Ukrainian book in the information society, which includes subjects of different levels (international level, governmental, organizational, family, individual one), measures (establishment of the World Book and Copyright Day, establishment and implementation of literary and book competitions and exhibitions, fairs, creation of thematic programs, sections, movies; family reading, reading with a child, promotion of reading in private conversations, etc.), technologies (education, organization of leisure time, information coverage (promotion), public relations, advertising, etc.), channels (mass media, social media, etc.) and the object of influence, that is readers (fig. 1).

⁴² Булах Т. Д. Реклама у видавничій справі: навч. посібник. Харків, 2011. 224 с.

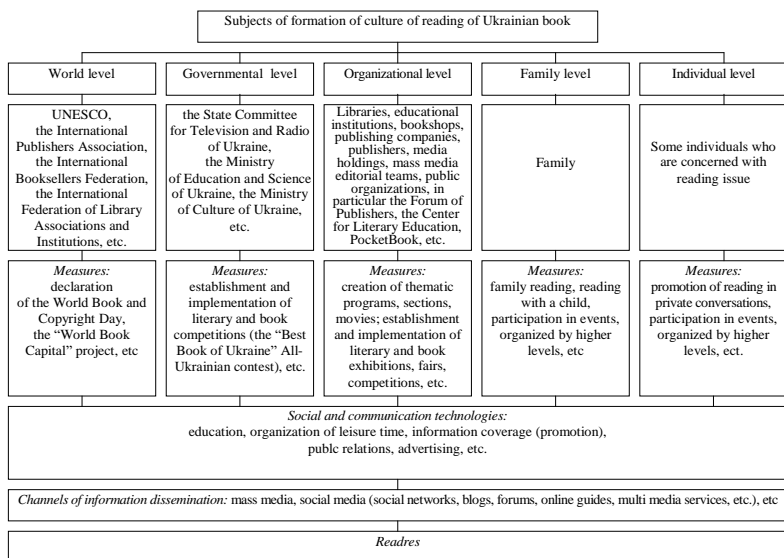


Fig. 1. Conceptual model of formation of culture of reading Ukrainian books in the information society by means of social and communication technologies

CONCLUSIONS

Reading as a way of communication has gone a long way, and its evolution continues. The development of science and technology adjusts this process. However, at all times, the attitude to reading determines the level of society development.

The main revolutions in reading and its culture in the the Modern Age in Europe are noted: 1) from the beginning of writing to XII–XIII centuries – a change of a form of text presentation, namely a scroll was replaced by a code; 2) the second half of XVIII century – an intensive reading was replaced by an extensive one; 3) XX century – electronic presentation of a text; it is offered to allocate another one revolution in reading, which is taking place today and related to the spread of augmented reality technologies.

There are the following levels of development of culture of reading in modern society: international, governmental, organisational, family, individual, which, in its turn, is in the same time the ground for

formation and qualitative indicies of society culture. The section of the monograph proposes a conceptual model of the formation of culture of reading of Ukrainian books in the information society, which includes subjects of different levels (international, governmental, organizational, family, individual), measures (establishment of the World Book and Copyright Day, establishment and implementation of literary and book competitions and exhibitions, fairs; creation of thematic programs, sections, movies; family reading, reading with a child, promotion of reading in private conversations, etc.), technologies (education, organization of leisure time, information coverage (promotion), public relations, advertising, etc.), channels (mass media, social media, etc.) and the object of influence, that is readers.

SUMMARY

The main revolutions in reading and its culture in the Modern Age in Europe are noted: 1) from the beginning of writing to XII–XIII centuries – a change of a form of text presentation, namely a scroll was replaced by a code; 2) the second half of XVIII century – an intensive reading was replaced by an extensive one; 3) XX century – electronic presentation of a text; it is offered to allocate another one revolution in reading, which is taking place today and related to the spread of augmented reality technologies. The conceptual model of formation of culture of reading of Ukrainian book in the information society is offered, which includes the subjects of different levels (international, governmental, organisational, family, individual), measures (establishment of the World Book and Copyright Day, establishment and implementation of literary and book competitions and exhibitions, fairs, creation of thematic programs, sections, movies, family reading, reading with a child, promotion of reading in private conversations, etc.), technologies (education, organization of leisure time, information coverage (promotion), public relations, advertising, etc.), channels (mass media, social media, etc.) and object of influence, that is readers.

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MODERNIZATION OF PROFESSIONAL TRAINING OF THE FUTURE TEACHER OF PHYSICS ON THE BASIS OF CONTEXTUAL APPROACH

Ivanytsky O. I.

INTRODUCTION

Innovative learning in a modern institution of higher education should be considered as a process that greatly contributes to the creation and formation of the subjective conditions that make possible the future creativity of both teachers and students in the learning process. The implementation of the Laws of Ukraine «On education» (2017)¹ and «On higher education» (2014)² is also taking place through significant changes in the content and programs of professional training of future specialists in institutions of higher education. Within the framework of the competence approach, the creation of higher education standards for all branches of knowledge was carried out, the development of educational programs containing a list of graduate competencies and the normative content of training of applicants for higher education, formulated in the terms of learning outcomes, was carried out. Adopted in 2018 «Concepts of development» emphasizes the existence of an imbalance «between the public demand for highly qualified teachers, the prospects of development of society, global technological changes and the existing system of teacher education, as well as the level of readiness or ability of modern teachers to perceive and implement educational reforms in Ukraine»³. One of the ways to overcome this imbalance is to modernize the content and structure of professional training of future

¹ Закон України «Про освіту» від 05.09.2017 № 2145–VIII. URL: zakon.rada.gov.ua/go/2145-19.

² Закон України «Про вищу освіту» від 01.07.2014 № 1556–VII. URL: zakon.rada.gov.ua/go/1556-18.

³ Концепція розвитку педагогічної освіти. URL: <https://mon.gov.ua/storage/app/uploads/public/5b7/bb2/dcc/5b7bb2dcc424a809787929.pdf>, с. 4.

teachers of physics on a contextual basis with the involvement of quasi-professional and vocational training with the contextual approach.

1. Methodological features of the contextual approach in the training of future teachers

The main directions of the restructuring of the higher pedagogical school, outlined in the regulations, reflect the objective trends of development, clearly manifested in the best teaching experience and led to the emergence of new forms, methods and tools, and with them new technologies of professional training of future teachers, new forms of activity of students, carrying innovative teaching and innovative models of pedagogical activity. All forms of activity of students, such as participation in solving of problem situations, modeling contradictions of pedagogical practice in classroom conditions, job as a teacher in the business game, in the «teaching staff» of the training group, the experimental site schools, preparation of the graduation project on the real pedagogical subject, and in some cases introduction of its results in the teaching practice in the author system of activity, are elements of contextual learning.

As shown by A. Verbitsky and his followers, the content of contextual learning is not only the subject side of future professional activity, given by the system of educational tasks, models and situations, but also its social side, reproduced by various forms of joint activity and communication⁴. The student assimilates the subject content of training (general and professional competence, experience of a physics teacher) and, taking a certain position in the system of interaction of participants of the educational process, follows the accepted norms of social relations and actions to the extent that he or she is active and is brought up as a person. The researchers substantiated active teaching methods, developed psychological and didactic principles of business game as a form of contextual learning, implemented in general engineering

⁴ Вербицкий А. А. Активное обучение в высшей школе: контекстный подход. Москва : Высшая школа, 1991. 207 с.; Вербицкий А. А. Контексты содержания образования. М.: РИЦ МГОПУ им. М. А. Шолохова, 2003. 80 с.; Вербицкий А. А. Концепция знаково-контекстного обучения в вузе Вопросы психологии. 1987. № 5. С. 31-39.

courses⁵ and practice of training future teachers of physics⁶. 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 implementation of a dynamic model of their learning activities from the academic activities of the academic type (in lecture form) through quasi-professional (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 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. By conditioning the dialogical relations of students included in the situation, such content contributes to the formation of their social qualities, since any subject action acquires the quality of an act that is characterized by a varying degree of personal responsibility, aimed at other people, is subject to the accepted norms of relations and provides for the actions of other people. Social sense appears in the actions of future teachers, social and pedagogical attitudes are formed⁷.

The developed model of contextual learning is characterized by a significant expansion of the content of propaedeutic pedagogical training of future teachers of physics, the creation of additional opportunities for individualization of training (through the introduction of elective subjects), the widespread using of pedagogical and methodological

⁵ Чернилевский Д. В. Дидактические технологии в высшей школе. Москва :ЮНИТИ-ДАНА, 2002. 437 с.

⁶ Іваницький О. І. Інноваційні технології навчання фізики. Навчальний посібник. Запоріжжя : «Диво», 2007. 99 с.; Іваницький О. І., Ткаченко С. Г. Технології навчання фізики: навчальний посібник. Запоріжжя : ЗНУ, 2010. 252 с.

⁷ Іваницький О. І. Формування соціокультурної компетентності майбутнього вчителя фізики на засадах контекстного підходу. *Збірник наукових праць Кам'янець-Подільського національного університету імені Івана Огієнка*. Серія педагогічна. Кам'янець-Подільський : К-ПНУ, 2011. Вип. 17. С. 273-278.

situations and tasks as the core of acmeological technologies of professional training of teachers of physics.

The organization of the educational process and further improvement of the model provided for the following activities:

- introduction of a professionally oriented propaedeutic course «School physics» in 1-2 courses to orient students to a conscious choice of educational trajectory, taking into account personal interests (to fundamental physics knowledge or to the professional activity of a physics teacher), and to realize self-rating of their own cognitive abilities;

- a more thorough analysis of the content of the training material «A practical work of school physics experiment», complex «The theory and methods of teaching physics» and special courses to prevent possible duplication, as well as to determine the possibility of wide application of contextual learning;

- during the development of special disciplines courses, the acquired level of general scientific training of the future teacher of physics was taken into account. It contained both the composition of the acquired knowledge and the level of intellectual development of students;

- more rational using of time allocated for teaching practice, maximum coordination with the following educational process is;

- wide using of the method of modeling the professional activity of the teacher of physics in the educational process in order to provide practical training in the classroom⁸.

In the study of the special course «Innovative technologies of teaching physics in secondary school» a count of the current progress was carried out in the form of modular accumulated and final grades due to the using of acmeological technology of training future teachers of physics. The count of results of educational activity of each student was carried out by the teacher according to the schedule of studying of a

⁸ Іваницький О. І. Моделювання професійної діяльності у фаховій підготовці майбутнього вчителя фізики. Зб. наук. праць К-ПНУ. Серія педагогічна / редкол.: П.С. Атаманчук (голова, наук. ред.) та ін. Кам'янець-Подільський : К-ПНУ, 2013. Вип. 19. С. 277-280.

special course on the basis of a scale of estimates for performance of various types of educational tasks.

An important role in the organization of contextual learning played level tasks. There were the tasks of reproductive and productive levels of complexity and methodological tasks of three levels of complexity: reproduction, application and transformation.

Performance of theoretical and methodical tasks of reproductive level required reproduction of the knowledge acquired at lectures, seminars of academic type and during the independent work of students. Theoretical and methodological problems of productive level of complexity oriented students on the ability to apply the acquired knowledge. Methodological tasks of the level of transformation provided for the using of knowledge by students in complicated situations (search and creative tasks).

There are some examples of tasks of the appropriate level, which were considered at seminars after self-study students.

Reproductive level

Theoretical problem

1. Prepare a report about «Types and organization of extracurricular activities in physics».

2. Find out the questions «General issues of planning the educational process in physics».

Methodical tasks

1. Develop a detailed program of one of the extracurricular activities.

2. Make a list of wall tables, diagrams and drawings needed to study the issue of «electric current in semiconductors».

Productive level

Theoretical problem

1. Prepare a report «The concept of energy and methods of its development at different stages of the study of physics».

2. Open the question «Scientific and methodological foundations of the study of mechanical vibrations and surges».

Methodical tasks

1. Prepare a fragment of the lesson about «The Ohm's Law for the full chain».

2. The student formulated the definition of oscillatory motion: «Oscillation is a periodically repeated movement of the body in opposite

directions». Analyze this definition. If it is not accurate, give counterexamples that would convince the student of this. Make the necessary adjustments, if it needs.

The level of transformation

Methodical tasks

1. Prepare a fragment of the lesson about «The application of Newton's law II to problem solving» taking into account the differentiation of students in the class at levels A, B and C.

2. Give specific examples of the application of technology problem teaching physics to the study of optical phenomena.

Control sections consisted of three tasks of three levels of complexity. We give examples of such problems.

I control slice

Option 1

1 b. 1R. What are the elements of the structure of educational activities.

3 b. 2P. Highlight the role and place of seminars in the system of organizational forms of training.

6 b. 3T. Prepare, using the program and the textbook of physics for the IX class, a lesson summary on «Newton's First law».

II control section

Option 3

1 b. 1R. Define the technology of teaching physics.

3 b. 2P. Taxonomy of learning objectives in physics and their relationship with learning technologies.

6 b. 3T. Develop logically agreed fragments of introductory and operational-cognitive blocks of modular technology of teaching physics on the topic «Fundamentals of kinematics».

According to our research, students' confidence in the proposed system of contextual learning increases significantly if they practice broad involvement in reasoned mutual and self-assessment of their contextual activities. This is evidenced by the results of the survey of students, 82 % of whom spoke for the evaluation of work in pairs and 74% is for self-assessment.

It is essential for the teacher to provide a clear feedback with each student in the process of studying the discipline, motivation of

professional orientation of training of the future teacher of physics, formation of transparent and clear uniform requirements for the knowledge and skills of students, forecasting the course of the educational process.

On the pic. 1 the model of realization of contextual approach in professional training of the future teacher of physics is presented. Changing the structure of training of future teachers of physics on the basis of context is based on three variable modifications of the educational process with the using of context approach. A. Verbitsky identified three basic forms of activity and transition from one basic form to another⁹. The basic forms include academic activities, quasi-professional activities, educational and professional activities. It determines the modifications of the contextual approach in the process of its application to the training of future teachers of physics.

The first modification of the contextual approach is based on the form of teaching of academic type, which takes place in the study of fundamental subjects, such as Physics, Mathematics, Chemistry, Computer science, courses of theoretical physics. Academic form of training such as lectures or seminars reproduced mainly in the actual educational activity. But here, especially at a problem lecture or seminar-discussion, the context of professional activity is outlined:

The second modification of the contextual approach realizes in the study of professionally oriented cycle of training of future physics teachers, such as pedagogy, psychology, theory and methods of teaching physics etc. Fact kvaisi activities of students is to recreate the classroom in terms and language appropriate pedagogical disciplines, conditions and the nature of the real educational process of teaching physics in secondary school, attitudes and actions of teachers and students. The most striking form of quasi-professional activity is business play and other forms of play. Here the subject and social content of future pedagogical activity is successfully modeled, its context is set.

⁹ Вербицкий А. А. Активное обучение в высшей школе: контекстный подход. Москва : Высшая школа, 1991. 207 с.

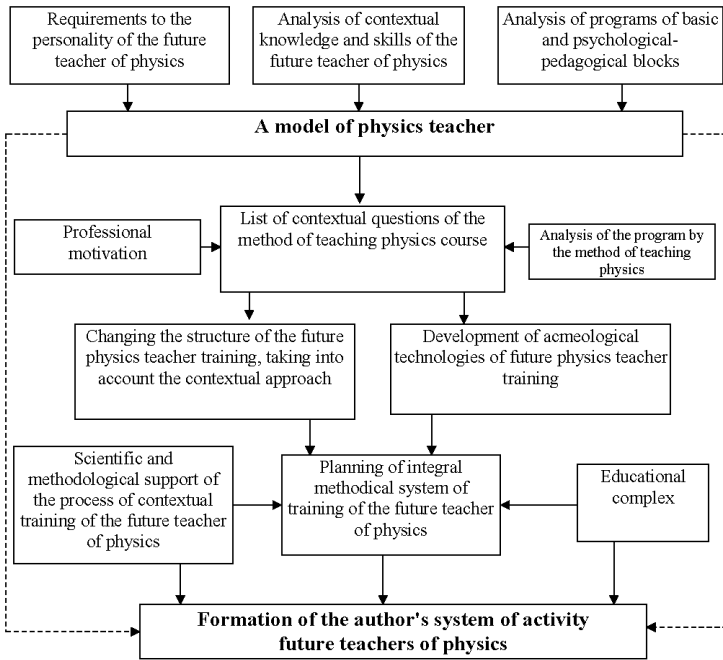


Fig. 1. Model of realization of contextual approach in preparation of future teacher of physics

The third modification of the contextual approach implements in the system of research work of students (RWS), pedagogical practice and diploma design by implementing the form of educational and professional activity in which the context of the content of training as it merges with pedagogical activity in the form of the author's system of activity of the future teacher of physics or at least its essential elements.

Experience in the implementation of the contextual approach confirms its positive qualities for both students (future physics teachers) and teachers.

Analysis of the using of contextual learning has shown that its application is a logical step in the functioning of acmeological technologies of training teachers of physics and creates conditions for the

objectification of diagnostics of the formation of professional knowledge and skills of students.

Participating in the scientific and pedagogical research, working as a teacher of physics at school in the framework of pedagogical practice, students remain in the position of students and at the same time really teach students, learn new things and apply their knowledge. As a transition from one basic form to another appear all the latest forms. There are laboratory and practical training, simulation of the educational process in physics and teacher activities, analysis of specific pedagogical situations and problem-methodical tasks, playing the roles of teachers and students, special courses and special seminars, course design¹⁰.

The experience of applying the contextual approach to the training of future teachers of physics shows that it encourages students to systematic learning, stimulates orientation to higher levels of assimilation and better quality of training of future teachers of physics. The application of the contextual approach aims students at independent planning and correction of their own educational trajectory constantly puts before the choice of tasks of different levels of complexity. Constant comparison of student self-assessment with the assessment of fellow students and teachers increases the efficiency of self-control, positive implementation of the Self-concept, increases self-regulation of their own learning activities.

2. Providing contextual control and evaluation component of professional training of future teachers of physics

The phenomenological approach to the analysis of goals, objectives and results of implementation of different variants of knowledge assessment prevails in the methodology of physics. However, pedagogical theory, along with the descriptive function, is also endowed with an explanatory one. The implementation of this function involves a comprehensive essential analysis of these phenomena, which focuses on

¹⁰ Іваницький О. І. Моделювання професійної діяльності у фаховій підготовці майбутнього вчителя фізики. Зб. наук. праць К-ПНУ. Серія педагогічна / редкол.: П.С. Атаманчук (голова, наук. ред.) та ін. Кам'янець-Подільський : К-ПНУ, 2013. Вип. 19. С. 277-280.; Іваницький О.І. Професійна підготовка майбутнього вчителя фізики в умовах інформаційно-освітнього середовища: монографія. Запоріжжя: ЗНУ, 2014. 230 с.

the identification of internal connections and relationships, the search for the causes of a particular nature of their occurrence. One of the directions of the explanatory function of the theory and methods of teaching physics is the using of contextual approach in the process of methodological training of future teachers of physics.

The main condition for the professional development of the future teacher of physics is the new quality of his training for professional activity, which is caused by such provisions:

- * awareness of novelty of requirements of social and economic development of society to the quality of professional training of teachers of physics;

- * understanding the importance of the quality of preparation for the professional activity of a physics teacher as an important factor in the harmonization of relations between the individual and society;

- * insufficient development of methodology and theory of assessment of quality of training of the teacher of physics at various stages of its professional formation in the conditions of step system¹¹.

The research monitoring and evaluation components in the training future teachers of physics is devoted to the work of P. Atamanchuk, A. Bugaev, S. Goncharenko, V. Ilchenko, E. Korshak, P. Samoilenko, O. Sergeeva, I. Filipenko, etc. However, the contextual approach to the control and evaluation aspects of the educational process in these studies was considered in passing. So, in this paragraph of the monograph we deal with the problem of control and evaluation activities of the teacher and the students in the contextual approach to methodical training of future teacher of physics. The aim of the study is to develop methodological foundations of control and evaluation components of the process of professional training of future teachers of physics in the context of contextual learning, taking into account the peculiarities of the implementation of phenomenological and essential analysis. The objectives of the study are:

¹¹ Іваницький О.І. Професійна підготовка майбутнього вчителя фізики в умовах інформаційно-освітнього середовища: монографія. Запоріжжя: ЗНУ, 2014. 230 с.

1) to study the features of the traditional system of control and evaluation of students' knowledge in terms of phenomenological and essential analysis of the process of preparing a future teacher of physics;

2) to develop methodical bases of control and estimation of methodical knowledge and skills of students in the conditions of application of contextual approach to the professional training of the future teacher of physics.

With the contextual approach, we considered the assessment of the quality of professional training of the future teacher of physics comprehensively and provided for the formulation and solution of the submitted questions:

- how to organize the educational process in the study of the subject in order to achieve the planned goals of preparing the future teacher of physics for the introduction of innovative technologies of teaching physics in the high school;

- what technological knowledge and skills should be formed and evaluated by future teachers of physics by means of a special course;

- what is the basis for choosing a system of indicators to assess the quality of training of future teachers of physics.

The disadvantages of the traditional system of knowledge evaluation are its subjectivity and randomness caused by the content of the questions and objectives of the examination cards of different complexity: a single question requires a full answer in fact of knowledge, the other full knowledge of the many topics of methodology of teaching physics, the third requires a disclosure of only the basic concepts, fourth refers to the final part of this section encourages the students generalize the knowledge. The study of the course of theory and methods of teaching physics in our practice is contextual, whereby the student's answer must be based on his or her own pedagogical experience gained during the contextual learning and pedagogical practices of different types. The third question of the card is methodical tasks, it is substantially based on certain real pedagogical situations during training in physics, and its solutions provide methodical alternatives. Let's give a concrete example of such methodical task: at a lesson of generalization of knowledge on a subject «Light phenomena» (8 class) students expressed the following statements:

1. The angle of incidence is bigger than the angle of refraction.
 2. If a subject is behind the double focal length of the convex lens, its image will be between the focus and the double focal length.
 3. A parallel beam of light after passing through the lens is collected in focus.
 4. A transparent body bounded by curved surfaces is called a lens.
 5. We do not see this point, so we call it an imaginary point.
- Specify the errors and inaccuracies that students have made.

The objectivity of the assessment is involuntarily influenced by the style of relationships between the specific participants of the educational process and the behavior of the student, and the communicative qualities of the teacher and students, and much more. Perhaps the manifestation of the so-called contrast effect, when the grade depends on the impression created on the teacher by previous students. So, an ordinary answer may look even worse against the background of a previous excellent answer and, conversely, gains if the latter was unsatisfactory. The introduction of contextual elements largely removes these problems, making the evaluation criteria more obvious and accessible to the students. Because the system of knowledge assessment must meet the criteria of simplicity, accessibility and unambiguity, i.e. be understandable to the student. It is important that he or she would be convinced of its adequacy, that is, the assessment of compliance with his level of knowledge, the student must understand the legality and fairness of the actions of the teacher (to the students whom levels of knowledge are different can not be applied to the one evaluation criteria).

Thus, being an integral stage of the pedagogical process, phenomenological analysis should not complete it. It should provide for the transition to the essential analysis based on the facts, to reveal the causes of phenomena, to identify the nature of the relationships between them using historical analysis and predict what may happen in the future. It is important at a time when one-sided empirical analysis and assessment of the situation in education is sometimes done outside the context of the socio-cultural unit¹².

¹² Попков В. А., Коржув А. В. . Дидактика высшей школы. Москва : Издательский центр «Академия», 2008. 224 с.

The specific analysis in pedagogical research is the critical-reflective analysis appealing to the essential approach. It is characterized by dynamic thoughts, the ability to critically approach both its own conclusions and various sources of «external» information, the ability to see in the subject of research such properties and features that are invisible in a superficial analysis.

As an illustration of what has been said, we present the conclusion that is often found in many studies. It shows that in teaching the theory and methods of teaching physics should be avoided dogmatic presentation of the material, reports without logical conclusion, further explanations and confirmations¹³. However, not all studies performed by researchers at different stages of formation and development of the theory and methodology of teaching physics can be reproduced even in a simplified model version. And the background of the study of the theory and methods of teaching physics is often the teacher's account of the level of knowledge of students of the general course of physics, alternative approaches to the interpretation of the mechanisms of cognitive processes in psychology and pedagogy. It often requires a waste of time, and therefore inevitably part of the material the teacher delivers ready-made, shifting the emphasis on the explanation of the various aspects of the presentation of the material by the teacher and its assimilation by students, especially the formation of concepts in various specific cases. Therefore, the essential approach and the associated critical-reflective style of thinking do not provide an absolute rejection of dogmatism in the educational process, and the reduction of the latter to a reasonable minimum.

Similar contradictions are found in the absolutization of the principle of logical and historical unity in determining the content of the material of the school course of physics, the sequence and depth of its consideration. The contextual approach in the study of the theory and methodology of teaching physics is impossible without the knowledge of

¹³ Дмитриева В. Самойленко П. Модульная технология обучения и контроль результатов учебной деятельности по физике. *Наукові записки Кіровоградського державного педагогічного університету імені Володимира Винниченка*. Вип.. 66. Серія: Педагогічні науки. Кіровоград : РВВ КДПУ ім. В. Винниченка. 2006. Ч. 1. С.61-64.

the history of physics and the personalities of its creators, without awareness of the need for this knowledge by students.

A particularly important feature of the critical-reflexive style is determinism, i.e. such an approach to the analysis of processes and phenomena, in which the emphasis is on identifying the causes and mechanisms that provide a particular character of these processes. It corresponds to the essential approach in pedagogical research. The completely phenomenological approach is limited to a simple statement of facts, which often leads to a struggle not with the causes of negative phenomena, but with their consequences. In the phenomenological approach, there is often a confusion of cause and effect, as well as the incorrect definition of the causes of the phenomenon under study.

One of the means of solving the whole complex of these problems was the contextual organization of control and evaluation activities of students¹⁴. Let's consider the implementation of this approach on the example of colloquiums-dialogues.

The main purpose of the colloquium was not so much to test the knowledge of the content of the methodology of teaching physics, but to identify the level of formation of certain professional skills associated with the technologization of the educational process in physics, the level of methodological development of the student, which contributed to his or her self-identification.

Self-identification is based on self-knowledge, whose main core is reflexive activity, so in the preparation and conduct of classes, the selection of content and organization of educational activities of students were carried out in such a way that they formed an adequate self-esteem. Mastering contextually selected content taught the student to meaningful construction of the educational process in physics in the general education school, to self-regulation of their own behavior in accordance with its real capabilities and qualities¹⁵.

¹⁴ Дмитриева В. Самойленко П. Модульная технология обучения и контроль результатов учебной деятельности по физике. *Наукові записки Кіровоградського державного педагогічного університету імені Володимира Винниченка*. Вип.. 66. Серія: Педагогічні науки. Кіровоград : РВВ КДПУ ім. В. Винниченка. 2006. Ч. 1. С. 61-64.

¹⁵ Іваницький О.І. Професійна підготовка майбутнього вчителя фізики в умовах інформаційно-освітнього середовища: монографія. Запоріжжя: ЗНУ, 2014. 230 с.

The Colloquium-dialogue focused on the professional orientation of the response. The students must show specific knowledge on the organization of students' activities, knowledge of the educational process in physics, to show methodical creativity and a high degree of independence in preparing for the answer, the ability to design and compare the technology of teaching physics, knowledge of comparative analysis techniques, to express their own attitude to a particular technology, to show the ability to argue their point of view. The ability of students to competently, logically and evidently present the content of the question and consistently build an answer is also checked.

The form of the Colloquium-dialogue is caused by the need to fully disclose the capabilities of students to technologize the educational process in physics, to increase their activity, to mobilize creativity. The draw determines the «teacher» and «student», dialogic pairs are formed. With the criteria for assessing the quality and form of the Colloquium, students are acquainted in advance.

During the Colloquium, each pair prepares to answer autonomously from each other (answer the same question). During the answer to the question, the role of the «student» is traditional, unlike the role of the «teacher», who needs to correctly ask the question, constructively analyze the answer according to certain quality criteria.

Answer levels are determined collectively by a given pair of students and a teacher for each criterion.

The results of the Colloquium-dialogue enable the teacher to correct and track the results at the stage of final control.

Thus, in the context of the contextual approach to the training of future teachers of physics are undergoing significant changes in the activities of the teacher and students. In particular, during the monitoring and evaluation of learning outcomes of students contextnode of presentation is based on own teaching experience of the students gained in the study of the theory and methods of teaching physics and teaching practice. At the same time, the contextual approach to the professional training of future physics teachers provides more transparent and understandable criteria for students to assess their educational achievements.

An important method for monitoring and evaluation activities is a computer. Professional training of the future physics teacher to using a computer to provide feedback is multidimensional. Technologies of computer control of students' knowledge is built in computer monitoring programs that allow the physics teacher to conduct current and final control of knowledge and skills, and appropriate methods of educational activities of students acquired in the process of learning physics. There are usually test programs with a choice of answers. These programs allow you to quickly assess and analyze the knowledge of large groups of students and print the results on the printer. Some programs conduct statistical analysis of students' answers, allowing the teacher of physics to understand which parts of the course require a more qualitative elaboration or repetition. Future teachers of physics must be taught to carry out preliminary treatment of educational material, which allows you to use a wide range of control computer programs diagnostic, evaluation and correction. For this purpose, in the study of the physics concept or law, a group of ways of educational activity is allocated, the correct implementation of which by the student indicates the assimilation of this concept (law) at the reproductive cognitive level.

Let's consider the invariant of the construction of the standard of assimilation on the example of the study of the concept of inert mass.

First, the signs of assimilation of the concept in the language of ways of educational activity are formulated. For the concept of inert mass (m) signs of assimilation are:

m_1 – the ability to reproduce the definition of mass as a measure of inertia;

m_2 – the knowledge of the ratio $m_1/m_2 = a_2 / a_1$, the ability to reproduce it;

m_3 – the ability to solve the simplest problems of finding the mass ratio behind the known accelerations using the ratio $m_1/m_2 = a_2/a_1$;

m_4 – the ability to solve body weight problems using the ratio $m_1/m_2 = a_2 / a_1$;

m_5 – the ability to carry out direct mass measurements using lever scales;

m_6 – the ability to make direct mass measurements with a dynamometer.

Assimilation of the set of features $m_1 \dots m_6$ is an indicator of the assimilation of the concept of inert mass at the reproductive level (at this stage of training). The concept of inert mass can be symbolically represented as follows:

$$m [(m_1 \wedge m_2) \wedge (m_3 \wedge m_4 \wedge m_5 \wedge m_6)].$$

Possession of students ways of activity associated with the signs of $m_1 \wedge m_2$ indicates the initial acquaintance with the concept.

The test diagnostic tasks is constructed on the base of the selected structure of concepts and used in the application monitoring software to monitor the formation of basic concepts and laws, and related correctional programs, as well as thematic control.

CONCLUSIONS

The contextual approach to 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 implementation of a dynamic model of their learning activities from the academic activities of the academic type (in lecture form) through quasi-professional (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 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. The developed model of contextual learning is characterized by a significant expansion of the content of propaedeutic pedagogical training of future teachers of physics, the creation of additional opportunities for individualization of training (through the introduction of elective subjects), the widespread using of pedagogical and methodological situations and tasks as the core of acmeological technologies of professional training of teachers of physics. The application of the contextual approach aims students at independent planning and

correction of their own educational trajectory, constantly puts before the choice of tasks of different levels of complexity. Constant comparison of student self-assessment with the assessment of fellow students and teachers increases the effectiveness of self-control, positive implementation of the Self-concept, increases self-regulation of their own learning activities. The contextual approach to the professional training of the future teacher of physics provides more transparent and clear for students criteria of an assessment of their educational achievements.

SUMMARY

The article deals with the modernization of professional training of future teachers of physics on the basis of contextual approach. A model of contextual learning based on the expansion of the content of propaedeutic pedagogical training of future teachers of physics, the creation of additional opportunities for individualization of training (through the introduction of elective subjects), the widespread using of pedagogical and methodological situations and tasks as the core of acmeological technologies of professional training of teachers of physics.

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**TERMINOLOGICAL AND PROGNOSTIC ISSUES
OF HUMANIZATION OF PEDAGOGICAL ACTIVITY
OF TEACHERS OF HIGHER EDUCATION INSTITUTIONS
OF UKRAINE IN THE CONTEXT
OF EUROPEAN INTEGRATION**

Sushchenko A. V., Dariush Skalski

INTRODUCTION

At the end of the 10th years of the XXI century the public institutes of Ukraine emphasized the urgency and necessity of realization of the principle of humanism in all spheres of human activity. This process has been revitalized after making political decisions aimed at integration of Ukraine into the European community, which proclaims a person, its life, health, honor, dignity, integrity and security the highest social value. By its content, this movement qualitatively broadens the space for freedom of each individual, becomes an important factor in optimizing the activity of the educational sphere of Ukraine, approaching the time when the humanistic standards of pedagogical work in general, and the scientific and pedagogical activity of teachers of higher education institutions in particular, will be approved.

The aspirations of professional educators able to understand and realize the peculiarities of this orientation in the European Union have been reflected in the Law of Ukraine „On Education”¹ and “On Higher Education”², National Strategy for the Development of Education in Ukraine until 2021³, Concept of realization of state policy in the sphere of reforming of general secondary education „New Ukrainian School” for the period until 2029 and other official state documents.

¹ Закон України «Про освіту». Відомості Верховної Ради (ВВР). 2017. № 38-39. с. 380. <https://zakon.rada.gov.ua/laws/show/2145-19>

² Закон України «Про Вищу освіту»<https://zakon.rada.gov.ua/laws/show/1556-18>

³ Національній стратегії розвитку освіти в Україні на період до 2021 року [Електронний ресурс]. – Режим доступу: <https://zakon2.rada.gov.ua/laws/show/344/2013/page>

The tasks identified in these documents require solving a number of scientific and practical problems, one of which is the problem of humanization of the pedagogical activity of teachers of higher education institutions. The state of its development in education indicates the presence of a number of contradictions, in particular between:

- the global need for humanization of all spheres of human life and the local lobbying of economic development priorities over the spiritual one;

- the modern, generally accepted view of the effects of a person-centered environment and an authoritarian, depersonalized tradition of fulfilling professional responsibilities by teachers of higher education institutions;

- the long-term formation of a teacher-humanist and the rapid leveling of his socio-economic status by the state and a higher education institution;

- the ideas of humanism about equality of living conditions, justice and brotherhood in a democratic society and the low socio-economic competitiveness of a teacher of a higher education institution;

- the rapid development of requirements to the level of teaching awareness in the field of new knowledge and the inability to achieve fairness in assessing the quality of the implementation of their functions, etc.

Ensuring the humanization of pedagogical activity is further complicated by the fact that the knowledge which the teacher acquires in the course of his professional mission quickly loses its value and relevance. One-off acts of professional development and internship have almost lost their methodological value for a teacher, replacing personal training with practically tourist trips to the EU countries, which are ineffective, though useful from the point of view of psycho-emotional recovery and improvement.

The nature and significance of this problem has been considered by many researchers from different sides and has received numerous options and approaches to solving it. According to the analysis of scientific achievements, the preparation of teachers, which has a pronounced humanistic orientation, has a positive effect in solving many existing educational problems: establishing communication between the subjects of the pedagogical process, eliminating the leveling of social, religious,

national inequality, protection of the rights of a teacher, etc. This approach opposes the manipulative effects of the technologized world, which are destructive for a teacher, – electronic communication, suggestive, psychotropic, etc., but one has to admit that in the mass practice of modern professional education its implementation has not achieved significant success.

This indicates an increase in the value of those works that reveal the mechanisms of assistance to a teacher of higher education institution in the implementation of systemic self-organization, the purpose of which is the movement to a more effective type of pedagogical activity, the dominant characteristic of which is the free expression of humanity in feelings, consciousness and will, regardless of any long-term social problems or temporary local difficulties.

A critical analysis of the already known ways of solving the problem shows that the existing theoretical and methodological ideas about this phenomenon are mostly partial, conceptually uncoordinated, and often contradictory. Meanwhile, the humanization of pedagogical activity can be the universal resonant factor that will help to revive the existential meanings of the teaching profession of a teacher of universities and higher education institutions.

Our idea is based on the understanding of the humanization of pedagogical activity as the definition and approval by the teacher of higher education institution of such pedagogical position, which is based on the unconditional acceptance of the uniqueness of each person as the highest value, given that the teacher himself/herself should be of such value to all subjects.

These ideas are proposed to be implemented in the process of advanced training inside a higher education institution and further scientific support of the humanization process in the real practice of organizational, educational, scientific, methodical and educational work of teachers of higher education institutions. Such training should not be based on the regulated, manipulative influence of a person on a person, but on the personal desire of each teacher to independently realize in his/her profession the untapped humanistic potentials.

Creating a reflexive environment at the stage of cognition, awareness and self-determination of this potential is a prerequisite for the beginning

of an organized process of humanization and positive changes in the personal values of the teacher, which can be an extremely cathartic event for him/her.

In this condition, the teacher needs facilitation (support), the source of which is carriers of successful experience of pedagogical activity on the basis of humanism.

The unpredictability of the actual results obtained for the teacher at the initial stage does not diminish the importance of the process of self-realization of humanistic potentials in the chosen profession, the path to which lies through the implementation of personal values in the relevant motives of activity. Sufficient conditions are deduced from the characteristics of productivity and success of the activity itself of a teacher of a higher education institution.

Thus, the essence of the process of humanization consists in the active self-realization of the humanistic potential of a teacher, the affirmation of the value of his/her human existence in other people, the translation of real humanistic feelings (sincerity, kindness, empathy, etc.).

The purpose of this work is to highlight the terminological and prognostic issues of humanization of pedagogical activity of teachers of higher education institutions of Ukraine in the context of European integration.

1. Analysis of terminological basis of research of humanization of pedagogical activity of teachers of higher education institutions

Achieving this goal can be accomplished by answering a number of important questions, namely:

- under what conditions does the full fulfilment by a teacher of his humanistic potentials happen in the chosen profession?;
- how to transform personal and humanistic values into appropriate motives of pedagogical activity?;
- how to gain experience of humanistic pedagogical activity in universities that will open the way to free expression of humanity in feelings, thoughts and pedagogical actions?;
- how to build a pedagogical process in which the professional achievements of a teacher are based on spiritual interaction,

psychological comfort, acceptance and empathy with another person, intellectual co-creation?

For many years, the author has personally participated in the development and implementation of the proposed theoretical and methodological recommendations and programs, carrying out teaching and research activities on the organization of continuous development of humanistic professional position at teachers of higher education institutions.

At the first stage of the research, one of the complex methodological problems was the definition of the terminological basis of the research, the formation of a reliable conceptual apparatus.

Preliminary analysis of the interpretations of the basic definitions of the general context of the humanization of pedagogical activity has proved that scientists offer a rather wide range of views on the definition of the basic concepts of the problem under study, arbitrarily interpreting them, which, of course, is unacceptable in science.

A clear articulation of the content and meaning of each term will allow to approach carefully to the development of the concept of humanization of pedagogical activity of teachers, to avoid meaningful and conceptual misunderstandings through clarification of the most commonly used conceptual constructs, namely: „pedagogical activity on the basis of humanism”, „humanization of pedagogical activity”, „educational process”, „self-realization”, etc.

Noting that most of these definitions are not well established as specific scientific concepts, we consider it necessary to state our position concerning their use.

The most large-scale and multidimensional element of the main conceptual construct is „humanism”.

In the history of mankind, there have been, and will be, various interpretations of humanism: national, or transnational, philosophical, general, and specifically scientific. They differ significantly in determining the place of a human in the world, the reason for its existence, the mission assigned to it. But they all agree on one thing – a human is the epicenter of the values of our world.

The analysis of the pedagogical, psychological and philosophical literature shows that this concept has many aspects and in each definition

reflects one or the other side: humanism as value, humanism as a result, humanism as a system, humanism as influence on personality, humanism as a process. We consider and analyze the essence of humanism in view of the category of „activity”. The validity of this approach is due not only to the fact that the object of our study is the pedagogical activity of teachers, but also that the activity itself acts as a basis, on which any person actively changes the world and creates itself. Being beyond an unambiguous definition, the word „humanism” may include a set of meanings as follows:

- a way of living in the center of which stands a human;
- recognition of human life as the highest value;
- a human salvation program;
- self-actualization by a human of his own essence;
- model of understanding the human phenomenon;
- recognition of the high appreciation of human dignity;
- strategy of total domination of a human over the world, etc.

For further identification of the concept of „pedagogical activity on the basis of humanism” let’s turn to encyclopedic publications in the field of philosophy, pedagogy, psychology, political science, sociology, etc.

„Humanism (from the Latin. Humanus – human, humane) – a system of ideas and views on a human as the highest value”⁴.

Agreeing in general with S.U. Goncharenko regarding perceptions of a human as the highest value, let’s clarify that a human can be the highest value only in comparison with other people, recognizing their rights to free development and manifestation of their abilities, affirmation of benefit of a person as a criterion for evaluating social relations. Nowadays the recognition of these rights also implies the struggle for them, which is reflected in the Belarusian Dictionary of Practical Psychologist, according to which humanism reflects the high level of conscious attitude of a human to other humans and is expressed in deep respect for a human and its dignity, the active struggle against all forms of misanthropy”⁵.

⁴ Гончаренко С.У. Український педагогічний словник. – К.: Либідь, 1997. – 376 с.

⁵ Словарь практического психолога / Сост. С.Ю. Головин. – Минск: Харвест, 1998.

In the World Encyclopedia⁶ „Humanism” is interpreted as a worldview of anthropocentrism, „... which is permanently subject to comprehension and reflection in the canons of the value-based approaches of the Renaissance and later philosophical systems”.

An overview of how humanistic thought has evolved in philosophy has already been made by us in the previous section, and this determination is valuable to our study given that the constant reflexive rethinking of „humanism” as a fundamental principle of pedagogical activity is a prerequisite for the highest self-sufficiency and self-awareness of a teacher.

In the Sociological Encyclopedic Dictionary⁷ an attempt was made to unify and systematize the world sociological terminology. Humanism is defined as „an ideology and practice based on the principles of equality, justice, which regard a human as the highest value” and then as „a direction in philosophy, science and art, which focuses on the internal and external qualities of a human and views it as „a measure of all things”. Both definitions are correct and reaffirm the thesis of the polyvariety of the notion of „humanism”, which is also determined by the possibility of defining its nature in the context of different cultures and civilizations, and taking into account the content of human values that each nation sees, preserves and reproduces in its own way. It is fundamentally important to address the content of these values in the context of the Ukrainian mentality.

Indeed, the evolution of the human race, human life, its rights and conditions of existence demand from it the self-realization of genetic and acquired potential. Therefore, every individual, improving its own kind, sometimes acts against its own interests for the benefit of the mankind, for the sake of its development and preservation as a biological species and conscious subject of historical processes.

In this regard, the fundamental human rights are highlighted, such as: the right to the human community, communication and personal freedom

⁶ Всемирная энциклопедия: Философия / Главн. науч. ред. и сот. А.А. Грищанов. – М.: АСТ, Мн.: Харвест, Современный литератор, 2001. – 1312 с.

⁷ Социологический энциклопедический словарь. На русском, английском, немецком, французском и чешском языках. Редактор-координатор – академик РАН Г.В. Осипов. – М.: Издательская группа ИНФРА М-НОРМА, 1998. – 488 с.

and individuality; the right to work and private property; the right to knowledge and information; the right to creativity and to all-round development.

Thus, these human rights are universal human values that act as both a process and a result. The process is always the prerequisite for the result. In the context of our study, this process is defined as a process of humanization of pedagogical activity, which is, in essence, a struggle for the realization of the above-mentioned rights of a teacher and a child with the aim of their full harmonious development.

The Constitution of Ukraine (Article 3) establishes that «a person, its life and health, honor and dignity, integrity and security are recognized as the highest social value», which is a fundamental justification for the creation of humanely directed laws for the existence of Ukrainians.

The systemic changes covered in other regulatory documents regulate the activity of the educational branch of Ukraine, aimed at its humanization and democratization, methodological reorientation of the activity of a teacher of a higher education institution from training to the development of a student's personality, which actualizes at all levels the value of scientific researches related to clarification of the mission and meaning of the pedagogical activity on the principles of humanism.

In the Ukrainian Pedagogical Dictionary, the term „humanization of education” is defined as „the central component of a new pedagogical thinking, which involves the revision, reassessment of all components of pedagogical activity in the light of their human-creation function. Humanization of education means respect of an educational institution and teachers for the child's personality, credibility to it, acceptance of its personal goals, needs and interests; creation of the most favorable conditions for revealing and developing abilities and talents for its full life at each of the age stages, for its self-determination⁸.

In the context of new slogans, but with the old scientific and methodological support of the existence of a higher education institution, the proposals for radical changes in pedagogical activity and violation of stereotypes of long-term practice have always been accepted by teachers and scientists with caution. Moreover, there is no clear idea of HOW

⁸ Гончаренко С.У. Український педагогічний словник. – К.: Лябідь, 1997. – 376 с.

(highlighted by the author) the teacher should “review and re-evaluate” his / her activity, making “humanism a central component of his / her thinking”. One might assume that this is due to the fact that most researchers consider pedagogical activity to be a humanistic a priori, but educators know that this is not true in practice.

Therefore, in our hypothesis, in solving this problem, we should rely on the fundamental need of each teacher of higher education institutions in the independent realization of personal humanistic potential, by which we understand the totality of his/her internal forces aimed at respecting the dignity of each subject of pedagogical process, treating a student as the highest value on a par with himself/herself and other members of society.

In modern pedagogical psychology we have a number of criteria for the personal development and personal maturity of a teacher, and therefore indicators of his/her personal humanistic potential. In recent times, the “self-realization” has occupied a special place among such indicators. Undoubtedly, the «self-realization» is a conceptual construct established in philosophy, pedagogy and psychology. At the same time, the symmetry of reflection of the true nature of personality in it is a theoretical and methodological issue that will be debated for a long time. Average ideas and artistic expression of personality, observations and empirical facts indicate that a human, in one form or another, has always a desire for self-disclosure, for the realization of itself. With all the differences, the form of this process preserves the main thing – the need for self-realization of a human.

The phenomenon underlying the term „self-realization” occupies a central place in the overall picture of the subjective world of a person, in the processes of personal development. The need for self-realization is inherent in every full person. Humanistic psychology and pedagogy recognized the desire of a human to become who he is as fundamental. The emphasis was on the fact that this quality is inherent in every person.

It is obvious that self-realization is a multidimensional phenomenon, differently directed, with different accents of its revealing. Our study focuses on the humanistic potential, which is the substance that ensures the preservation and development of each individual as a generic being in the full richness of its biological and social characteristics. The

reproduction of these essential characteristics should simultaneously be the purpose, means and result of the teacher's functioning in his/her professional activity.

In the process of self-realization through the profession there are two aspects to be distinguished. On the one hand, this is the development of social space, expanding the sphere of influence and scale of social action, and on the other hand, increasing independence from the social environment, strengthening own autonomy.

There is no need to dive into the analysis of these aspects of self-realization in order to see that the first of them is most clearly represented in the professional activity of a teacher of a higher education institution. Even in the ordinary mind the idea is fixed that the success of a teacher is largely determined by his/her purpose, i.e. the harmony of content plans and expression of pedagogical activity.

Based on the presented understanding of the main conceptual constructs of the study, let's move on to the next stage of clarification of the author's theoretical and methodological positions, namely the consideration of important tendencies in the professional activity of teachers of higher education institutions, which will influence the processes of humanization of their pedagogical activity.

2. Trends and forecasts of characteristics of professional and pedagogical activity of teachers of higher education institutions

In modern Ukrainian higher education, there are many familiar and well-established forms, methods and means of teaching activity, regulated by regulatory documents and supported in every way by the force of established traditions. Their creative, sometimes illegal, but evolutionarily inevitable interpenetration, merging and modification is a natural process of selecting the best options, determined by the changing tasks and goals of each particular university and teacher.

In this regard, it is a good practice to reflect on the future characteristics of higher education in Ukraine with the aim of creating a comfortable and thoughtful position in relation to a possible modification of the role, mission and functions of teachers of higher education institutions in the information society. The substantive basis of such reflections is some generalizations of the author's pedagogical

experience in the framework of the training of teachers of higher education institutions at the Classic Private University.

The presentation of author's forecasts regarding some important trends in the professional activity of teachers of higher education institutions of the future on the basis of processes that are already manifested is an important task of the theory and methodology of their professional education.

The author's observations of the current situation in higher education allow to explicate a number of interesting contradictions that directly relate to our immediate future, in particular between:

- the teacher's traditionally steady desire to be the main reliable source of information for a student and growing technical capabilities, due to which his/her direct presence and contact are not always required;

- the permanent increase in the possibilities of an objective assessment of the quality of pedagogical work by means of a statistical analysis of feedback parameters (for example, thanks to lecture halls specially equipped with click-equipment, anonymous sites where each student can leave a comment about his/her own impressions of the teacher's work) and the lack of a valid mechanism for correlating teaching skills with salary;

- the abstract nature of the correlation of the results of pedagogical work with the economic benefits of scientific and pedagogical staff and specific readiness, business interest in knowledge, skills, values, attitudes and competencies of university graduates;

- the declaration in Bologna agreements of the need for a mobile, rich, mutually beneficial exchange of teachers in higher education institutions of the European Union and the lack of a real economic, and sometimes legal, ability to carry out a qualitative increase in their own professional qualifications in leading higher education institutions;

- an increase in the number of multimedia models of higher education in developed and developing countries, an increase in the educational role of electronic mass communication means and an imperfect legislative basis in this area, the lack of opportunity to quickly master this skill for all teachers of higher education institutions.

These and many other contradictions generate local energy for overcoming the crisis, in which there is not always a place for officially

declared policy of higher education institutions, but there is always the opportunity to make a significant correction in the organization of the real pedagogical process. For example, many experts include the transfer of energy of pedagogical processes into the area of students' autonomous educational behavior, their independent work, in the trends already observed⁹. With the aim, first of all, of saving, universities are trying to transform many types of students' educational work into an independent plane, using methodological platforms such as Moodle, etc. Their role in learning is gradually growing, crowding out not only expensive paper media, but also many "informative", low-activity types of classroom work. Indeed, is there any sense in the inefficient reading out of new information from a book, during which the teacher has not received a single question from the audience, has not reacted to an obvious loss of interest and a decrease in the level of information comprehensibility? It is more efficient to replace such a lecture by viewing better analogues, for example, Nobel laureates recorded on video using expensive demonstration equipment, 3D graphics, etc., isn't it? Given the growing mood to "save", such a decision will probably also come at the level of state standards, which means that over time, any student, regardless of country of residence, will be able to have access to the world's best teachers and scientists concerning any problem or discipline.

It is obvious that the war for the minds, feelings and attitudes of modern students is gradually moving into the Internet environment – convenient, capacious, bright, comfortable. In fairness, it should be said that our students have long been "living" in it, and computer processors in various forms are gradually becoming an extension of their body, sensory organs and brain. This is what one of the most successful futurists of our time, Ray Kurzweil, spoke of when he foretold that by 2025–2030 a gradual merging of human organisms with powerful nano-computers will begin, thanks to which our life would last indefinitely,

⁹ Солдатенко М.М. Теоретико-методологічні основи розвитку самостійної пізнавальної діяльності майбутнього вчителя : дис. ... д-ра пед. наук : 13.00.04 / Солдатенко Микола Миколайович. – К., 2006. – 427 с.

and most of the processes would be controlled by several grams of inanimate matter created by us and sometimes thinking for us¹⁰.

Clear for professionals, but still latent for the general public, the problem of saving expensive teaching time, amid the social, demographic and economic troubles going after our country since its inception, requires an immediate reaction and a well-considered solution. At the same time, the need to reduce the cost of the educational product by reducing the share of “manual labor” or its cost becomes natural, as does the replacement of a human in all types of industries where it is possible.

Presenting the results of our own research, most of which are interface between a not yet formed theory and a practice untested by a prolonged experiment, I would like to outline the essence of possible changes in the work of a teacher of a higher education institution in the context of globalization and computerization.

An important change concerns the mission of the classroom work of a teacher of a higher education institution. In the new conditions, it can be expressed in the following hypothesis: a successful teacher of a higher education institution in the 21st century gradually change the style of classroom work from “informing” to “inducing”, “advertising”, “motivating”, “inspiring”. The main goal of this work will be the student’s desire and ability to act independently. In private higher education institutions of the country, where financial support of the state is almost absent, and wealthy investors are in no hurry to invest in the future of the education sector this trend is becoming more noticeable, because in the conditions of high competition for survival and prosperity, Ukrainian universities in the last 8–10 years have been inviting people with limited time resources to study and rely on their independent work with a predominance of distance interaction.

It is likely that with the liberalization of the regulatory basis for the organization of the educational process, the rules of licensing and accreditation of specialties, with the transfer of the function of monitoring the results of the educational process to independent and

¹⁰ Predictions made by Ray Kurzweil [Electronic resource]. – Mode of access: http://en.wikipedia.org/wiki/Predictions_made_by_Ray_Kurzweil.

objective professional communities, this decision will become the basis for a significant modernization of higher education.

Today, unfortunately, the category of people who are not professionally self-identified and only interested in obtaining a diploma of higher education and obtaining a formal right to occupy a position is growing and expanding. This phenomenon is peculiar not only to the Ukrainian mentality and is the subject of a separate discussion, but signs of a way out of this situation are already emerging. In this sense, market relations inevitably separate professionals and amateurs with diplomas. Today, in general, few people would think of hiring a person to provide any service, based only on the presence of his/her diploma. As to the survival of higher education institutions, given that in 1995-2001 the birth rate was permanently decreasing¹¹, most likely a decision on the liberalization of state policy in the field of certification of specialists will be taken. Thus, many other extra-university factors will be involved, and higher education institutions interested in increasing the cost of a diploma will be forced to enter into a competitive struggle for the client offering an improved quality of education.

Under these conditions, in addition to the usual and well-established forms of academic work, the standards that confidently would have been impossible 20 years ago due to the lack of some technological resources and inexpensive but adequate material base confidently break into the standards of modern professional education.

Trends in the modification of the profession of a teacher of higher education institution, observed and understood on the basis of a real pedagogical experiment at the Classic Private University, allow at this stage of the experiment to confirm the hypothesis of the advisability of changing the “informative” teaching style to “inducing”, “suggestive”, “convincing”, “advertising” or “inspiring”.

This decision will allow most teachers to fit most comfortably into the already visible model of future higher education, in which a significant part of the work will be transferred to more intelligent, convenient and inexpensive machines and the main sought-after ability

¹¹ Державна служба статистики України [Електронний ресурс]. – Режим доступу: <http://www.ukrstat.gov.ua/>

of the „classroom” teacher will be the ability to engage students of various specialties in prolonged self-study on the methodological basis of universities.

Thus, “lighting a fire” of the desire to study independently, with minimal effort and time in the classroom format advertise local resources to support curriculum, and then continue managing independent educational activity of students in distance format – this is a model of teaching that will be in demand in the future.

An important characteristic of such a future, following the logic of the universally dominant “Chinese” strategy for the production of material and ideal goods, will be the reduction in the cost of training. This is what will entail the high competitiveness of the “prompting” rather than the “informative” teaching style. Indeed, before our very eyes a whole galaxy of educating masters is born, who do not have, due to the prevailing economic inexpediency, the real empirical science behind, but have an “inspiring”, “motivating” competence, which is capable to fulfill, on the basis of high emotional intelligence, personal charm and artistry, at least one task set by the leadership throughout the world to enroll and retain students in contractual relations with a higher education institution.

Thus, in the near future, according to our forecasts, a certain separation of forms of labor will occur. Some teachers – scientists will gain knowledge – others – will popularize and transfer it. This practice, based on healthy competition, has long existed in a world where at most one percent of the population creates technologies, standards and algorithms, while the remaining 99 percent use them, to our general educational joy, – yet in a creative way.

Returning to the experimental program for the training of future university teachers at the Classic Private University, in which most of the energy of the pedagogical process has been transferred to the remote format, at this time we can identify the following areas of greatest difficulties: a lack of prolonged personal contact with “knowledge holders”, difficulties in acquiring the majority of non-thinking skills, and general lag of a specific professional-kinesthetic culture. I would like to highlight the main positive aspects: increased access to educational resources; involving people living in remote areas through the use of the

Internet; manufacturability in assessing a significant part of the cognitive component of learning; minimum level of human-to-human violence; creation of a competitive environment for the emerging market of teachers of the «inspiring» genre. The last thesis, from the point of view of the development of the higher education system, is of great importance. As already mentioned at the beginning of the article, the teacher today is in a slightly competitive environment and is not formally directly interested in the results of his/her work. The increasing opportunities for a fair and accurate assessment of him/her through analysis of feedback from consumers of services allow to hope for the creation in the near future of a system of direct behavior-oriented reinforcement of the teacher's efforts in demonstrating pedagogical skills in classroom and some other work.

A content analysis of one of the most popular, although not perfect, web sites dedicated to creating a teacher rating can largely serve as an example of the vision of the future. The opinion of the consumers of educational services themselves – students of various specialties – allows to track the latent dynamics of satisfaction with various aspects of the pedagogical work of teachers of higher education institutions. At the same time, this can be done throughout almost the entire former Soviet Union. By the way, among the positive qualities that have recently dominated in the comments of students (and maybe teachers; the survey is anonymous), those that suggest the presence of the ability to optimistic, uplifting, supportive, facilitative teaching are leading:

“Very positive classes, after which I want to change something, not only in myself, but also in the world around us”;

„Teacher is SUPER!!!!!!!!!!!!!! Cheers up in every class!!!»;

“Unforgettable classes, I sit with pleasure even at 8th-9th! And all because it's as if you are recharged with positive energy”¹².

These and many other anonymous statements are of interest for analysis and introspection, which gives hope in general that the teaching profession will gradually approach higher competitiveness and measurability, which is of great importance in the era of market relations.

¹² Рейтинг преподавателей [Электронный ресурс]. – Режим доступа: <http://www.studzona.com/teacher>.

At this stage, the intensity with which students take notes is a significant problem. Unfortunately, it is not sufficient. Ideally, a teacher should be able to analyze the results of each class, which is quite possible if there are specially equipped classrooms in the “here and now” option, as well as to take into account the interests of other potential participants of the assessment of pedagogical work, namely:

- potential employer and its goals, which may have significant contradictions with the existing theory and practice of professional training, standards of educational and qualification characteristics, etc.;

- the head (owner) of the education institution, who pays the teacher a salary and is often interested in profit;

- relatives of the student, who usually pay for his/her studying.

The popular political program Shuster-Live, in which you can see samples of future models of classroom work based on instant feedback, can be considered as the analogue of this technology in today’s mass media.

Thus, the slow but steady changes taking place in the field of higher education make it possible to track some trends in the professional activity of teachers of higher education institutions at the local experimental level.

We are accustomed to the fact that teachers of higher education institutions can and should live and work for a long time. Their value in prolonged, active contact does not devalue over the years, and thoughts continue to fill the inner world of their students. The reason for the belief that this will always be the case lies in the characteristics of the profession. It is one of those few in which the person is charged with the duty of “mutual impregnation”, mutual enrichment with feelings, thoughts and actions of another person. At that, the value of such a direct human contact „teacher-student” inevitably grows. In improving the technique of such „mutual impregnation” as a component of pedagogical mastery, it is very important to avoid cliches, to form the own style of using all expressive means using which a teacher achieves originality and targeted influence. Nevertheless, the steady technological progress leads to some useful generalizations regarding the teaching work that will be in demand in the near future.:

– the degree of saturation of interpersonal contacts „teacher-student” will fall, which will cause the need to shift emphasis of classroom work from the „informing” genre to the „facilitative”, „inspiring”, „motivating” one;

– the transfer of the energy of academic work to the plane of the sphere of students’ personal responsibility determines the need to develop, without exception, specific teachers’ skills in servicing and supporting this work in the area of autonomous behavior¹³;

– the automatic analysis of feedback signals, along with thoughtful control and monitoring of the cognitive, emotional and behavioral areas of future specialists, will put the teacher in a severe but fair competition in the labor market.

This idea, in fact, is part of the formulation of the problem of vision of the future ideal Ukrainian university and a Ukrainian teacher. It does not pretend in any way to objectivity and accuracy in the assumptions made, but allow to better understand and determine in which higher education system we will have to work soon.

SUMMARY

The problem of ensuring humanization of pedagogical activity of teachers of higher education institutions is considered in the section. It was shown that its solution has a positive effect in solving many existing educational problems: establishing communication between the subjects of the pedagogical process, eliminating the leveling of social, religious, national inequality, protection of the rights of the teacher, etc.. It was proved that this approach resists the manipulative effects of the technologized world, which were destructive for a teacher, – electronic communication, suggestive, psychotropic, etc., but one had to admit that in the mass practice of modern professional education its implementation had not achieved significant success.

The section presents the understanding of the main conceptual constructs of the research and provides a prognostic analysis of

¹³ Солдатенко М.М. Теоретико-методологічні основи розвитку самостійної пізнавальної діяльності майбутнього вчителя : дис. ... д-ра пед. наук : 13.00.04 / Солдатенко Микола Миколайович. – К., 2006. – 427 с.

important tendencies in the professional activity of teachers of higher education institutions, which will influence the processes of humanization of their pedagogical activity.

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THE CONTINUOUS EDUCATION: PROBLEMS AND PROSPECTS

Sushchenko L. O.

INTRODUCTION

The introduction of humanity to an innovative type of civilization, which is characterized by extremely complex global problems, transformational educational changes of a radical nature, requires a competitive specialist of a qualitatively new formation. This problem is conceptual in nature, since it is a unifying and practical force that meets the needs of the development of such a society – education. It is indisputable that education directs the society to constantly search for ways out of the permanent crisis, active and productive development.

According to the experience of developed countries of the world, continuing education is competitive only if it is innovative, which means a quick response to socio-economic and civilization changes and dynamic implementation of the innovative component, in particular in the educational process. Therefore, the realization of this strategic objective involves, first of all, the definition and scientific substantiation of conceptual long-term strategies for lifelong learning.

It becomes evident that the acceleration of the socio-economic progress of society, the strengthening of the authority and competitiveness of the country in the world, will depend on the specialists, more precisely, on the quality of their professional training and retraining.

First of all, it should be specified what a number of terms are used to define the concept of continuing education: “adult education”, “continuing education”, “further education”, „recurrent education” as lifelong learning through alternation with other types of activities, mainly with work, lifelong learning, lifelong education, permanent education. It should be noted that in each of these semantic constructs the

emphasis is placed on the idea of lifelong incompleteness of adult education.

In light of the UNESCO report «Education is a hidden treasure», prospective and dynamic options of cross-cutting education from kindergarten to postgraduate education are proposed and foreseen, where continuing education is a priority idea.

In scientific researches of Ukrainian scientists, who investigate regularities of adult education development and modernization (L. Vashchenko, V. Divak, I. Drach, G. Yelnikova, I. Zhernosek, Y. Zinkovsky, V. Kremen, V. Maslov, N. Nichkalo, V. Oliynyk, V. Putsov, V. Semychenko, S. Sysoyeva, M. Skrypyk, etc.), it is noted that the system of postgraduate education is an orderly set of educational institutions, scientific and methodological institutions, authorities that contribute to professional needs of a teacher and society, closing the gap between the acquired pedagogical knowledge, abilities, skills and the development of modern science, culture, economics and so on.

1. Specificities of continuing adult education in the context of a lifelong learning strategy

Through the prism of solving the problem of lifelong learning, the defining role belongs to the modern postgraduate education, which mission is to train highly qualified, competitive, mobile-informed specialists with innovative thinking, being able to respond quickly, effectively and responsibly to the challenges of changes in a competitive global world. Such specialists strive for self-improvement, individual development and self-development and professionally-personal self-realization.

To comprehend the relevance and scientific-theoretical formulation of the problem of lifelong learning, the necessary preconditions and methodological guidelines have been revealed, namely:

– the idea of subjectivity, based on an understanding of the thesis about detecting personality activity. That is to say it is the personality who is the initiator, that is given priority and freedom of choice in determining his/her life goals and plans, as well as understanding that the person is an «author», «subject of everyday activities» of his own destiny

and his biography (B. Ananiev, L. Vygotsky, G. Kostyuk, O. Leontiev, S. Rubinsthein);

- the idea of the uniqueness and originality of the inner world of man, his self-development as a subjective reality (I. Beh, E. Isaev, I. Kon, V. Maralov, B. Masters, V. Slobodchikov, A. Spirkin, G. Zuckerman, I. Garlic);

- the idea of self-actualization of the personality as the highest degree of self-development (A. Maslow, G. Allport, K. Rogers, W. Frankl, etc.).

It is these ideas which formed the basis for a comprehensive analysis of the problem of continuity of education, through the prism of which we examined not only the essence, the basic forms and mechanisms of this process, but also its strategic goals and characteristics of the end results. The following two aspects of fundamental importance are discussed below.

The leading factors of self-improvement of personality in the conditions of postgraduate education are: training content, the very process of training organization (training methodology that simultaneously awakens active self-knowledge and this stimulates self-education, personal self-development); business and interpersonal communication «student – student», «student – group», «student – lecturer» and others.

By laying the foundation of retraining the specialist the principle of developing and self-development (instead of the principle of «stockpiling of knowledge and skills»), modern postgraduate education should return not only the teaching content, but also methods (ways of interaction of higher education institutions lecturers with students in order to master not only knowledge and skills by students, but also the formation of the «I-image», according to social and personal purpose, advancement towards the need and ability of proper self-improvement).

That is why, in postgraduate studies, the role of not just active methods of mastering the material is steadily increasing, but the key of learning is fundamentally changing: teaching methods of all kinds (lectures, seminars, workshops, pedagogical practice, etc.) are aimed at forming «questions» to scientists and methodologists, to scientific literature, excessive demand for new knowledge and experience, the

development of «demand» for everything what creates and enriches the professionalism of the teacher, as well as the readiness to seek that knowledge, to build into the system, to form personal meaningful, value-coloured, own knowledge-conviction¹.

Account should be taken of the fact that postgraduate education creates a special social and educational space in which every professional can self-improve. We fully share the view of these researchers that postgraduate educational institutions should become not so much the epicentres of systematic advanced training courses, as the epicentres of providing systematic professional self-improvement and professionalism of pedagogues.

The value of our research is the development of Ukrainian scientists, in particular, G. Kilyova, on the issues of postgraduate teacher education at the current stage of society development. The researcher proves, «the development of lifelong learning is possible only in circumstances which provide for a high degree of teacher freedom, contextual and situational diversity of teaching work ... such a strategy requires a change in the role of the teacher and, accordingly, traditional approaches to the organization of the educational process»².

Thus, the Ukrainian scientist Y. Zinkovsky demonstrates convincingly that advanced training institutions should be more active during opening of new educational areas, specialties, developing modern programs, constantly focused on ensuring the competitiveness of their students, providing not only high quality knowledge, but also multidisciplinary training of a specialist through parallel study in second education³.

All of the above should be fully taken into account in the study of the organization peculiarities of the continuing education of teachers: after all, postgraduate education institutions seek to respond in a timely manner to the changes occurring in the society and those requirements

¹ Зязюн І. А. Філософія педагогічної дії : монографія. Черкаси : Вид. від. ЧНУ імені Богдана Хмельницького, 2008. 608 с.

² Кільова Г. Післядипломна педагогічна освіта вчителів у контексті стратегії навчання упродовж життя. *Післядипломна освіта в Україні*. № 1. 2012. С. 20–24.

³ Зінковський Ю. Постійне навчання – сенс парадигми сучасної педагогіки. *Післядипломна освіта в Україні*. № 2. 2013. С. 9–12.

that the modern society pursues to the retraining of teaching staff. It is a question about a prognostic function of postgraduate education, aimed primarily at real social processes, updating and modernization of the scientific and methodological support of this branch of professional education, finding new opportunities for teacher's self-realization in pedagogical activity and building a professional «I-concept» as an important factor of professional activity, determining their ability to really build their own lives, see the prospects of professional activity, their hidden potentials and opportunities, in the end, to learn how to be successful throughout life.

It should be emphasized that the personal and professional development of a person, in particular the teacher, is considered by researchers in the context of the mutual influence of their individual characteristics and socio-cultural environment in the process of socialization and professionalization, that is, the peculiarities of personal and professional ontogeny during maturity are analyzed.

The growth of the individual abilities of the teacher, stimulated by the social needs, determines his/her personal and professional development: self-education, self-improvement, and self-development. Researchers V. Zagvyazinsky, I. Ziazun, N. Kuzmina, V. Slaktionin, M. Talanchuk define the functions of self-development, self-education and self-regulation as the most important in the pedagogical activity of the modern teacher. The scientific works of M. Borytko, B. Wulfov, O. Gazman, V. Ivanov, M. Sergeev indicate that a teacher's self-development is a compulsory component of modern education, an indicator of the teacher's subjectivity at all stages of his continuous pedagogical education.

Analyzing the category of «self-development» we have determined that this is an internal process of self-change due to the action of own contradictions, a higher level of self-movement. In this case, the developing system must be open, as internal resources cannot long ensure its existence.

The researchers believe that professional self-development is a conscious activity of a person aimed at full self-realization of himself as a person in the social sphere, which is determined by his future profession; the development of personal, professionally important

qualities, general (intelligence) and special (professional) creative abilities.

Thinking in this way, we came to the conclusion that the dominant components of specialist's personal and professional self-development are: active, holistic comprehension and awareness of the need of self-changing, restructuring of his/her inner world; focused on searching for new opportunities for self-fulfilment in the profession and the ability to self-regulate behaviour.

Thus, systematizing structural and functional components, we can define the personal and professional self-development of the individual as motivated, conscious individual, reflected on the basis of self-knowledge, self-determination, self-control, self-education, being in permanent tension's activity of man, aimed at: self-improvement of own natural and spiritual qualities, self-development of creative personal potential, dialogue divergent thinking, modelling of one's way of life in the context of culture and social development, self-realization of creativity in the process of life.

When looking at the personal and professional self-development as a specific process which undergoes in both time and space of human life, it should be noted its ambiguity and complexity, fixed in terms: self-creation, self-construction, self-actualization, self-transcendence, and self-improvement. Note that all these terms are words of one synonymous line, with the second part of these words characterizing the specificity of a particular activity.

A peculiar guidance in the study of this problem, the subject of special analysis is the findings of acmeologists (V. Zazykin, A. Derkach, V. Dyachkov), who emphasize that the progressive personal and professional self-development of the teacher requires the organic unity of the processes of professional self-education and specially created environmental conditions as the basic preconditions that actively and fully contribute to the process.

On this solid foundation an active strategy of acmeo-synergistic professional development and self-improvement of the teacher's personality should be built. The planning of such a strategy should begin with the definition of goals, reflect those educational needs that the specialist lacks; definition of content structuring (by problems, blocks,

modules) of this process; collecting sources, tools, forms and methods of teaching and learning; identifying criteria and procedures for self-diagnostics.

In general, the ideas discussed above allow us to draw the following conclusions:

- personal and professional development of the teacher is considered by researchers in the context of mutual influence of his/her individual characteristics and socio-cultural environment in the process of socialization and professionalization;

- the tasks of post-graduate pedagogical education institutions, as it seems to us, should not be to directly influence the personality of a self-developing teacher in order to achieve the desired results in positive motivating for continuous professional self-improvement, but to create the necessary psychological and pedagogical conditions for his/her self-building, in stimulating the mechanisms of his/her professional self-knowledge, self-acceptance and self-forecasting;

- realization of stimulating function of postgraduate pedagogical education – taking into account individual abilities, capabilities and potentials of a specialist; his professional experience; needs of mass pedagogical practice; a comprehensive approach to the organization and implementation of continuous professional training of pedagogical staff;

- building and designing a dynamic strategy of personal and professional self-development and self-improvement of teachers aimed at a qualitatively new higher level of solving professional tasks on a moral and ethical basis; sustainable development of professionally important and personal-business qualities; orientation towards high professional achievement with a clear expression of the will to a creative search, after all, to be the creator of own professional status, image and prestige.

2. Professional self-development of the future teacher: harmonization of priorities

The topicality of the problem is caused by radical and wide-format educational transformations, focused on the search for qualitatively new constructive approaches in updating and modernization of a higher pedagogical school, which should prepare an innovative personality of

the teacher, who is able to purposeful, sustainable and systematic development and self-realization.

Active shifts in innovative development of society, the deepening of integration-globalization processes, optimization of socio-cultural environment have put education and culture in a qualitatively new state. Analyzing the latest trends of the epochal modernization and renewal of university education in the broad socio-cultural context, it could be noted that it is currently topical the increasing the interest in studying the phenomenon of humanization of education, its spiritual basis and the role and place in this process of the future educator. With this in mind, the problem of the cultural dimension of the educational system to which modern scholars turn now is renewed and topical.

The focus of professional pedagogical education on the end result – the harmonious development of the pupil's personality, successful socialization, in particular: the development of creative abilities, activation of the readiness for conscious life choices, responsibility, independence, persistence, resourcefulness, ability to self-improvement and long-life learning.

The quintessence is one of the key competences that a future teacher must master – the ability to learn throughout life (long-life learning) is of priority importance.

Each of these documents emphasizes that a modern Ukrainian school needs a teacher who is able to quickly adapt to the new conditions of society, flexibly rebuild and activate his own potentials, with a fundamental ability to be an active subject of his professional life.

Particularly important in this perspective are the scientific developments that constitute the main theoretical foundations of the study:

– conceptual foundations of future teachers' professional training (N. Bibik, O. Bida, V. Bondar, N. Kichuk, O. Komar, A. Kramarenko, M. Marusinets, I. Pidlasiy, R. Prima, O. Savchenko, O. Fediy, L. Khomich, L. Khoruzha, I. Shaposhnikova etc.);

– psychological and pedagogical aspects of personal and professional self-development and self-improvement (I. Beh, O. Budnik, A. Gromtseva, O. Ignatyuk, I. Ziazun, V. Kovalchuk, V. Kupriyevich,

A. Kucheriavy, O. Naboka, V. Semichenko, A. Smolyuk, T. Sorochan, V. Strelnikov, S. Khatuntseva, G. Tsvetkova, I. Shimanovich and others).

The system-forming factor on the path to updating, modernizing and improving the efficiency of the educational process of future teachers training is the revision of its key concepts with emphasis on the formation of one of the professional competences – the ability to self-development, self-education, personal and professional growth, competitiveness.

Academician V. Andrushchenko in the article «Face to School» («Обличчям до школи») substantiated some generalizations, and also identified the possibility of their implementation in the national educational space. Thus, the author emphasizes: «Future innovations should reproduce the standards of recommendations of the European Parliament and the Council of Europe on the formation of key competences of lifelong learning: fluency in the state language; fluency in foreign languages; mathematical literacy; social and civic competences; resourcefulness; the ability to long-life learning»⁴.

The academic adds: «One aspect of the training is based on the constant self-improvement of the teacher, enrichment of knowledge, broadening their mind, scientific picture of the world, high ideological culture. The competence and constant self-improvement are the alpha and the omega of teacher's effective work. If, however, the teacher lags behind the latest achievements of science and social practice, does not strive for self-improvement, then his weaknesses will immediately become noticeable and will become the object of destructive criticism by pupils and parents. Next thing is the rejection of the teacher, the escape of pupils from school»⁵.

Thus, according to the author's concepts of the above-mentioned researchers, with whom we fully agree, the attention is focused on the significant adjustment of the goals and content of higher pedagogical education, in particular: motivation for active self-knowledge, self-development; possession of the means of creative improvement of the

⁴ Андрущенко В. Обличчям до школи. *Вища освіта України*. 2018. № 4. С. 5–14.

⁵ Андрущенко В. Вчитель XXI століття: нова стратегія Національного педагогічного університету імені М. П. Драгоманова. *Вища освіта України*. 2016. № 4. С. 5–14.

content and means of their professional activity, personal and professional self-expression and self-actualization; search and achieving inner potential of self-development; finding of cultural means of self-improvement of the future teacher's personality, which is a model of high spiritual and pedagogical culture, etc.

Contour-outlined positions reflect the author's vision for the construction and creation of an internal university educational environment, oriented on motivated, reflected on the basis of self-knowledge, self-determination and self-control, constant intense activity of man, aimed at: self-improvement of the natural and spiritual qualities, development of a personal creative potential; divergent thinking, modeling of one's own way of life in the context of culture and social development, self-realization of creative abilities in the process of life.

The consequence of these phenomena is the professional training of future teachers in accordance with the provisions of the concept of the New Ukrainian School: creative and responsible educators, teachers-agents of change, leaders, and facilitators with a formed holistic thinking, motivated to personal and professional growth, who actively express their own professional opinion. They are able to take their own positions and beliefs, setting life goals for self-affirmation, self-building, self-improvement and self-realization.

With a view of the above it becomes clear that the main source of qualitative change in education is the radical modernization of the training of a new teacher. Thus, it is impossible to imagine the organization of the educational process of students without individualization and differentiation as an important factor of the effective educational and cognitive activity of future teachers. The personal orientation of this process is caused by the need for eco-facilitated support for the initial natural will of man to reach the pinnacles of his professional skill, to the peaks of acme. The quintessence of professional skill is the acmeistic aspirations of a specialist, which cannot be realized without creating a value-personal space of professional interaction. The person himself, his personality becomes a value, and this position is fundamental in the pedagogy of organizing the living space of the future teacher's personality. That is, there is a vicious circle, a lot of interwoven things, and therefore it is

difficult to make a clear delineation of the spheres of influence of means and methods, ways that are characteristic of a particular separate approach in the implementation of purposeful formative influence on the training of students for professional self-development.

According to A. Markova, signs of subjectivity are the following «parameters of activity» of a professional's personality: active orientation (in a new situation, material); awareness (the spheres and structures of their activity, personality traits, life stages); the initiative, independent goal setting, planning, prevention; intensive involvement in the activity; striving for self-regulation (self-control, self-correction, self-compensation), possession of self-regulation techniques; awareness of the contradictions of one's development, their removing, maintenance of balance and harmony; strong determination to self-development and self-renewal; the desire for self-realization and imaginative creation; integration of one's career path, structuring and streamlining one's professional experience and that of others⁶.

Professional self-development, as noted by A. Derkach and V. Dyachkov, is a process of forming a personality oriented to high professional achievements. It is a process of formation of professionalism of personality and activity, implemented in self-development, professional interactions⁷.

This definition states the progressive nature of such development, because, from the perspective of A. Bodalyov, the progress of personal growth means: a change in the motivational sphere of the individual, in which the human values begin to be reflected more strongly than before; the growth of the ability on the level of intelligence to plan and continue to put into practice precisely those actions and to do those acts that are in consonance with the spirit of these values; a greater ability to mobilize oneself to overcome difficulties that hinder to reveal self-reliance and act in accordance with these values; a more objective assessment of own strengths and weaknesses and own level of readiness for new, more complex actions and responsible acts.

⁶ Маркова А. К. Психология труда учителя. М. : Просвещение, 1993. 265 с.

⁷ Деркач А. А. Взаимосвязь структурных компонентов состояния психологической готовности студентов к педагогической деятельности. *Психолого-педагогические проблемы взаимодействия учителя и учащихся*. М. : НИИ ОП, 1980. С. 141–149.

So, agreeing with the views of scientists, we conclude: the professional self-development of the future teacher is a process of active creation of life relationships by the developing person, determination of his/her «professional life area», conditions and perspectives for his/her further improvement. The personality of the teacher, who is constantly developing and self-actualizing, consciously forms a promising strategy of his future professional life, where the problematic attitude to the environment, other people and himself is the defining factor, which, in turn, exempts the personality from its immediate reality and helps it to become a 'creative' subject of its professional life. In this connection with the personality of the teacher, which is self-developing and self-actualizing, becomes clearer awareness of the components of its future professional life as a subjective reality: the environment, professional culture and its own inner world, when, as a result, the adaptive type in realization its professional relations as a consequence of «professional reproduction» is changing to transformative one – professional life.

The process of forming a whole person of the future teacher, who would be the subject of his life and self-construction, looks quite promising in the appropriate educational environment, which creates the conditions for the development of the teacher's rational thinking, creative capacities, an active research position, which is, in turn, the unique basis for self-actualization as the highest form of self-development.

Considering the above initial provisions, let us identify the forces that, in our opinion, determine the productive and effective process of training of applicants for the first (bachelor) level of higher pedagogical education for professional self-development. First of all, one of the conceptual approaches is to create a mega-informative, humanely-developing, value-oriented educational environment aimed at continuous developmental interaction between the teacher and the student. Such an environment should become an incentive mechanism, a movement towards the centralization of conscious qualitative self-change, which is the main internal source of personal and professional self-development of every future teacher. Moreover, this process in its advanced form is carried out as multifaceted and multivariate communication, and speech interaction has a crucial role.

It should be noted that the personally-developing function of subject-subject communication in the educational process is the dominant one, in which pedagogical dialogue appears as an interaction expressed by moral-value positions of the interlocutors: the teacher and the students. Such communication will have a personally transformative meaning on condition of building a productive pedagogically developing dialogue of moral and spiritual orientation, which will give great satisfaction to each participant of communication.

Therefore, one of the key priorities in the process of formation of future teachers' readiness for professional self-development in professional training is the spiritual cultural-dominance of professionally-pedagogical communication on a moral basis.

An important condition for a high quality of education is the socio-cultural environment – the relevant area of life and activities of the individual, the condition of formation and realization of its intellectual, mental and physical abilities. The human-creating possibilities of the «zone of the nearest development» were revealed within the culturally-historical conception, which interprets the formation and development of the individual as a communicatively mediated process of mastering and attributing of cultural values by the individual (L. Vygotsky).

The moral and spiritual component of the cultural environment plays a very important role in the educational process. Hence, an important condition for the socialization and self-realization of the individual is the abundance of the socio-cultural environment with images and symbols. In this regard, an important resource of educational activity is the personality of the teacher, capable of influencing the student by means of: first, the content of the mental and value-normative world of the teacher; secondly, the values and personal qualities of the teacher; third, the particular spiritual energy of the teacher, under the influence of which another personality is created.

It is difficult to deny that the cultural and educational environment contributes to the inclusion of the individual not only in the value and semantic world of culture, but also to preserve social integrity and personal self-realization. It is also a socio-pedagogical aspect of the problem under study, according to which the cultural and educational environment – a set of conditions and opportunities for personal

development, purposefully created by different subjects of the pedagogical process and forming the socio-cultural environment of personality's life.

From here it is obvious that any attitude of the person to the world in general, and the teacher in particular, contains a moral component that reaches a complete development at the level of spiritual affirmation of the individual. Moral and cultural regulation functions primarily as authentic-personal self-organization and self-regulation. Moral principles and norms, as the guided content of the authentic self-regulation of the individual, form the cognitive basis of his or her cultural orientation.

There is an urgent need for purposeful abundance of the cultural and educational environment by such educators who embody the basic values of culture, embodying the best qualities of humanity.

Based on the analysis of the scientific-pedagogical literature on the problem of research, it can be stated that the cultural orientation of the future teacher's activity is reflected by his/her professional goals, motives, knowledge, ability, quality, capacity, and attitude. The cultural orientation is a phenomenon of expression of the teacher's self in the profession and it functions through the subjective spiritual world of each individual.

Thus, considering the current trends and new targets in the educational field, which focus on the teacher's ability to self-development, self-education and self-education on a continuous basis, to work in an atmosphere of continuous creative search, experiment on the principles of design, deep analysis, comprehensive understanding, self-control, transform theoretical and methodical recommendations into specific pedagogical actions. First of all, it is a question of the high level of professionalism of the future teacher through the prism of his systematic self-improvement.

This greatly changes the nature of the training of teaching staff in higher education institutions, as the practitioner can no longer satisfy the demands of society. Today, a highly spiritual teacher of the 21st century, with a high level of general and pedagogical culture (culture of thinking, reason, feelings, behaviour, pedagogical work, culture of appearance, professional pedagogical communication, self-education), is extremely needed. Such a teacher is bearer of optimal subject-subjective

developmental interaction of students and the teacher, creating an ethically oriented environment based on the morally determined content of learning.

We find it is very topical to create such an intensive model of higher professional education, where the main subject of study (a future teacher) will become an active participant in the acme-oriented process of development and self-development, focusing on high professional achievements. And the main feature of his professionalism will be the readiness to solve creatively professional situations and tasks by means of scientific search.

In this context, the integration factor of the three-component structure of professionally-pedagogical communication (at the level of social cognition, emotional attitude and at the behavioural level) is of particular importance and it is shown in:

- trust as an acme of communication based on mutual respect, culture and emotional contact;

- interpersonal communication of dialogical type, in which students consciously master the technologies of professional self-development, transforming them into appropriate personal and professional value as a regulator of their behaviour, as a personal synthetic reflection that changes the whole scale of values of the future teacher;

- humane-developing orientation of the subjects of professional training: readiness for new alternative thinking and action, improvisation, the orientation towards the highest level of their own development, etc.;

- moral and spiritual orientation to the interlocutor: understanding, acceptance and respect for the personality of the future specialist, thus generating in him/her a sense of confidence, personal significance and value;

- a value and meaning orientation of the subject activity of the individual, approval of personally-developing self-construction, self-actualization and self-orientation, etc.

At the time of creation of such a humane developing environment of the active-searched character in higher education institutions, it provides for the intensification, stimulation and orientation of future teachers on personal and professional self-development on a permanent basis.

Studying the problem of orientation of students of pedagogical specialties on the fundamental property of personality – self-organization, we have identified the main tasks: activation of motivational resources of the person through the prism of its value-meaning sphere; the formation of the image of future professional activity, ideas and perspectives of life strategy; creation and construction of professional prognoses (self-assessment of the realization of life goals, activation of personal reserves by means of self-improvement and self-education, analysis of needs for professional self-development, self-design of their own life path, alternative and meaningful organization of prognostics activities, etc.).

To sum up, the higher education institutions have a key role to play in becoming a future teacher as a professional and as a self-active responsible subject with his readiness for professional self-development on a permanent basis.

The author's strategy of forming the readiness of the first (bachelor) level students of higher pedagogical education to professional self-development is considered by us through the construction of a mega-informative, humane-developing, value-oriented educational environment of the active search character, aimed at continuous developing interaction of the student, which involves qualitative self-changing, awakening of filling the need and capacity to self-study, the desire for reflection, self-regulation and self-renewal, the inducement to manage own work, consciously forming an individual personally-professional trajectory of their own development.

Accordingly, acmeologists conclude that the progressive self-improvement of the teacher's personality requires organic unity of the processes of professional education, socialization, and at the same time the processes of professional self-education and self-development. They give the explanation that not only the well-organized and developing conditions of the environment impact on the professional development of the teacher's personality, as they are only a precondition, an opportunity that a person should transform into necessity and reality. The teacher's personality must become active by own, be in a continuing process of self-knowledge, self-improvement and self-actualization. The personality must constantly be aware of itself as a true subject of its professional life,

constantly worry about its self-assertion and self-improvement, and create a meaningful result for all in the products of its pedagogical activity. The above opens new prospects for development for both the personality and the people around it.

The concept of «professional self-development» is, by our definition, in the organization of such an intra-university pedagogical process, which awakens the future teacher's desire to find, personally feel one's inner strengths and resources, creates the conditions for their active and successful self-expression; pedagogically supports and accompanies this way to the goal.

CONCLUSIONS

To summarize, we point out that the given data make it possible to draw certain conclusions.

1. At the heart of the teacher's professional self-development, move towards the best of itself is an active subjective position. The teacher passes the development stages of professionalism through aggravation and destruction of internal contradictions, stages and levels of personal and professional development (self-determination, adaptation, self-expression, and self-realization). The development of professionalism is influenced by external and internal conditions (abilities and inclinations of the teacher himself, peculiarities of the environment – cultural, family, professional ones; specificities of self-knowledge and reflexive competence), with possible progressive and regressive vectors of teacher's development, the presence of professional destructions.

2. Acmeological position (an integrative system of relations to certain aspects of reality manifested in behaviour, acts and actions); psychological readiness for professional activity in the conditions of constant change (internal personality trait, unity of its motivational, cognitive, emotionally-strong-willed and reflexive manifestations, ensuring successful solution of professional situations and tasks) and creative potential (a component of the process of self-realization, readiness and ability to changes, overcoming stereotypes) are represented as acmefactors contributing to the teacher's personal and professional development.

3. Implementation of the principle of self-activity through the prism of the teacher's professional self-development, that is, the motivation to take independently a qualitatively new level of his own development. It is a deep awareness of future teachers of the place of the value of self-improvement in the general hierarchy of values, of a steady interest in the field of personal and professional growth; availability of knowledge about the essence, content, features, components and stages of professional self-development; manifestation of not stimulated externally activity, non-standard actions at work on yourself; the ability to easily produce a large number of ideas.

4. Development of the reflective culture of the future teacher. Reflective culture development technologies help the teacher to formulate the obtained results, to adjust his or her own professional way, to plan his/her activity, to provide assessment and self-assessment his/her own actions. The use of innovative technologies in the process of forming the reflective position of the teacher provides the ability to understand the pedagogical phenomena and situations in many ways, from different points of view, highlighting certain aspects of analysis, interconnecting; to analyze one's personality and activity from the standpoint of another person or from the standpoint of new knowledge; determine ways of professional self-improvement based on their own experience; opportunity to build the paths of personal and professional self-development on the basis of adequate self-assessment, real assessment of their own capabilities.

5. Orientation to a proactive «lifelong learning» strategy, to professional and personal self-development, where the teacher is able to be the subject of organizing his/her own complete living space. Teachers' self-development is an organic component of continuous pedagogical education, although quite specific. Professional self-improvement is a continuous, dialectically evolving process and its purpose and ideas about the ideal are also constantly changing, and the demands for it are increasing. In practice, this is evident in the fact that the goal of self-development is, in fact, unattainable, it is constantly changing. Thus, there is no limit to personality development.

The continuing education is implemented by ensuring the continuity of content and coordination of educational activities at different levels of

education, which are a continuation of previous ones and provide for preparation for possible subsequent stages; formation of the need and ability of the individual for self-learning, making practical implementation of educational policy as a priority function of the state.

Thus, we come to the conclusion: the professional self-development of the teacher is a process of actively creating a developing personality, life relationships, defining with their help their „professional life area”, creating the conditions and prospects for its further improvement. The personality of the teacher, which is constantly self-developing and self-actualizing, consciously forms a promising strategy of its professional life, where the problematic attitude to the environment, other people and himself is priority, which in turn liberates the personality from the immediate reality and helps it to become a creative subject of their professional life. Due to this peculiarity of the teacher’s personality, which is self-developing and self-actualizing, it becomes clearer awareness of two components of his professional life as a subjective reality: the outside world, to the professional culture and own inner world, as a result of which it converges from the adaptive type in the realization of its professional relations as a consequence of „professional reproduction” (in which the teacher, although he may be the subject of professional work, knowledge and communication, but does not act as the subject of his life realization) to the transformative-professional life (in which the teacher is the subject of all forms of his socio-spiritual activity, his professional life is necessarily included in its objects).

SUMMARY

The study identifies and analyzes the features of continuing adult education in the context of a lifelong learning strategy. It has been found out that modern postgraduate education, which mission is to train highly qualified, competitive, mobile-informed specialists, is crucial in solving the problem of lifelong learning.

It is determined that in order to understand the relevance and scientific-theoretical formulation of the problem of lifelong learning there are necessary preconditions and methodological reference points, namely: the idea of subjectivity; the idea of the uniqueness of the inner world of man; the idea of self-actualization of the individual as the

highest form of self-development. On the basis of theoretical analysis it is revealed: a dynamic strategy of personal and professional self-development and self-improvement of teachers should be aimed at a qualitatively new, higher level of solving professional tasks on a moral and ethical basis; sustainable development of professionally important and personal-business qualities; focus on high professional achievements.

The focus is on substantially adjusting the goals and content of higher pedagogical education, including: motivations for active self-knowledge, self-development; possession of the means of creative improvement of the content and means of their professional activity, personal and professional expression and self-actualization; search and unlock of the internal potential of self-development; finding cultural means of self-improvement of the future teacher's personality, which is a model of high spiritual and pedagogical culture.

It is emphasized that the professional training of future teachers involves the preparation of creative and responsible educators, teachers-agents of change, leaders, facilitators with formed holistic thinking, motivated to personal and professional growth, actively expressing their own professional thinking, capable of forming their own convictions, setting goals for self-affirmation, self-building, self-improvement, and self-realization.

By the author's point of view, the professional self-development of the future teacher is presented as the process of active creation of life relationships by the developing person, determination of his/her «professional life area», conditions and perspectives for his/her further improvement.

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EXTRACURRICULAR PEDAGOGY AS AN IMPORTANT COMPONENT OF PEDAGOGICAL STUDIES

Sushchenko T. I.

INTRODUCTION

The UNESCO report on Education for the 21st Century rightly states that lifelong learning should be based on four pillars: skills for cognition, competency, interaction and cooperation, and life skills on the whole. It means that childhood should be seen as training for life, and it should be organized to enable the formation of culture for vital self-determination in children and young people, their position in life, their worldview in relation to themselves and others. It should also develop the needs for self-cognition, self-understanding, self-realization in various kinds of creative activities; foster mutual understanding with other participants in the process of interaction, develop appropriate norms and rules for life, conscious attitude to basic vital needs. What is meant here is early, voluntary and deeply aware life creativity of children and young people, which is formed in extracurricular environment, at leisure – in the context of informal education, which, in connection with the worldwide popular concept “learning throughout life”, is of utmost academic importance. Consistency of all means of pedagogical influence on the lives of children and young people in informal education is an essential prerequisite for logical and scientifically grounded, purposeful development of an individual, his / her spiritual, moral and intellectual activity in life.

Under certain social and pedagogical conditions, that are the subject of our study, extra-curricular education in the age of focus on a personality is the only way of spiritual, cultural enrichment of children and young people. We believe that extracurricular education techniques can create maximum favourable conditions for the fullest consideration and development of inborn qualities, form self-sufficient, creative personality at his/her own will and interests. This is the uniqueness and

social significance of extracurricular pedagogical influence, its difference from all other educational processes.

Ukraine has always made a significant contribution to the development of academic framework for the development of extracurricular activities, represented by such well-known researchers as: P. Blonsky, N. Krupska, A. Makarenko; modern scientists L. Baliaska, O. Bykovska, V. Verbytsky, B. Kobzar, M. Koval, E. Kovbasenko, M. Koval, R. Naumenko, G. Pustovit, V. Redina, I. Rabchenko, O. Savchenko, M. Sidorenko, O. Sukhomlinska, O. Shapovalova, T. Tsvirova et al.

The purpose of the article is to show actual socio-pedagogical conditions and patterns of formation and development of extracurricular pedagogy as an important component of pedagogical studies.

The history of extracurricular institutes in Ukraine dates back almost a hundred years, but as a system it was formed in the late 60-70's, when the first educational complexes were created, research started, general methodological guidance was carried out by the Ministry of Education in Ukraine. In addition, a network of various extracurricular institutions of culture, sports, art, etc. has been growing.

Extracurricular education is a part of informal education for children and adults, it is any kind of extended educational activity throughout life that contributes to the activities of schools, colleges, universities, and other institutions that are part of the formal system.

1. Extracurricular facilities are the most favourable informal environment for comprehensive development of children and youth in Ukraine

For Europeans, informal education is a part of lifelong learning concept aimed at acquiring social roles, gaining experience in communication, leadership, language learning, teamwork and conflict resolution.

Ukrainian educational space has much to offer in terms of various forms of informal education, but the most common and the most widespread today is extracurricular education provided by out-of-school state, communal and private facilities for children and young people.

Out-of-school educational establishments for children and youth belong to informal education of the European Association of Leisure Time Institutions. Since 2007 an Association of out-of-school educational institutions of Ukraine has been functioning. Its objectives are to create various amateur associations, folk groups, ethnographic expeditions, family workshops of applied arts, sports clubs etc.

Recently, such kinds of informal international and domestic forms of creative activity have intensified; they are as follows: international video conferencing, ecological creative associations, expeditions, exchange of cultural values, actions of charity, gatherings, associations of gifted children, marches of peace, studying history of the native land, “native roots”, mother tongue, study of national progressive traditions. Much attention has been paid to the development of historical ties with other peoples of the world, peacekeeping activities.

Thus, out-of-school institutions have gained status of a full-fledged ring in the chain of continuous educational process, they provide children with broad and unconventional opportunities to improve their life, intensively shaping such important qualities as: children’s positive attitude to their own lives and realization of themselves as individuals choosing favourite activities, which fit their inborn identity: ability for continuous spiritual and creative self-improvement; social responsibility, manifested in the care for family members, friends and other people; leisure culture.

Of particular importance today is the experience of extracurricular institutions in involving students in organizing exciting and large-scale events, such as: international teleconferences, environmental creative associations, expeditions, exchange of cultural values, charity events, gatherings, gifted children associations, marches of peace and others.

The results of our research show, that if children are engaged in practical creative activity that interests and excites them earlier and more frequently, they pick up natural desire for creative activity and knowledge sooner, and consequently, they deeper understand life, spiritual content of future work activity that leads to a more conscious manifestation of an active attitude towards improving the world around them.

It is easy to see how life is different from ordinary life for those people who were lucky enough to learn the joy of solving the mysteries of the first interesting experiences in childhood, to feel success and their own abilities in exploring natural resources of their native land, or to create a revolutionary car model. And not so important is that car model itself, as the significance of child's spiritual energy spent, experienced, suffered, rejoiced in the process of expediently organized extracurricular creative activity.

The complexity of competitive market social relations has set forth conditions to learn and know much more information beyond school curricula. The world, which surrounds children and adults, is constantly changing, becoming more complicated and diversified. Therefore, one should not ignore the fact that schooling is not the only way to form a coherent personality. There are other important factors that play a significant role in enhancing creative potential of young people, in training them for practical social actions and global thinking, the formation of high cognitive culture, the development of inborn inclinations, mental and physical abilities, organization of meaningful leisure.

Out-of-school facilities are a rich and enabling environment for full-fledged development and recreation, interesting meetings, solution of vital problems where you can, for example, repair your bike or motorcycle, get advice on how to handle your computer, or a mobile phone, learn to use a sewing machine, learn culture of communication, get ability to earn money honestly, gain reading skills, or solve accessible and exciting research challenges, consolidate your skills in technology, sports, etc., i.e. all those things, which are interesting, important and necessary for life.

Therefore, the creation of an extensive system of social and pedagogical extracurricular activities in leisure time is of particular importance and urgency.

The leading place in solving these problems belongs to extracurricular institutions, which are intended to respond promptly to rapid changes in socio-economic society, to provide children with an opportunity to go beyond ordinary things in life, culture, nature, science,

economy in order to maximize their opportunities to realize their creativity in an area that fits their inborn inclinations in the future.

To provide the abovementioned needs, more than two thousand extracurricular institutions operate in the education system of Ukraine, and the network of institutions of a new type is expanding, namely: extracurricular educational-research, creative-production centres, extra-curricular centres of creativity for children and youth, tourism, local history, art schools, sports and technical schools, club facilities, etc. In many regions of Ukraine, new models of extracurricular institutions are being created to protect the rights of collaborating groups, including: children's and youth teams, theatre, social and pedagogical complexes, film centres, inter-school clubs, etc. These institutions are integrating with educational establishments of a new type: lyceums, gymnasiums, colleges, specialized schools, educational and industrial complexes, institutes and universities. Extra-curricular activities on the development of intellectual abilities of individuals, support of their creative talent are improved. Junior Academy of Sciences and scientific societies for students proved to be of high potential in Ukraine.

Deep qualitative changes have taken place in extracurricular activities in connection with the reformation processes of national school in Ukraine and raising children's awareness of their own involvement in the issues of their nation, ethnic group, people in general, folk wisdom and creativity. The networks of Junior Academy of Arts, Schools of Ethnic Studies, Folk Crafts, Kobza Schools are developing, and the number of children enrolled in various extracurricular institutions increases by fifty thousand annually.

Hundreds of thousands of children are involved in scientific-technical and industrial groups, scientific-technical societies, clubs for young technicians, designers, journalists. Many students attend science and technology camps during vacations, participate in competitions of the curious, designers and inventors. They have been involved in creatively tackling socially important environmental challenges, movement of rationalizers and innovators in businesses, improving learning environment, schools' and residential neighbourhood's life. Young chemists, hydrobiologists, zoologists, entomologists study river banks and sea shores from the perspective of modern achievements in biology,

fauna and flora. Electronics engineers try their hand at developing microelectronics devices for agriculture and medicine, create optical indicators, storage devices, etc.

More than 2 million schoolchildren are regularly engaged in technical creativity, naturalist activities, sports, tourism in out-of-school establishments of Ukraine (there are more than 500). In addition, young inventors get assistance from young scientists, production rationalizers, pilots, sailors, aviators, astronauts, sponsors. Children's ensembles, theatrical, choral and other artistic groups are managed by professional artists, musicians, and directors.

Our long-term research has shown that people in their life play the roles that circumstances give them. A small role educates a small personality. A prominent, large-scale role develops a prominent, large-scale personality, the formation of which is impossible without new social experiences and practices. With new social realities, children need a different life, other opportunities for creative expression, a more conscious responsibility for what will happen around tomorrow.

The leading place in solving these problems belongs to extracurricular institutions, which are intended to respond promptly to rapid changes in the socio-economic society, to provide children with the opportunity to go beyond ordinary things in life, culture, nature, science, economy in order to maximize their potential for creativity in an area that fit their inborn features in the future.

Recognizing the great social importance of extracurricular informal environment in youth education at this difficult time for Ukraine is a test of spiritual maturity of the government and society, a belief in productive and active search for the ways of solving the most important social problems.

The legislative framework (the Law of Ukraine "On Extra-curricular Education" and other legal acts) creates the basis and at the same time encourages extracurricular institutions to educate a humane, high-moral, responsible person. However, as stated in the Decree of the Ministry of Education and Science of Ukraine from December 10, 2008 № 1123 "On Amendments to the Regulations on the Organization of Individual and Group Work in Out-of-School Institutions" and the decision of the Ministry's Board of 27.11.2008, Minutes # 14 / 3-3 "On the State and

Prospects for the Development of Extracurricular Education”, in conditions of acute lack of value orientations, there is an urgent need to improve extracurricular educational activity, while replacing standard educational measures for children and young people with *purposeful enhanced moral education*”.

However, an analysis of existing extracurricular education practices shows that society and school have not yet been able to take advantage of the rich educational opportunities of modern extracurricular institutions; as a result, the number of failures has increased, and thousands of children’s talents have not been realized.

We also have to observe such shameful phenomena, when well-funded out-of-school facilities are spacious, beautifully decorated, but vacant. They employ people who are unable to make these extracurricular institutions joyful, attractive and necessary for the development of children. Therefore, absence of not only material conditions, but also lack of knowledge of extracurricular institutions staff, lack of skills in modern pedagogy of informal education, inability to find social programs for children give rise to formalism and helplessness of extra-curricular organizers.

Our special studies have identified such antipodes that can halt Ukraine’s progressive development for decades. Thus, 61% of adolescents and high school students do not participate in social programs, while their life requires new social experiences and practices, meaningful extracurricular practices, opportunities for creative and meaningful expression, approaching something extremely useful, interesting and joyful. After all, extracurricular activity is in need, which requires responsibility for everything happening around, creating favourable psychological environment for the individual’s harmonious development.

However, most children today face harsh realities of material and spiritual inequality. Many of them are left alone with their grief and poverty, without attention of adults or society. Only 41% of thousands of children polled today have access to true spiritual values. 6 out of 10 requests from young readers of the library are rejected. Most parents cannot buy a good book for their children. Students are not able to read

books that their peers read. Language and literature teachers lack books of national and world importance.

On the whole, in our young state, unfortunately, such pedagogical mechanisms that would produce, support, consolidate, deepen, develop spiritual interests and needs, ideals, actions, communication at all socio-hierarchical levels have not been established yet. On the contrary, the present environment often breaks, erodes, and replaces extracurricular sense of personal importance. Such unfavourable conditions slacken the process of displaying the most important and stable behavioural states of active self-expression, such as:

- positive attitude to the world in accordance with human principles and values, social and ethical norms;
- proper awareness of social role and place;
- stable healthy emotional feeling, experience of real relationships and interactions, human morality, analysis, evaluation, decision making, timely and responsible choices;
- integrity of consciousness, feelings, thinking and determination to fulfil beliefs, etc.

Lack of financing complicates the process reducing the material base. First of all, there are fewer premises, buildings for accommodation of these establishments. As a consequence, public out-of-school facilities stop functioning because of insufficient funding (or, **more precisely**, the absence of such) for the creation of material and methodological, technological base, latest information and computer facilities of educational activity; frequent change of subordination of some extracurricular institutions (for example, children's and youth clubs at the place of residence) to different management structures reduces management potential, cooperation, control and, ultimately, the quality of educational activity.

Humanization of educational environment of out-of-school educational establishments is only at its primary stage of implementation, so methods of coercion in administration have not yet been eliminated in pedagogical practice.

In order to identify the conditions for the effective development of children and young people in out-of-school educational establishments, we interviewed 416 educators, heads of groups working in children's and

youth clubs of the Centres for Children and Youth Creativity. 22% of the respondents said that in such difficult political and socio-economic situation in the country, increasing immorality, crime, devaluation of human values, life, education, teacher's authority comedown, increasing aggressiveness and nihilism of young people, it is very difficult to form positive qualities in youth.

Among the most important reasons for the decline the following were mentioned: the need to introduce different types of stimulation for teachers, who increase their theoretical and methodological level and improve pedagogical skills (50% of respondents); coordination of actions and educational influence of all social institutions that carry out extra-curricular work (58.3%); development and implementation of new methodological advances and technologies adapted to modern social processes (66.7%), etc.

The survey showed that only 41% of extracurricular educators put into practice methods of discussions and mini-discussions, 50.4% – modelling of pedagogical situations, 25% – problem-finding methods, 16.7% – workshops. Most commonly used traditional information methods of schooling (narration, explanations, conversations), complex mass events, which quite often suppress active mental and emotional activity of students, reduce the impact on the development of children's creative abilities; 22% of respondents noted that complex political and socio-economic factors of today, devaluation of human life, ideals, education, teacher's authority comedown, the growth of asocial and aggressive manifestations in our society significantly reduce the results of educational activities in extracurricular environment. Instead of such modern-day methods as aformation (relying on strong personal-willed qualities in the development of children's creativity) or extrapolation (transfer to the future), out-of-school facilities and schools still use outdated technologies. Hence, it is clear why we get such logic of feelings, actions and content of life of children, even in leisure, extracurricular environment.

In our opinion, the greatest danger of modern society is the use of culture for the purpose of enrichment. Spiritual culture becomes a commodity. Mass bourgeois culture became widespread. There is a danger of losing the most essential and necessary: genuine interest in

antiquity, folk traditions, decent relationships, and ultimately, in the highest value – people.

It is quite natural that dangerous socio-pedagogical consequences are also found in the system of school education, in particular, such as formalism of education, authoritarian style, separation of education and upbringing from the world and national culture, violation of hereditary principles in family upbringing, children preschools, primary and secondary schools, vocational colleges, universities, poor coordination of school and extra-curricular activities, mass media, poor quality of methodological and methodical materials, manuals on educational problems.

Rescuing children from moral and spiritual degradation requires a transition to a truly humane extracurricular education system, transforming out-of-school facilities into cultural and spiritual centres capable of enhancing the lives of children and young people in micro-society by educating social environment as a whole. This is the main condition for transforming our entire society into a caregiver.

The influence of modern media on the upbringing of the younger generation cannot be overestimated. Some representatives of the new sociological theory of the “information society” give these media a priority in the system of social relations, because they have become an indispensable element of everyday life, have become an organic part of the living environment.

Media not only cover all the aspects of children’s life: their everyday life, way of life; they began to change their moral face. There is great potential for this in television, by means of which “live viewing” of objects that are not normally observable is carried out, but also of human relationships. However, contemplation alone is not enough for children to have a correct understanding of the most significant sides of objects, to form some positive generalizations. It requires focused pedagogical attention, which would be based on data from medicine, psychology and medialiteracy (awareness of the specifics of television, psychological and pedagogical features of the perception of video information by students).

2. Theoretical substantiation of the essence of a new branch of studies – extracurricular pedagogy in modern society

Our long-term research demonstrated that most of the pressing issues of spiritual enrichment of extracurricular informal environment are related to the acceleration of the official recognition of the socially important role of extracurricular pedagogy at the official level, which will help to accelerate the process of turning extracurricular education in Ukraine into a temple of children's dreams and happy creative self-affirmation.

A new provision on extra-curricular educational institution of Ukraine, as an institution designed to give children and adolescents additional education, to provide the needs for creative self-realization and organization of meaningful leisure, suggests different levels of formation of creative personality. It should stimulate harmonious development of children taking into account social and pedagogical situation, focus on individual development, interests of children and their parents, which requires a truly humane attitude to a child's personality, construction of extracurricular pedagogical process for recognition child's identity and self-value in compliance with special laws of *extracurricular pedagogy*.

An attempt has been made to resolve these issues on the basis of experimental conceptual position, which is as follows: optimality of pedagogical influence of extracurricular institutions of any profile on the comprehensive development of children is ensured by mutual spiritual enrichment of teachers and children, creation of a psychologically favourable environment of educational attitudes, high level of educational relationships culture and intellectual co-creation.

The out-of-school pedagogical process highlights the following important aspects of child's nature as a priority:

- * uniqueness and inimitability (realization of the child's right not to be like everyone, to cognize oneself and be interested in oneself and other people, to realize oneself by a special program and individual trajectory of personal development and self-development);

- * creativity (realization of the right to creative initiative, personal autonomy and responsibility, the right to compare oneself with yesterday's and future's self, with other peers and adults, to compare

their lifestyle with the lives of those who consider it a standard in the process of exciting creative activity);

* inner freedom (realization of the right to choose, which envisages expansion of the branched sphere of creative self-expression of a child after classes, to understand what he or she is capable of due to free choice of the standard of morality and excellence);

* spirituality (realization of the right to respect, precious attitude, love and creativity, assistance to other people in their self-improvement; variable models of children's creativity and set of social roles).

Thus, on the basis of theoretical analysis of scientific and literary sources and long-term experimental research we have proved a legitimate need to set up extracurricular pedagogy as a separate independent field of pedagogical studies. We have described the *subject of extracurricular pedagogy*, its basic theoretical provisions with reference to the nature of extracurricular pedagogical process, substantiated its basic concepts, principles and regularities of extracurricular pedagogical process, characterized pedagogical conditions of effectiveness of mass work with children in extracurricular environment, new functions of extracurricular teacher and head of extracurricular institution, regularities of extended education and development of children in leisure environment, covered the issues of management in modern extracurricular pedagogical process.

Significantly, more and more theoretical sources are confirming this. V. Vernadsky proved that spiritual manifestations of a person are of great importance, they are of utmost priority, corresponding to the properties of higher forms of human life. Therefore, the reference to the category "extracurricular pedagogy" is a natural consequence of the fruitful development of general pedagogical theory and a more thorough study of extracurricular environment, as a phenomenon of spiritual renovation of the whole society.

Such an approach to the strategy of constructing extracurricular pedagogy is inherent in its nature: prompt response to the realities of life without orders from above, to the newly emerged interests of children, their needs and intentions. And if we delay the recognition of the need for such socially meaningful pedagogy at the official level, extracurricular institutions will remain vacant and spiritual life of

children impoverished. Therefore, it is time to fill in the gaps in education with extracurricular pedagogy in Ukraine.

Let's consider its difference from school pedagogy.

Extracurricular pedagogy is a branch of pedagogical science that studies the patterns of comprehensive development and creative self-realization of individuals in terms of their free time and leisure.

The term "extracurricular pedagogy" is a neologism that has recently become widespread. It is often used by philosophers, educators, social psychologists, culturologists, journalists and many other professionals who are somehow involved in the procedure of raising children and young people in extracurricular environment in leisure process.

Its humanistic nature indicates precious attitude towards children, understanding this concept as a sensitive attitude of adults to children's interests and experiences, the desire for agreement and rapprochement with the child, ability of extracurricular teachers to offer children such a form of extracurricular vital activity. It is this attitude towards the child that stimulates the disclosure of his or her identity in the best forms of creative expression; it is a way out of the space of compulsory educational communication and gradual development of the spiritual potential of the individual.

This is, after all, so called *exaltation of an individual, enhancement of his or her personal status in the eyes of family members, friends and other people, himself/herself due to creative self-realization.*

Organization of extracurricular pedagogical process means:

1. An extensive system of creative expression for children, maximum conditions for purposeful development of their creative opportunities, which involves, first of all, removal of all kinds of restrictions, barriers that impede intellectual initiative of children, their creative expression. Unnatural wretchedness of ideological, emotional life is not the case for such a pedagogical process. On the contrary, its peculiarities are as follows: richness of impressions, children's imagination, such questions, which children themselves are eager to answer and tirelessly under the guidance of extracurricular teachers, seek for the answers and find them. In such pedagogical process, reproductive activity of children necessarily includes elements of creativity.

2. Teacher in extracurricular pedagogical process are not program-oriented, they are child-oriented, i.e. they take into account children's mood, inner state, creating conditions for their full disclosure and self-development of the inner forces and abilities of children through liberation of their thoughts.

3. It is a process in which the activity of the teacher is organically combined with the activity of children in a single active cognitive process in the conditions of cooperation and spiritual interaction.

4. According to Sh. Amonashvili, the basis of the integrity of pedagogical process is children's development in various forms and in full conformity with the formation of their vital forces. To carry out such a process means "to involve the inborn children's inclinations to an enhanced and a bit pre-term activity, to involve delicately, satisfying the needs for the child's desire for development, will, and adulthood. This is an individualized and humane approach to a child in pedagogical process, and it gives birth to collaboration of the teacher with the students (3, p. 201).

5. In this regard, a model characteristic of extracurricular pedagogical process is child's free choice, flexibility and accessibility, which allows changes in the parameters of pace, volume and subject content of the curricula, free choice of the learning pace, in order to enable children to manage their time reasonably, perform certain types of work faster, etc.

6. The ideal extracurricular pedagogical process is almost imperceptible to the child.

Considering the general logic of conceptual approach to the organization of the inspirational extracurricular pedagogical process, it is necessary to update and reform the system of state control, criteria for evaluating the performance of extracurricular institutions, current Regulations for extracurricular institutions and the contest "Extracurricular Teacher of the Year" and other documents.

In other words, a new paradigm of accounting for the results of work of teachers of out-of-school institutions does not reject the previous one, on the contrary, it absorbs the former, paying special attention to such important indicators as:

– whether extracurricular pedagogical process involves children, all aspects of their life and to what extent, how much this process becomes a

sense of their life; what kind of human culture, to what extent, with what depth and with what passion children acquire; what attitudes children create; to what extent pedagogical process contributes to the development of children's inborn features (Amonashvili, Sh. A. Reflection on Humane Pedagogy. – M.: Shalva Amonashvili Publishing House. – 1995).

Thus, taking into account modern theoretical and methodological approaches, the main tasks of teachers in out-of-school institutions should be:

- to think professionally in the categories forward-looking policy, getting consistent progression and promotion in professional excellence;
- to train their pupils to be successful in the twentieth century, giving them all possible assistance;
- to encourage, inspire, enthral children with creative activity and cooperate with them on the principle of: less reprimands, more encouragement;
- to make recommendations to children clearly and easily accessible so that they are comprehensible for everyone;
- to form creative children's associations and communities in extracurricular institutions, using the principle of "wise authority of the team", suggested by V. Sukhomlynsky;
- to encourage children to believe in their own strengths and abilities, to develop their creative personality and their personal status comprehensively.

So, out-of-school pedagogy is a kind of reference for professional introspection and formation of creative approach to systematic, theoretical and methodical support of extracurricular pedagogical process taking into account methodological practices of modern extracurricular pedagogy.

In the conditions of a legal democratic state, purposeful education of large-scale, creative and comprehensively developed personalities, training of life leaders, not wordless performers, upbringing of true intellectuals is the prerequisite for the productive life. This approach to implementation is not temporary. It is the ideal of a progressing life.

None of current structures of the education system in its old, immutable form can solve these problems because of the functional approach to the individual.

Therefore, our reference to the category “extracurricular pedagogy” is a natural consequence not only of the fruitful development of the general pedagogical theory, but also of a more thorough study of the features of modern extracurricular environment, which with the help of extracurricular pedagogy can become a phenomenon of spiritual renovation of the whole society.

It is logical that the collocation “extracurricular pedagogy” is associated with joyful communication, spiritual and psychological comfort and something that attracts and enthrals high human tasks and perspectives, its humane character, which forms its value and priority among the factors of “human expression” (V. I. Vernadsky). That is why extracurricular pedagogy gives preference to subject-subject relationships between educators and children, their collaboration and co-creation, shared choice of learning goals, interpersonal contacts and empathy. It is based on deep knowledge of children’s interests and needs, which suggests: involving children in real co-creation, intellectual dialogue; harmonization of communication, success, ability to feel free in case of failure, even to have the right to failure.

Extracurricular pedagogy does not imply any compulsion or fear. On the contrary, it supports the development of independent thought, the development of a system of dialogical methods of co-creation and intellectual tension, provides imaginary experiments for younger school children, intellectual games, reception “if”, flexible and harmonious combination of individual, group, team, self-activity, where children are engaged in love and are able to rise in their own eyes as a creative personality.

That is why extracurricular pedagogy plays a leading role in general pedagogy. Its purpose is not only to provide knowledge but also to enrich personal life competences, it objectively influences successful life-giving and vital activity of children in the future.

The peculiarity of leisure influence on the development of personality is that children do not reproduce what they are learning, they do not work for evaluation. Due to its unique character extracurricular activities

held by teachers develop the acquired knowledge and social experience, complements and improves it. This is the law of creative behaviour that is against functional approach to the child, one-sidedness, fragmentation, intellectual overload and coercion.

Co-creation is built in extracurricular environment on the basis of spiritual unity of the personality of a sociable community, attraction of children to creation, immersion in the subtlety of theory and practice, love of the subject, compulsory right to feel free in the independence of thought, approval and implementation of ideas coming from each child's activity (child development, inventions are an important element of extracurricular learning).

Therefore, out-of-school pedagogy is of personal character, it considers education and upbringing of a child in extra-curricular institutions not only as a task of great didactic value, but also as an appeal to each individual in order to establish co-operation. A standard activity-filled class that has no elements of surprise or novelty is doomed to failure in an extracurricular environment.

Therefore, teaching didactics of pedagogical process in extracurricular institution is oriented on spiritual enrichment and creation of such an educational environment, which can provide a high level of creative independence for children. It becomes so "mature" in such a process that it has the power and ability to shape and nurture itself throughout life.

It is quite natural: extracurricular pedagogy has absorbed much of what is gained in general pedagogy, in particular, school pedagogy. However, it is not a mere copy of the principles, forms and methods of schooling, but has its own specificity and fundamentally other laws that distinguish this type of pedagogical activity (not mere actions or operations, but activities) from another.

There are other reasons to consider extracurricular pedagogy as an independent branch of pedagogical science and practice due to the specifics of its purpose, object, subject, principles, tasks and conditions for the child's development, education and upbringing. The right to its existence is proved by life itself. Extracurricular pedagogy elucidates and studies the patterns of effective self-realization of the creative personality in the sphere of leisure.

Like all other fields of study, it has its own specific categories, general concepts that reflect its universal properties and attitudes of objective extracurricular reality, general patterns of development of creative personality.

Such categories are as follows: extracurricular pedagogical process, leisure environment, free choice, sanogenic (improving) individual approach to child's development, admiration, co-creation, comprehensive development, psychological comfort of communication, etc.

Thus, it is quite logical, along with pedagogy of pre-school education, vocational education and higher education pedagogy, which traditionally retain the right to exist as independent branches of pedagogy, to legalize the right for existence of extracurricular pedagogy in order to ensure the most important principle of continuity, its integrity, taking for granted that lagging behind of any branch of pedagogy impoverishes and delays the development of all others.

There is every reason for this, including theoretical ones. In the last decade more than ten doctoral and hundreds of PhD dissertations on the most important problems of extracurricular pedagogy have been submitted in Ukraine. The most famous in Ukraine and beyond are the doctoral research, conducted by O. Bykovska, V. Verbitsky, R. Naumenko, H. Pustovit and et al., aimed at creating a better quality of life for children in Ukraine on the basis of creative initiatives of pupils and educators, good will of everyone on the principle of self-organization and the widest possible expansion of social experience, spiritual unity in joint exciting creative activity and recreation.

At one of the most powerful pedagogical universities of Ukraine – M. P. Drahomanov University, the world's first Extracurricular Education Department headed by Doctor of Pedagogical Sciences, Professor Bykovskaia O. V., is already functioning. She devoted her activity to this issue. Similar departments are opened in other institutions of higher education.

CONCLUSIONS

1. More and more sources are opening up that prove the great importance of extracurricular pedagogy in the successful solving of

current problems of pedagogy of continuous informal education in Ukraine as a whole.

2. Focus on the category “Extracurricular Pedagogy” is natural not only due to the fruitful development of the general pedagogical theory, but also due to a more thorough study of modern features of extracurricular environment, which with the help of extracurricular pedagogy can become a phenomenon of spiritual recovery of our society.

3. Legalization and recognition of general and specific pedagogization in extracurricular informal environment is of great social importance for the development of children and young people in this difficult time for Ukraine and can be considered a test for spiritual maturity of Ukrainian society.

SUMMARY

The article substantiates regularity of existence and development of a new field of studies – extracurricular pedagogy. An updated conceptual system of its basic notions with their definitions is suggested. The article is based on the results of long-term research of leisure sphere and extracurricular pedagogical process.

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DEVELOPMENT OF THE FUTURE CHOREOGRAPHER CREATIVE POTENTIAL AS A COMPONENT OF THE PRESENT-DAY SPECIALIST TRAINING

Mova L. V., Makarenko L. L.

INTRODUCTION

The scientific literature review has revealed that there is no unity in defining the «creative potential» concept. Based on an integrated approach, we consider creative potential as an integral characteristic of a personality, which enables to create something new and original. The core of a person's creative potential is a capability for creativity. Analyzing the studies, we note that characteristics and a correlation of the elements in the structure of the personality creative potential depend on the approach that is used when considering the concept.

Having analyzed and summarized the experience of the researchers, who dealt with the issues of the creative potential development (L. K. Veretennikov, S. G. Glukhov, V. G. Ryndak, G. I. Sannikov and others), we came to the conclusion that the structure of the personality creative potential is represented by the following components: a motivational one (creative motivation, interest in creativity, creative activity); a knowledge component (the knowledge of creativity and the ways of creativeness); an operational one (creative skills – the skill and ability to feel a problem, to create something new and original, to communicate in the process of collective creativity, general learning skills, etc.); an emotional-volitional component (volitional self-regulation by behavior in various non-standard situations, manifestation of emotional stability in case of a conflict, manifestation of attitude towards oneself and to other people); an evaluative-reflexive one (competence and ability to realize, analyze, evaluate one's own behavior, creative abilities; reflection and self-appraisal).

The creative potential, thus defined, is a complex, integrated, multilevel, holistic formation. Its multilevel nature manifests itself when considering this phenomenon in time (past, present, future) as the unity

of the pre-actual and the post-actual; determining the development results quality in singling out of reproductive, productive and creative levels, which are regarded as the unity of natural and social, objective and subjective, irrational and rational. It is also possible to identify various levels by the nature of managing the creative potential development process (fully organized by a teacher, partially organized by a teacher and by a student, self-development and self-education of students' creative abilities). Other characteristics of creative potential are that it is systematic, social, dialogic.

The purpose of the creative potential development process is seen in establishing the preconditions for a person's creative self-realization and self-actualization.

The proposed article aims to consider in particular possibilities of the improvisation process for the development of future choreographers creative potential. The personality creative potential development today is one of the most urgent tasks of modern society.

The Ukrainian state formation process, current society democratization, dynamic transformation and a focus on European standards in education, the renewal of the entire socio-cultural situation determine an acute need for future educators' comprehensive development and intensify the need for proactive, creatively enterprising and actively thinking specialists, focused on universal human values. In this regard, the issues of scientific comprehension and mastering of the ideas and methods of choreography pedagogy acquire particular social significance. To address these issues, it is necessary to explore in depth psychological and pedagogical peculiarities of the choreographers professional training and the opportunities for creative potential development in institutes of higher education.

The modern education system of Ukraine today aims to gradually change the upbringing and training in higher educational institutions, focusing on the personality free development. Therefore, the formation of personality's basic culture, which, in our opinion, involves the fair actions of each person towards himself or herself and within own responsibility, becomes of primary importance. Moreover, it is important to ensure its active inclusion in modern socio-economic circumstances of social life, taking into account the rapid technological development.

Since technology shapes a society of users, it has certain implications for the psychological profile of a modern person. Besides, the reality today is that most people are moving to the level of living in their heads, and not with a holistic system called a «body» (a head is part of a body), which, in turn, significantly affects the state of personality creative potential. That is why, in our opinion, today there is a great need for young people to activate (develop) the connection with reality at the body level, activating the sensing of their center (the gravitational one) and conscious attitude towards life through the development of reflection and self-awareness.

Meeting the challenge of the creative personality formation largely depends on an educational institution, on how much the organization of an educational process contributes to the formation of the students' creative potential, since it is creative potential that triggers the self-development mechanism of the creative personality.

The issue of the creative potential formation, being complex, combines several aspects: personality and creativity; personality as an integral holistic system, the essence and significance of the personality creative potential in the process of its formation and development; creative potential developmental characteristics in a higher educational institution.

The analysis of the psycho-pedagogical literature on the problem of creativity showed that the creative potential of a person is a multidimensional complex phenomenon, based on cognitive and motivational factors of human activity.

Psycho-pedagogical science associates professional creativity with the professional abilities of a person, therefore, the theory of understanding abilities and their development can be attributed to theoretical approaches of its research.

At this stage, the issue of creative ability formation in psychological science develops in several directions: cultural-historical, polymodal and integrative ones. The cultural-historical concept of L. S. Vygotsky found its development in the works of L. A. Wenger, V. V. Davydov and others, who regard culture as a specific and peculiar phenomenon of reality, that acts as an object, an instrument and a product of human activity.

As a general trend in the study of creative abilities, a polymodal approach to understanding their nature should be noted, the interrelation of various aspects of a creative personality: intelligence, creativity, motivational sphere, etc. Creative abilities are considered as «the capability of generating ideas» in terms of the originality of manifestations of intelligence, motives, feelings, etc. (S. L. Rubinstein, O. N. Leontiev and others).

Ya. A. Ponomarev, a researcher in psychology of creativity, applied a systematic approach to the study of creative abilities, formulating an important principle for their development and implementation – the law of PLS (phases, levels, stages). He sees the essence of creativity in the combination of intellectual activity and sensitivity to the by-products of own activities.

Let us pay attention to the classification of abilities, in particular, their division into topical (realized in the given conditions and circumstances), potential (natural pre-conditions) and psychological formations, moulded as a result of activity, training, communication, but which are not always realized in specific conditions, if they are not included in the sphere of the personality active actions. This provision is reflected in the writings of such researchers as S. L. Bratchenko, I. S. Kon, A. Maslow, A. V. Mudrik, V. A. Petrovsky, K. Rogers and others.

For our work, it is important to turn to the study of V. D. Shadrikov, who marks out spiritual abilities in the hierarchy of abilities: the abilities of self-knowledge, self-awareness, self-experience, to correlate oneself with the world and with other people. These abilities ensure the spiritual works creation. According to V. D. Shadrikov, spiritual abilities are manifested in striving for spiritual, moral and mental progress, that is, he puts forward the idea of an integral development of all personality spheres¹.

This thesis has become one of the fundamental principles in the development of professional creativity and the creative potential of future choreographers.

¹ Psychology of activity and human abilities: Manual, 2nd ed., revised. and extended. M.: Publishing corporation «Logos», 1996. 320 p:

From a philosophical point of view, the concept of «potential» is considered as a source, an instrument, an opportunity, some stock, that can be used to address any task or achieve the objective².

The pedagogical function of potential is realized through the directed role of a creative individual, who initiates the creative transformation of one's own life.

Modern Ukrainian psychologists are also actively exploring the problem of the creative personality formation and development, specifically, V. O. Molyako in his works presented his own concept, which, in particular, envisages the conditions for the creative potential realization. The scientist notes the integrative properties of the personality's creative potential, which conditions to the ability to perform creative activities, capability and readiness for creative self-realization, creative self-development. Creative potential is an extremely interesting formation, which is usually completely hidden from the attention of external observers; moreover, an individual sometimes knows very little or has no knowledge at all of his or her creative potential. The authenticity of each particular person's creative potentials can be assessed only through activities performed, original works obtained. Creative potential becomes real and foreseeable value only when it manifests itself in inventions, projects, books, paintings, films, etc. The scientist distinguishes the following components in the overall structure of creative potential:

- qualities and inclinations of a personality that manifest themselves in favoring a particular activity;
- interest, vector and frequency of occurrence;
- striving to create a new product, curiosity;
- quick absorption of new information;
- manifestation of general intelligence;
- diligence, perseverance, purposefulness;
- speed and quality when mastering skills, skillful performance of certain actions;

² Ryndak, V. G. Creativity. Brief pedagogical dictionary / V. G. Ryndak. – Moscow: Pedagogical Bulletin, 2001. – 84 p.

– the ability to implement one’s own strategies, develop tactics for solving various tasks, search for a way out of challenging, non-typical, extreme situations³.

Analyzing the approaches of various scientists and researchers, it can be noted that at present there is no consensus in defining the «creative potential» concept. However, most of them agreed that «creative potential» is the activity, which helps to develop natural abilities, personal individual qualities and eventually helps the personality to become fully fulfilled both individually and socially. Besides, each person is able to creative work, which means that the modern education objective is to find such resources and opportunities, that will ensure the formation of each student’s creative potential in the course of his or her education.

Scientists, in particular T. N. Tretyak, include into the structure of the person’s creative potential such a crucial component as an instrumental one, which anticipates two substructures:

a) a creative “instrument” for addressing the tasks of a certain level, which includes techniques, methods and strategies of constructive thinking;

b) regulating «instrument», which is formed from parts of the emotional-volitional and motivational spheres of a personality, and helps to arrange the interaction of creative potential components⁴.

T. N. Tretyak notes that «the creative potential of a person to a great extent «rests» on the following three main «pillars»:

1) techniques, methods, the ways for the problem-solving, the so-called «instrument»;

2) a person’s self-confidence, motivation and will;

3) information, a person's notion about solving a pressing problem, certain building material for creation of the idea for solving the problem.

³ Molyako, V. O. Psychological theory of creativity / V. O. Molyako. // A gifted child (“Obdarovana dytyna”). – 2004. – №6. – p. 2–9.

⁴ Tretyak, T. N. Psychological readiness of a personality to solve creative tasks / Tretyak T. N. // The ideas of O. K. Tikhomirov and A. V. Brushlinsky and the fundamental problems of psychology (on the occasion of the 80th birthday). The proceedings of the All-Russia scientific conference (with foreign participation). Moscow, May 30th – June 1st, 2013 – M.: Moscow State University named after M. V. Lomonosov, 2013. – p. 351–353.

Each of these main components of creative potential is significant for a person, for the success of his or her creative activity. If the above-mentioned constituents and their components are put together in the form of a pyramid, then a base of the pyramid will be the readiness to solve problems, and at its top there will be a person's self-confidence.

The level of psychological readiness development to solve creative tasks can be determined in particular by the level of tasks' creative components, that are available for solving by a specific person:

1. Work on the task consists only in the implementation of the plan proposed by other participants of the process.

2. Independent working out of a plan for solving the task is carried out.

3. Independent formulation of the task's conditions and the development of the plan to solve it take place.

4. The problem is independently determined, the task's conditions are worked out and the ideas for its solution are formulated, etc.

It is important to understand that the development of psychological readiness for solving creative problems in its direction evolves from the materialization of the idea proposed by other people to the independent problem definition and statement.

Also, there is such a relevant criterion of the person's psychological readiness to solve creative problems as a novelty of the product of this person's activity.

The novelty levels are:

1. Subjective novelty (for example, in the process of creative collaboration with the outside world students discover the already known laws of its construction and development).

2. Objective novelty (for example, the scientific novelty of works as far as scientific communities and other creative associations are concerned, including at the level of copyright certificates).

3. Originality (a specific representation of personality in a product of its activity).

At that, the direction of psychological readiness development for solving problems is from subjective novelty and importance of the product of activity to the objective ones.

Successful human creative activity is also conditioned by the perfection of creative tools, including: a system of techniques, methods, tactics and strategies of creative search. It should also be noted that the level of systematic organization of a person's creative tools is important.

1. A person applies certain techniques and methods of creative activity in order to master them as the problem-solving tools.

2. A person masters the creative means, needed for creative tasks fulfillment.

3. A person demonstrates strategic thinking (systems of predetermined and personally determined actions) in combinatorial actions, in search for analogs and opposites at different stages of solving a creative problem: at the stage of its conditions exploring, at the stage of developing its solution, and at the stage of the idea materialization.

Thus, the vector of psychological readiness development for solving creative problems is directed from the situational implementation of certain means of constructive activity to the strategic organization of thinking⁵.

The development of a subject's creative potential in the educational process, including during training at a higher educational institution, has been considered by many scientists (G. M. Gladysheva, O. V. Golubov, M. V. Kolosova, M. V. Korepanova, V. V. Korobkova, P. F. Kravchuk, M. G. Merzlyakova, L. B. Meshcheryakova, T. A. Salamatova, O. G. Stepanova and others). They analyzed the role and capabilities of various components of the education system in the development process of the personality creative potential.

The scientists note that choreographic creativity may be called an effective means of personality comprehensive development. Its important component is dance, which is an ancient art form. The world is constantly changing, years pass, and people continue to dance, because it gives a sense of self-actualization, fulfillment, naturalness. Through the prism of dance a person explores the world around, tries to interact with

⁵ Tretyak, T. N. Psychological readiness of a personality to solve creative tasks / Tretyak T. N. // The ideas of O. K. Tikhomirov and A. V. Brushlinsky and the fundamental problems of psychology (on the occasion of the 80th birthday). The proceedings of the All-Russia scientific conference (with foreign participation). Moscow, May 30th – June 1st, 2013 – M.: Moscow State University named after M. V. Lomonosov, 2013. – p. 351–353.

it. Choreography represents feelings, such as love, admiration, compassion, hatred. Dance heals the soul sometimes better than words.

Choreographic creativity is diverse: from classical, ballroom dance, folk dance to historico-everyday dance. The interest in modern dance forms and youth dance vocabulary has been mainstreamed.

The synthesizing nature of choreography stipulates for the harmonious personality development by means of modern choreography, combining rhythmic movements, music, sense. Dance art quite successfully contributes to the development of the world's perception through sensuality, an emotional component, visual and motional forms; helps to relieve mental stress and at the same time stimulates intellectual activity.

The art of choreography is able to combine physical and spiritual culture, contribute to a multifaceted personality development. Dance holds an important place among the variety of forms for the young generation successful development. Problems of raising a harmonious individual are more topical in modern society than ever, that is why choreography is especially relevant in the system of means for personality formation. Choreography classes teach students to see and create beauty, to develop creative imagination, imaginative thinking, fantasy. At the same time, choreographic activity contributes to the students' physical development and health preservation; forms movements plasticity and beauty of the body, positive behavior.

Therefore, we regard dance as body movements that are individual to each person. They characterize that person, emphasize individual features. Body movements connect the outside world of a person with the inner one and serve as a bridge between that person and his or her essence. They also contribute to awareness and building of connections with others. At the same time, dance is an art that stimulates vitality, restores energy, awakens creativity and improvisation capability. And any human activity is basically a ritual dance or a kind of improvisation. Instantaneous quality, responsiveness, interaction, process and research are the main characteristics of the improvisation concept.

Contemporary dance today, using dance improvisation and structured choreography, focuses on the conscious movement development, relieves muscle clamps, helps to more fully express and reveal our inner self, as

well as opens up limitless possibilities for self-discovery and the formation of a holistic and harmonious personality through one's own body.

Unlike classic dance styles, free dance improvisations aid a person in feeling his or her own body and one's own long-forgotten movements, preserved by muscular memory. An important constituent of improvisation is a psychomotor component, namely: muscular freedom, speed of reaction, harmony of movement (plasticity, coordination of various parts of the body, mastery in dealing with the center of gravity), self-awareness. Improvisation promotes the transfer of focus from thinking to the position of "acting on an equal footing" with the sensations of the body, understanding and following internal impulses, manifestations of creativity (activity, emotional excitability, impulsivity, dynamism).

If we consider human life as a dance, then it can be said that our whole existence is a kind of dance improvisation. However, as experience shows, far from always a person realizes what exactly he or she does and for what. Improvisation techniques can make a difference. When students begin to work with improvisational movements, building the body and interrelationships, they gradually acquire the skill of tracking and realizing what is happening right now "here and now", what movements are performed, what muscles and parts of the body are involved, what is the quality of breathing, which direction of action is taken, which tiers are chosen, what is a pace and rhythm of movements, who is nearby, with whom the distance is greater, who exactly do you choose to contact with, who and how reacts to the proposed actions... And a little later, it becomes possible to carry out the movement, commenting on what is happening, with the ability to constantly remember the breath, not holding it even when there is tension during performance. In addition, the development of feeling and understanding of one's own body contributes to much more accurate understanding of the body language of others.

There are many various questions: how to learn to understand the language of one's own body, how to get rid of self-doubt, how to learn to act from an internal impulse? It depends on many factors, but first of all, on a conscious volition to feel and cooperate with one's own body. And

this applies both to students-choreographers, and to all people involved in contemporary dance.

When nothing new happens in a person's life, the stage of stagnation begins. Development begins with a natural action, a specific reaction, an internal impulse. Due to the fact that during his or her development a person receives a bunch of rules and roles from society, which are to be followed, and the inner essence does not always accept these rules and conditions, the question arises, what choice should I make? How to act so that it is both correct and in accordance with one's own feelings? This has a very bright manifestation in working with students during the mastery of knowledge and practical implementation of tasks in such disciplines as "fundamentals of composition and improvisation", "the art of a choreographer". It is very important for students to understand by what criteria they will be evaluated. And it is very difficult to realize that, in addition to technical content, there should be execution with a focus on "honest with oneself", "clearness and clarity of intentions", taking into account (understanding) spatial interactions, quality of movements and conscious action from an internal impulse, recognizing the influence of attractors and understanding the circle of attention you are in. And all of these applies both to solo, duet, and group work, both in a small form and a large one.

There are different definitions of improvisation. First of all, improvisation is the process of creating a «here and now» composition. Spontaneous improvisation is a process of consistent and structured creation of a form at a specific, relevant moment, which eliminates the significance of the influence of external factors and directives [p. 41].⁶

Improvisation allows you to develop a body that feels, "thinks", and makes decisions based on its own wisdom.

That is why we use dance movement improvisation, which also relies on Laban movement analysis system and Bartenieff Fundamentals, as a universal system in the future choreographers training.

The training of highly qualified, competitive and creatively self-fulfilling specialists in modern choreography is the leading objective of

⁶ Contact quarterly: a vehicle for moving ideas. Biannual journal of dance and improvisation: winter/spring 2007 Vol. 32 NO. 1. p.40-46.

higher professional education and requires the creation of a number of psychological and pedagogical conditions for the creative potential development of a student's personality. Today, one of the most important components of choreographic training is working with improvisation techniques.

Thus, we can say that the improvisation technique is important for future specialists, since according to our data (hands-on experience over 20 years) it involves:

the possibility to allow oneself to be and feel;

the symbolic language of dance, which manifests the content of the personality inner world into the outer world;

the capacity to have sensitivity at the level of a body, movement, action; to have an interest in one's own choice and the creative potential development;

the potential to listen to and hear the universe, to follow the attractors, foreseeing co-creation with the body, taking into account the acquired life experience and impulses that arise as an internal need of «here and now».

Our own movement experience and many years of experience (over 20 years), allows to state that, for persons who practice improvisation, there are three characteristic development phases of their own dance:

1. Initial unconscious movement activity, characterized by high openness, spontaneity of feelings. The main component is the emotional one, and the movements are unpredictable, chaotic, often have no form, are not memorized. When the music is repeated, a motional response can be expressed in another motor variation.

2. The second stage is the creative processing of spontaneous movement material, some systematization. It can be said that an emotional-motional alphabet and the vocabulary of the movement expressive language are being formed. This takes place consciously, in accord with knowledge and personal experience gained regarding the sensation of one's own weight, quality of movements, spatial characteristics, attention, etc., due to differentiation and combination of the processes occurring in the personality inner and outer space.

3. The third phase is characterized by a high level of the movement processes awareness that arise from the internal impulse and have manifestation and development in the outer space⁷.

Human body movements always have various trajectories, reflecting both conscious and unconscious human reactions. Dance, like drawing, always makes it clear what a «habitual movement», «a familiar picture» is. Dance improvisation involves an experiment with movements of unusual and unconscious character. Its results are unplanned and unpredictable, which enables the release from rigid systems of values and habitual patterns of behavior. Being an expression of kinetic subjectivity, dance, on the one hand, disorganizes regularity, hyperstability, and, on the other hand, on the contrary, builds and structures some certain order. And therefore, the process of creating a dance allows students to establish new, conscious and more active relationships with themselves and the world around them, as well as to acquire the skill of conscious work while creating a dance composition structure.

Thus, improvisation allows you to develop the body that feels, and “thinks”, and gives you the opportunity to learn to see, perceive, realize and reflect upon the material from which reality is created, in our case, it is dance. Therefore, practical work involves the use of various improvisational tasks, relaxation techniques and body awareness to develop a subtler feeling of internal signals, movement impulses, a sense of partner, space and time as elements that give rise to interaction and create a composition.

The body is the most important aspect in the work of a dancer-choreographer and any person who lives consciously and efficiently. It is important to realize and understand one’s own bodily reactions and sensations, as well as to be able to act on the basis of internal necessity, taking into account what is happening around, staying in the resource and always having the opportunity to stop, change direction/strength/attention/flow.

⁷ Mova, L. V. Psychological aspects of ensuring personal self-realization of future psychologists in the process of professional training. Manuscript. Thesis of Candidate of Psychological Sciences (Ph.D.): 19.00.07. National Pedagogical Dragomanov University. – Kyiv, 2003. – 167 p.

Thus, an important conclusion can be formulated as follows: for us, the improvisation technique is an opportunity to unlock the personality's potential, to develop a feeling and "thinking" body, recognizing the equal importance of previous life experience and movement from internal necessity. Improvisation allows you to learn how to reflect upon the material from which reality is created, and serves as an integral component of the present-day dancer-choreographer training.

Despite the widespread idea that improvisation is something what 'just happens' and a person does what he or she wants, the art of improvisation requires a certain level of body awareness, physical condition and extended movement repertoire. Contemporary dance and its development in the last decade are able to provide such a solid ground for any dancer-choreographer.

At various times dance attracted the attention of many researchers as a complex, cultural and multifunctional phenomenon and an object of scientific researches. Art, as a mechanism of influence on a person, and the culture of physicality are topical from the period of ancient Greece and until now. In the process of professional training, future choreographers are mastering a large number of movements and exercises, which have diverse execution specifics and require various levels of physical strain. The majority of existing activities with students-choreographers are aimed at the practicing of technical dance material.

Our professional practical experience allows us to state that the following basic principles of body work and movement organization are distinguished in the contemporary dance techniques: breathing, breathing and movement connection; anatomically determined work of bones, joints and muscles; work with the center of gravity, body weight, gravity; work with time and space. But this dance is not only about technical movements of the body. It becomes possible only provided that such of its components are manifested: the mechanical motion on the one hand, and the conscious movement on the other. The usage of somatic and release techniques in contemporary dance allows students to integrate their consciousness and body through movement, while learning the skills of listening to and understanding their bodies, re-discovering their own feelings, sensations, emotions and their nature.

Somatic techniques work with the body and mind as with a single whole. This allows a student to display various aspects of capabilities of the body, which acquires the ability to perform the subtlest movements. However, this becomes possible only under the condition that both movements and personal feelings are the subject of close attention. Learning to be attentive to the body and to act with a minimal effort, a dancer finds out that the mind begins to cooperate with the body, taking its wisdom into account, and the body begins to function better.

If we are to describe briefly what the contemporary dance technique (post postmodern) is, in our understanding, then it is the technique based on the natural laws of the body functioning with regard to the organization of movement and breathing. Muscles' release from excessive tension and the activation of the faction level in movement organization, the natural anatomical work of joints and their strengthening, the structure of the body interrelations and understanding of the qualitative characteristics of movement – all of the abovementioned should precede the mastery of technical dance material (the study of parter techniques, the techniques of fall and counter balance, etc.) as a conscious physical training of a student for further mastering of professional disciplines.

Usually people do not associate stress and overload with the state of their own muscles, but this connection exists and manifests itself in a certain chaos in the muscular system: some muscles are involuntarily disconnected, others are involuntarily overstrained. Psychophysiological excessive tension in the muscle groups of the shoulder girdle is dangerous, but quite common. Excessive tension in these muscles disturbs the state of the circulatory system, which impedes the functioning of the heart, the lungs and the brain.

Given that stress is not the situation in which a person gets into, but the reaction to this situation, it should be noted that, when training a body in a certain way, a modern person has a chance to remain healthy, able to work, to create her own life, filling it with the desired quality. And contemporary dance is exactly that opportunity.

In our work, we take into account a large number of parameters that should manifest themselves in almost every class. The observation during constant conscious personal bodily practice for over 25 years, as

well as the experience of recovery after a rather complicated trauma (rupture of the anterior cruciate ligament of the right knee), allow us to make the following statement: on the one hand, everything that happens to us throughout life, all has an emotional coloring and psychological justification of some kind. On the other hand, all this happens at the same time at the level of the body, whether we are aware of it or not. As for the bodily traumatic experience, whatever the prerequisite for the occurrence of the injury, recovery should occur directly at the level of the body and the laws of its functioning. That is why a modern dancer should be knowledgeable about the body by the following parameters: how human movement is organized, structural peculiarities of the skeletal mobile zones (joints), the understanding what makes the body move in space, what is the center of the body gravity, how the movement of a person from the lower tier to the upper tier in space is organized, what is primary for understanding and training your body and why breathing is acknowledged as the number one item in teaching contemporary dance. And also, what fasciae are and why the experienced dancers-teachers talk so much about them during their classes, how the floor plays the role of a partner and allows you to feel the zones with excessive tension in the body during movement. What BF (Bartenieff Fundamentals) and LMA (Laban Movement Analysis) are, why and how active imagination can contribute to resources restoring and real physical renewal. And since all our personal stories have a manifestation or an imprint at the body level, or rather the muscular clamps and various kinds of excessive tension in the zones that provide our mobility, namely the joints, then exactly how the body-mind connection does occur. And also, how better the inner personal space can be manifested outwardly and influence the quality of the partner interaction. Why “look” and “see” are the verbs essentially different in meaning. How the focus of attention or the lack of it is maintained at the level of the body. What clearness and the clarity of intentions are, and why so much time in the classroom is devoted to the mastering of the “I-message” skill. And finally, where to get inspiration, resource and how to activate your own development of the creative potential. How to act or to create naturally, remaining in the understanding that there is no limit to perfection.

Thus, one should begin with the understanding of how body movement is organized and the formation of the connected breathing skill.

As the experience of a huge number of ordinary people shows, there is such a general tendency that, from an early childhood, movement, which is free and expedient from the very beginning, eventually becomes less expedient and free. There is a lot of unnecessary tension in organizing even simple everyday movements. That is why it is important to remain or return to the use of expedient movements, performed with the lowest possible tension, in order to obtain the maximum efficiency. Such a trend of modern dance as contemporary, is aimed precisely at this.

In other words, while mastering technical dance material, in the first place it is necessary and important to form students' understanding of their body as the integral conscious system that feels and rationally uses the resources of its own organism. What is needed first for this?

It is the formation of knowledge and practical skills, aimed at realizing that the movement process has certain patterns. The upbringing of the motional process on the basis of physiologically grounded controlled movements is the first link of this system. Natural movement protects muscle groups from the use of excessive physical strength. The formation of all motional actions on the basis of expedient movements is the basis for the creation of the phase of the highest physiological conductivity in the mobility zones of the muscular sphere. This phase has a justification in the work of N. Bernstein⁸ and promotes the formation of a clear interaction of all muscular structures in the human body.

The joints are actually these zones of mobility. The special attention of choreographer students goes to hip, knee, shoulder, elbow joints and the state of the spine in the lumbar and cervical sections.

As is well known, the physiology of activity establishes the three-phase cycle of the movement process: action preparation, the particular action and a release after the action. If the sequence of the cycle is followed, there is an opportunity to learn quickly enough or consciously allow yourself to effectively manage your own motor process. In doing so, the degree of the physical force usage is significantly reduced, which

⁸ Bernstein, N.A. The Physiology of Movements and Activity / N.A. Bernstein. – M.: Nauka, 1990. – 392 p. (in Russian)

in turn allows consciously and clearly to regulate (to balance) the processes of tension and relaxation, which significantly reduces the possibility of involuntary overstrains in the muscle area.

The formation of self-regulation processes of muscle tension-relaxation is connected, first of all, with the identification of the exact boundaries in local muscle groups, within which these processes are counterbalanced. Local muscle groups around the joints act as such boundaries and, within the same boundaries, the tension is to be compensated.

Joints, as moveable bone connections, have various ranges of mobility. From large mobility in hip and shoulder areas to, in a certain way, limited one in a carpal joint and cervical spine. Also, the physical capabilities of muscle groups around joints vary a lot.

Hip joints have the strongest muscle groups around, that can withstand very big loading. They, together with the muscle groups of the pelvic part of the body, ensure the mobility of the upper part of the body and provide legs with the opportunity to move freely.

Knee joints have relatively strong muscle groups around. On the basis of knee joints flexion and extension, the power muscle level of the lower part of the body is formed.

Ankle joints have the ability to move in all directions, but they have a limited mobility amplitude and the muscle groups around are insufficiently strong and will require additional reinforcement with special exercises for dance performing.

Shoulder joints are the most mobile in the body, they have the greatest amplitude of mobility in all directions, the surrounding muscle groups are strong and they constantly interact with the muscle groups of shoulder-blades, which are the basis of the arm structure. Power muscle level of the upper part of the body is formed on the basis of shoulder joints' movements (in a circle).

Elbow joints have relatively strong muscle groups around, but active independent movement is contraindicated for them, and it should always be secondary.

Carpal joints are very mobile in all directions, but they have a significantly limited amplitude of mobility and relatively weak muscle

groups around. Like elbow joints, they should not have independent isolated active movements.

The main joints of fingers are quite mobile, especially when bending. The mobility amplitude of middle and nail phalanges is much smaller. The muscles around the main finger joints are strong, allowing lightweight fingers to carry out necessary independent autonomous movements.

The thumb is the most moveable in all directions, the thumb base muscle is the strongest in the hand area. It is a lever of the hand power zone and the supporting point of the whole arm on a surface. The use of the thumb base optimal opportunities helps to prevent the muscle groups of a carpal joint from spontaneous excessive tension.

The spine is a chain of small joints, most of which are arthrodial. The most mobile are five vertebrae of the lumbar region and especially mobile are seven cervical ones. Mobile spinal sections are surrounded by the weakest muscle groups.

Joints cannot move independently, without a volitional command. When organizing movements in the area of each of the joints, two factors should be taken into consideration: the structural form of the joint and the direction of natural movement in the area of its mobility.

A spherical or cylindrical form of a structure is typical for joints. That is why movements of the moving parts of the corpus in the area of any joint should be performed along circular or arcuate lines.

It is important to remember that muscle groups around each joint belong to the category of functioning differently. In most cases, they are flexors and extensors. Balanced harmonious development of each group is the key to an optimal functioning of the joint. Considering that physiological flexors are naturally more developed than extensors, in regular activities a person uses flexors more. And more attention should be paid to the extensor muscles in the process of comprehensive development of muscle groups around the joints. This is where the choice of exercises needs to be directed to and focus on when performing certain dance movements.⁹

⁹ Mazel, V.Kh. Theory and Practice of Movement. Advice from a Musician and a Doctor. – SPb.: Composer St. Petersburg, 2010. – 200 p. (in Russian)

The skill of regulating “tension-relaxation” of necessary muscle groups during this or that movement is another basic point of contemporary dance. Mastering of this skill is boosted by understanding of the diversity of functions performed by a spine and muscles (the function of a spine is to resist gravity; muscles function is to perform movement) and the conscious regulation of «tension-relaxation» of the corresponding muscle groups during movement.

Conscious relaxation is also an important component for a variety of jumps. Since a jump is performed due to the work of leg muscles, it is important for its effectiveness to keep the muscles of the upper body free (relaxed). This is achieved when a dancer learns to consciously relax the necessary part of the body in a dormant state, remembering the sensations that arise at that moment.

Conscious relaxation and tension also play a significant role in performing movements on the floor (flying low technique), which are connected with keeping weight on the hands when the head moves from the upper level to the lower one or with turns when the body is “torn off” the floor. At the beginning of mastering these elements, as a rule, fear arises in students, which, in turn, creates a natural bodily reaction: excessive tension. Especially, this tension is apparent in forearm and shoulder muscles, that blocks the free action of elbow joints, as well as excessive tension in leg muscles affects the condition of knee joints and blocks them. Possessing the skill of conscious relaxation, a dancer can more quickly cope with the fear that arises, being aware of the body reactions and due to the ability to regulate them (to relax muscles, to engage joints)¹⁰.

Hence, breathing plays an important role in the process of creating and controlling movement. Therefore, breathing regulation is an important aspect in the formation of awareness. In the process of new movements mastering, it is necessary to be tuned to a calm state, a comfortable rhythm of breathing, which retains its three phases. This makes for effective work, and with the help of deep breathing it is

¹⁰ Gazarova, E.E. Body and Physicality: Psychological Analysis [Electronic resource] / Elena Eduardovna Gazarova // Telesnost.ru. – 30.04.2005. – Access mode: http://telesnost.ru/veblog/nashi_avtory/gazarova_elena_eduardovna.htm

possible to consciously relax the parts of the body that are overstrained. Such practice helps to retain awareness and the focus of attention in the body, helps to perform exercises effectively. Fast, rhythmic or, on the contrary, slow movements, movements that involve hovering (jumps, supports) also require correct breathing and assist in the development of managing a breathing rhythm skill [p. 46-48]¹¹. The attention paid to breathing leads to the fact that the awareness of the importance of its regulation arises in the process of training. There comes an understanding that breath-holding and tension are inseparably linked. Therefore, when releasing breathing, deepening it, the dancer helps the body to become freer and more conscious. In the psychological aspect, awareness, the identification and regulation of breathing patterns assist in raising the awareness, identification and regulation of one's own emotional states. This, in turn, contributes to effective vital activity and the support of physical and mental health.

Virpi Yuntti, a fairly well-known contemporary dance teacher from Finland, usually gives the following description of her classes: "I do not teach any particular technique, my class consists of many various techniques and dance skills, which I consider to be quite important, essential, plus the experience, received during my life.

I pay special attention to the "movement integrity", that is, to the advantage of the whole body movement, all joints and the spine. Trying to create the "integral movement", I cannot leave aside such issues as the origination of movement and the impulse that generates this movement.

The next issues of study will be: training the skill of integrating the movement into a single phrase and the correct use of breathing in this process, especially when strength and speed are needed.

I want to teach ergonomic, comfortable movement, but this does not mean that a technique or a composition is simplified.

The class begins with the warming up of all joints in the body, which facilitates the development of arms and legs coordination. Work on the

¹¹ Girshon, A. Kinesphere: The Movement Space [Electronic resource] / A. Girshon // Alexander Girshon website. – Access mode: <http://old.girshon.ru/www.dancetrio/Articles/sphere.htm> (in Russian).

floor is aimed at reducing the stress level and physical and mental tension.

The dance compositions, that I propose, study various ways of connecting and combining movements, change of dynamics, that is, strength and breathing.

I can promise the enhanced work of arms and legs, joints movements that are free and logical, the focus on balance, work with the floor (ability to use the benefits of working on the floor).”

Alexandra Konnikova and Albert Albert (“PO.VSTANZE”, Moscow city) are the teachers of contemporary dance and improvisation techniques, who influenced my development as a choreographer and contemporary dance teacher. They usually offered to work during their classes with the technical dance material, consisting of a fusion of release technique, flying low, as well as other body and dance techniques, apprehended and transformed in the process of their regular dance and choreographic practice. During the classes, a lot of time and attention was paid to the development of skills of contact with the floor, the establishment and coordination of links between the body center and the limbs, the development of dynamics through relaxation and the use of natural principles of movement: breathing, weight inertia, spiral movement, etc. The idea of the economically lean, but effective use of the bodily structure evolved along with a self-awareness during movement.

As we can see from the classes description, without breathing it is impossible to function with due quality at the level of physical training (technical). It is important already at early stages to master the habit of breathing while doing improvisation and technical choreographic exercises. If you breathe freely and connectedly, it is possible to understand how to make as little effort as possible, performing even fast movements, and to get the maximum efficiency almost without getting tired. Thus, with the help of breathing it is possible to dose out and control physical workout load¹².

¹² Lukyanova, E.A. Breathing in Choreography: Tutorial. – 4th ed., Sr. – SPb.: Publishing house «Lan’»; Publishing house «Planeta Muzyki», 2018. – 184 p. – (Books for institutions of higher education. Specialized literature) (in Russian)

It should be noted that during the first classes some students may feel dizzy, drowsy and be in a discomfort state due to the breathing restructuring, but these are logical and temporary phenomena.

Successful training of the breathing habit and mastering the connected breathing, the ability to dance, realizing that an inhale is followed by an exhale and not by breath-holding, and bringing this skill almost to automatism depend largely on the active, attentive and conscious attitude of students to the learning process and their understanding of the necessity for continuous personal development.

Thus, we can make the **conclusion** that the skill of «tension-relaxation» regulation of necessary muscle groups, when performing a particular movement, and mastering the connected breathing are important basic principles of contemporary dance and, at the same time, the components of high-quality physical training. The first technique is a transformation of purely muscle training into the training with conscious use of muscle relaxation and tension while performing exercises of various technical levels of complexity and dance combinations. The acquisition of this skill is facilitated with the awareness of the diversity of functions that the spine and muscles perform (the function of the spine is to oppose gravity; the muscles function is motion execution). It is also promoted with exercises, usually parter in nature, directed at practicing the «stress-relaxation» conscious regulation of the corresponding muscle groups during movement. Actually, along with this, there should be a process of connected breathing mastering by students. Consequently, the opportunity to dance, realizing that an inhale is necessarily followed by exhale, rather than breath-holding, and the efficiently working body allow students to successfully master technical dance material in future remaining in the resourceful state and without being traumatized. Understanding and being aware of one's own personal space, the space of dance, oneself in space and relationships with a partner are the following topics, which will require further consideration.

SUMMARY

Improvisation is considered as an important and integral component of the future choreographer training, which contributes to the

development of the future choreographer personality and his or her creative potential.

Key words: improvisation, composition, creative potential, future choreographer, contemporary dance, dancer's body, breathing.

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STIMULATION OF THE PROCESS OF FINDING CREATIVE SOLUTIONS OF SOCIAL REHABILITATION OF TEENAGERS IN THE CONDITIONS OF A MODERN UKRAINIAN FAMILY: ART THERAPRUTIC ASPECT

Khyzhna O. P., Slabko V. M.

INTRODUCTION

At the process of the integration to the European higher education area, the Bologna process required significant changes in the methodology of higher education on the basis of humanization, democratization, fundamentalization and new approaches to the education and training of the future teachers. The problem of choosing the essential ways of improving the Ukrainian educational system is actualized: on the one hand, how to preserve the best achievements of the national educational thought, on the other, how to follow the common European requirements for joint education area.

These problems require highly qualified trained specialists, who are not only capable to creative professional fulfillment and can to attract the younger generation to a deep knowledge in the studies of Nychkalo (2016), Khyzhna, Lendel-Sarkevich (2018), Jacyno (2007) and considers the following issues cultivation of social differences, lifestyle as a way of self-expression, the art of living, techniques of self-creation.

Truflarowa et al. (2015) introduce such local issues of contemporary family wick are considered by the authors as most impotant. There is an urgent need to reform the educational system in Ukraine according to the current trends of society to protect children from negative influence. Special attention in the implementation of this work requires such vulnerable children as homeless, neglected children, “street children”, social orphans.

All the time family was base of Ukraine society, its essential part, making influence on all aspects of social life. As integral part of society, family accomplishes important social, ethnocultural functions, which

connect it with all spheres of human life. Accordingly it is attraction of different sciences (sociology, demography, economy, psychology, pedagogics, medicine). Each of discipline appropriates approaches and aspects of family research. On speciality researches of family upbringing, forming family values, development family supersubstantiality as reflexion of society pedagogues and psychologists are concentrated.

Definition of term “family” explains Ukraine explanatory dictionary as “group of people which includes husband, wife, children and others relatives who live together”.¹In contemporary reference literature there is definition of family as union of people on base on marriage or cosinage who connected by general of living and whole responsibility.

As a social phenomenon Ukraine family went through many hardships. Archeological researches and written sources of Kyiv Rus age, in particular “Ruska Pravda” of Yaroslav the Wise shows existence of monogamic family (one husband has one wife) from territory from time of its settlement. Such type of family if the most typical today.

Sociologists devide monogamic family on “traditional” and “extended”. “Traditional” family consists of one couple (or one of parents) with unmarried children (or without them). This family can be different types: wedded couple, two-traditional family – parents and children, one-parented family (one parent and children). “Extended” family consists of several cognigated families; each of one is traditional or extended. Extended family can be partnted family (after parent’s death married brothers and sisiters live together). Another type of traditional and extended family is “family community”, which consists of one married couple with children and other relatives (wife’s or husband’s father, their sisters or brothes.) This type family has been existing for a long time.

Archeologists approve existing on Ukraine’s territory from Late Stone Age (35-40) different types of families: traditional, extended, communities. From time to time they have been transformimg: traditional families transferred to extend or communities or extended

¹ Великий глумачний словник сучасної української мови / укл. О. Єрошенко – Донецьк: ТОВ «Глорія Трейд», 2012. – 864 с. – С. 604.

family changed in one-parented family. Although it was typical for Ukrainians tendency to living separately. This explains by particular psychological features and individuality of national mentality: Ukrainian people consider liberty, private property, households on smallest part of ground the best of their value.

As M. Stelmahovich (1998)² considers, from ancient time cult of home-fire, cult of Race was typical for Ukrainian people. They had in their pantheon the gods Rid and Rozshanitsa that guarded family. Human without family and fireside was unhappy. Ancient legend said “without family there is no happiness on the Earth”. Cult of Race was replication of genetic code. Races honor demanded to behave properly, to be the best for others. Honor of ancestries was in value, family traditions, “rushniki” and personal things transferred from generation to generation; ancestry graves tended carefully. Factor of united and respected family was traditional holiday, when the all members of family gathered one table, spoke to each other and reconstructed family union.

During all time Ukrainian family was built on base of inwardness and belief, united with nature, as M. Stelmahovich (1985) considers getting space vivification (father – Moon, mother – Last Post, children – Stars). Family was united by different national-culture gaieties: Ukrainian family honor Ukrainian fables, folk-songs, native language. Child obtained national culture, language and moral standards. By the way of practical receive such basis as love and honor of parents, family, agreement, cognation, gravity to native home, culture and language it obtained natural necessity to form future family on basement of previous race.

But it is necessary to argue, that features Ukrainian family had in past time. Today recessionary state of Ukrainian society reflects on family. Today it is important to research conditions in differences in Ukrainian family, analyse their negative recessionary aspects that needs transformations:

– Generalization of sociological researches gives opportunity to distinguish such specialities of modern Ukrainian family.

² Stelmakhovich M. G. (1998), Novitni perspektyvy simejnogo vykhovannia // Ridna shkola, 1998. – № 7-8, C. 23-25.

– Transformation of parents and children values. Modern young people changed their minds about charity, now deceived. In value system of modern young family tendency to becoming wealth, upbringing pragmatic, rational, willed, successful children prevail. Kindness, skills to commiserate and help another people often are underestimated.

– Separation young from extended family. In modern times – its objective process, which determined by social-economical development of society. Young families tend to self-appraisal, don't take into consideration adult experience, don't develop family traditions, keeps everyday difficulties, professional problems. These all factors have negative effect on childrens upbringing process in family.

– Reduction processes in family. Decrease in birth is caused by rivalry increasing of job hunting, marriage processes, increasing of money spending on upbringing, bad household conditions and selfish tendention of parents “to live for themselves”. Reducing of one-children family causes detachment from children because they don't have an example of care and honor to other people.

– Reduction of positive effect of social environment to family development. Urbanization of society, pragmatism of life, lack of family communication; so moral example on base of state human policy transforms system of life priorities and family values.

– Misunderstanding by parents system of forming human relationships with children, their tendency to role or self position. As the result childrens' subtraction from parents, limitation of relations within household. Sometimes parents depreciate moral and psychological relations in family, mutual respect, care. Harmony of family upbringing depends of sencereness and honesty of love to children. Children cannot develop within advance feeling, they want to be loved now and such as individuals.

– Expansion of non-traditional marriage relations – unregistered marriage. Economical difficulties, problems in job hunting, uncertainty in future caused civil marriage. One of representatives such relations consider civil marriage as preparedness to family life, display of self – liberty, source of serving romantic relations. Other people consider that such type of family cause distrust, unstability. Such features of Ukraine family we consider as critical, which cause development of disfunction:

increasing of dynamic of divorces, decreasing of birthrate, birth children of unwed parents, increasing of family conflicts, frustration; decline of material and spiritual prosperity.

As O. Khyzhna and O.Kondratyeva (2016)³ considers, there is an urgent need to reform educational system according to the current trends of society to protect children from negative influence. Solution of this problem requires such vulnerable children as homeless, neglected children, “street children”, social orphans, 93,4% from them are temporary migrants.

According material of Justice Ministry (<https://usr.minjust.gov.ua/ua/freesearch>), previous year there were rare marriage and more divorces. In 2016 229,45 thousand of new families were registered, its 69,6 thousand less than in 2015. Number divorce on previous year became more than 1,2 thousand (35,46 thousand in 2018 according 34,2 thousand in 2017). Experts are assured, that such statistic is a result of unbalanced social-economical and moral orientatuions in Ukraine.

Researches presented by Ukrainian sociologists, demographics and psycologists allow appreciate contemporary state functioning of critical Ukraine family. Results of scientific researches provide emphasizing of tendentions of functioning Ukrainian family:

- More popular becoming incomplete, non-marital family;
- Most men and women consciously don't marriage, but for satisfaction connect with sexual partner but not for family building.
- Material and rational motives of family building dominate.
- Young marrieds have tendency to one child.
- Young marrieds have uneduquate demands to partner and family, which cause family rejection and actualization in professional activity.
- More marriage couple are not able to cooperate, finding ways of normalizing relations, they are not skilled in solve of problems. All there factors creates divorce as instrument of deciding family conflicts.

³ Khyzhna O, Kondratyeva O (2016) Preparation of social workers to work with teachers in the field of family support in the context of the present uncertain in Ukraine // Social Work in Uncertain Time. – Sbornik z conference XI I Hradecke dny socialni prace, Hradec Kralove 2 az 3 rijna 2015 / red Lucie Smutkova, Peter Patyj, Zuzana Truflarowa (Eds), Hradec Kralove: Gaudeamus:268-273

– Most young people oriented on encore wedding and extra-marital relations in case of unhappy alliance.

Supplied tendencies confirm positive aspects of old family model are not functioning, new norms are not prepared. Situation of breaking family, inability to adapt to life changes, increasing of personal isolation demands help and creating immediate actions from state government, deputies, scientists, pedagogists, people who consider family as social value.

Whereas social and people relations became severe and pragmatic family must be symbol of inward and economical revival of Ukrainian state. Revival of traditional, high status of Ukrainian family, its authority, which based on fidelity, sincere love to children and their upbringing, honor to parents and mutual understanding in family – formula to success of recovery and improvement of Ukrainian nation.

Basic vector of recovery Ukrainian family should be confirmation of system human value in kindness, wisdom, love, which provided by spiritual development. To inwardness (according researches of V. Andrushenko, I. Beh, I. Zazyun, S. Honcharenko, A. Maslow) referred people necessity in perception of world, meaning, goal of life, recognition specific value of family.

Psychological, pedagogical researches of phenomena of “inwardness” consider in context of substantial human characteristics, matter of being, moral measurement of well-being, necessity for self-improvement. Term “inwardness” as O. Rudnitska (2005)⁴ defines, expressed by treasure of eternal human world, development of emotional, intellectual features, engaging to cultural value.

Inwardness is base of human and society eternal world, family. In time of social crisis, problem of inward development becomes national important. History approves perish of all civilisations began from degradation of people inwardness. So, today is important to guide young family on inward values on base of kindness, respectability, honor, evil opposition for avoiding separate society, saving and development of Ukrainian family traditions as a part of society. Future of Ukraine depends

⁴ Rudnitska O. P.(2005) *Pedagogika: zagalna i mystecka* / O.P. Rudnitska – Ternopil: Navchalna knyga «Bogdan», 2005. – 360 c.

on inward ideals, culture demand; interestingly will be fulfilled life of each family. Inwardness is characterized by moral, ethic, esthetic problems and ideals, well-being of eternal world each family member and their interconnection, understanding and honor of each other, development of family traditions and honor of generation experience. Base of inwardness development is national and family traditions, which transfer to descent.

Traditions – elements which unite people, support generational integrity and relations. National traditions embrace all spheres of life, regulate family relations. Ukrainian family system, which historically developed during many ages, considers in family the main upbringing object is child, but subjects are parents, family, society. As a result typical pedagogical experience was formed, which then transferred in pedagogical wisdom, which was argued by M. Stelmshovich⁵, V. Suhomlinsky as “family pedagogy”. It saves knowledge and experience to creating and save family, family traditions (labour, moral, artistic). Family pedagogy effects on forming love to parents, grandparents, honor of ancestries.

Family pedagogy is a part of national, which reflected in folk (fables, legends and songs), games, art, fest rites, traditions of labour and family upbringing. Family pedagogy always characterized as kind, which designates moral family vectors and ethic ideals, so it is a base of forming inwardness of Ukraine family.

Family became the first base of inward children upbringing. Inward ideals, signs, values, which are assimilated in young age, effect on future personal life. Upbringing in atmosphere of kindness, moral sincerity child is forming as harmony developed person. Family traditions, which transferred to next generations form essential skills in young age.

Principle tradition in Ukrainian family was labour, where each member has to work, even child. He takes part of household duties. Separation of household duties, main problems cause forming of conscientious, mutual help and respect. Children which grow in family where labour is respected become successful and good professional in future.

⁵ Stelmakhovich M. G. (1985), *Narodna pedagogika*. – K.: Rad. shkola, 1985; Stelmakhovich M. G. (1998), *Novitni perspektyvy simejnogo vykhovannia // Ridna shkola*.

Great importance for child upbringing and development inwardness in family are esthetical traditions, which unite all family members to save comfort and create beauty and quietness at home and outdoors.

The problem of development and implementation of innovative forms and methods of social rehabilitation of children and youth, which include art therapy, faced the focus of many researchers. Noteworthy work of A. Glinska-Lahovich, L. Kunelska, B. Loza, M. Maukovska, E. Malakhovska, A. Mosiolek, A Panova, H. Poberezhna, N. Polyakova., A. Khmelnicka-Plaskota, O. Khyzhna, O. Kondratyeva, I. Pateyuk-Mazurek, S. Skeyfi, K. Shafranska, O. Voznesenska, and others.

Obviously, today is entirely appropriate to question the self-discipline – social pedagogy. Under the social pedagogy we understand industry pedagogy that studies the nature of social education to study peculiarities of the formation and development of personality in different mikrosotsiumah social environment. Professional orientation of future teachers' and social workers' innovativeness formed while studying at university.

1. Theoretical foundations

This time when the future teachers and social workers particularly sensitive to the complex problems of education, challenging teaching situations, consider sensitively to develop motivational value attitude to educational innovation. According to the analysis, many social workers practicing characterized by a low level of innovative behavior, commitment to innovation, which is largely the result of a traditional high school education.

New generation of educational innovations dictated by fundamental social and economic changes that have occurred in Ukrainian society with the transition from an industrial to a postindustrial, information society, and need “improve” the educational process, and its radical modernization. Despite the widespread use of innovation in terms of scientific and methodological work and research, analysis of implementing educational innovations indicates predominantly localized innovations in practice without proper conceptual understanding, theoretical and methodological support for the structural components of the training system.

The concept of “innovation” (Lat. Innovatio – Update, change – a term borrowed from linguistics) in teaching science seen as ideas, approaches, tools, processes, results as partial, dramatic, local or complex purposeful change. Review of “innovation” in the educational context we define as innovation in all variety of structural components of the educational process (purpose, objectives of education, content-structural organization, technological support, forms and principles of communicative interaction) in order to qualitatively new features of the process and outcome of education according to the personal needs of future professional and modern society’s demands. It is, in our opinion, to draw attention to the problem of tradition and innovation, to its multidimensional nature of social pedagogy, which is one of the main functions is the preservation of cultural traditions, which are based creative innovation.

The effectiveness of implementing innovations in the educational process depends largely on teachers. Teachers should realize the educational value of a qualitatively new type of teacher interaction, innovation on the functional-role level: changing technology monologic and dialogic learning polilohichnu technology teacher communication, collaboration with students in search and cognitive activities, replacing the role of “translator” of knowledge as a major source of educational information on activities – partner consultant (tutor), companion, colleague, facilitator (intellectual and psychological support) on the basis of mutual respect, cooperation, co-creation. The above functional role in the transformation of educational environment require adjustment technology teaching in dialogical context.

Chmielnicka-Plaskota (2014) considers: “unfortunately, most established educational tradition, teaching stereotype is performing the role of teacher reviewer opponent with fixing attention mainly on deficiencies that largely determines the appearance of the students insecurity in their abilities, slowing their professional development and self-development”⁶. One way to overcome this stereotype lies in

⁶ Chmielnicka-Plaskota A, Łoza B, Mosiolek A, Patejuk-Mazurek I.(2014). Arteterapia w praktyce klinicznej. Warszawa: Wydawnictwo Oddział Warszawski Polskiego Towarzystwa psychiatrycznego, towarzystwo “Amici di Tworci:11-18.

providing students with the “right to error” attitude to mistakes as cognitive problems and initiate finding ways to solve students.

2. Analysis and forecasting

Today we have in developing of a family radical changes, which scientists call revolution. Sociologists selected the contemporary stage of family developing, name it as the second revolution in a family life, which not only changed radically the family relations , place and the role in society but as a big part of the scientists think, factually deliberate about a family existence. There are such social circumstances which gives a definite result:

- first, the growing economic independence of women and their involvement in the active employment (women is the desire for greater autonomy of traditional patterns of the family relationships, to change the traditional functions of the family, equality with men in decision-making, controlling costs and property family, etc.)

- secondly, the creation of two centers of the life – a place of work and home (early professional activities and household existed in unity within a family);

- third, the evolution of views on a sexual culture (the sexual revolution of the weakening of social control, increasing anonymity of sexual behavior, secrecy extramarital affairs and activities of a wide network of media that proclaim free sex love was not the primary measure of the level of civilization of modern men and women, changes in general social attitudes towards sexual behavior with a tendency to mitigate traditional notions of permissible and impermissible in this area);

- fourth, the invention of the reliable contraceptives and methods of preventing pregnancy (for the first time in human history, by such means failed to separate sex from conception).

Analysis of the influence of these circumstances points to their typical for all modern civilized world. Thus, we can conclude versatility of the comparable effects of these circumstances on the modern family to identify trends of its further development. There are such tendencies:

- 1) increasing the number of divorces (absolute and relative);
- 2) increasing the number of single-parent households and children born

out of wedlock; 3) reducing the average length of the marriage; 4) the deposition time of marriage; 5) residence couples without marriage registration; 6) reduction of family size and birth of children, followed by an aging population as well as its depopulation; 7) an increase in the number of single people who are not married; 8) reduce the number of second marriages. It is clear that these tendencies are inherent to the development a family in Ukraine.

A family is the first and the main institute of a person's socialization. The process of assimilation and developing of the relation ways of a person to herself, others people, work, nature, the whole world and things take place in a family. Those values, which dominate in the family determine things which a child will assimilate as a first social experience.

In spite of the difference in family relations, there are the universal principles of the transfer and fixing of a human relation culture which is eternal part of the family education.

Moreover there isn't the single "the global" conception in a family education, because of the difference of family education in the different nations.

A family is a bearer of the human and national ideals. The base of a person's self-identification is kept in it. Practically it is not limited in the opportunities of the common ways of education: A family carries out an important functions of socialization:

- Provide physical, intellectual and emotion development of a person;
- Forming sexual, ethnic, social identification of a child.
- Provide feeling of a person's safety
- Forming a valuable person's orientations
- Provide an acquirement of a child the base social norms.

In present time the family institute in Ukraine not always gives reasons for optimism: the negative influence of such factors as poverty, social and legal exposure of many social categories, inhabitation and others problems, unemployment, degradation of an educational system, traditional values of the education. As a result – the highest level of divorces of the "civil marriage" and therefore permanent decline in fertility in the country.

In Ukraine for realization a state policy in this aspect the system of public institutions was formed, which carries out the powers in sphere of the child welfare and maternity:

- local State Administration (general management, identification and implementation of local programs) – Department of Social Protection, Department of Health, Department of Education, Services for the Minors, social centers for young)

- medical departments (medical and social rehabilitation of the minors, family planning centers, children's homes)

- departments of a care, education and training (juvenile shelters, schools and professional schools of social rehabilitation, the orphanages)

- social services for the young people (specialized social service, agencies of the social area, a group of the volunteers in social work);

- local authorities and institutions, which are not covered by local government organizations: law enforcement and correction agencies (criminal police Juvenile, educational and labor colonies, reception centers for the minors), the judiciary (courts, legal educators).

Glinska-Lahovich⁷ (2015) introduces evaluation of both analysis and introspection results of cognitive activity of students have not yet acquired educational versatility: use assessment as a tool for learning and training motivational and emotional sphere students the skills of professional reflection, the need for self-improvement. In this context, it is important to consider the following aspects.

- reflection of a social worker on a psycho-pedagogical experience. You must learn how to analyze and varying conditions, factors that accompany them, and the results of local and large-scale teaching situations from other (primarily psychological) positions. Flexible approach to social and educational experience, professional analysis and selective evaluative attitude to previously learned techniques in conjunction with the assimilation of new psychological knowledge provides efficient synthesis of psychological and pedagogical knowledge, a new level of professional competence;

⁷ Glinska-Lahovich A (2015) Arteterapia w nauce i praktyce. Teotia – rozwój – możliwości. wyd. Uniwersytetu Opolskiego:290.

– reflection menus to use the analysis of social and educational activities and its results, covering assessment professional level, forecasting professional success, self-organization and self-diagnosis, maintaining stable operational feedback (from students, colleagues, administration);

– formation of reference retrieval position of the teacher regarding any aspect of his and “alien” (borrowed) socio-educational experience. Formation of this position provides a sound approach to the evaluation of capabilities and features of specific ways teacher interaction, determine the conditions and limits their application;

– formation of a holistic approach to the analysis of the problem of social and educational situations. The peculiarity of such situations in the educational process is the presence of a large number of participants with their roles, ways of interaction and interests. Therefore, attempts to solve the problem situation, relying only on local signs may fail;

– Forming ability to solve tasks collectively with other participants (students, colleagues). This provides the possibility to compare their views with those of colleagues, parents, finding optimal solutions not only due to maintain its position, but also through the analysis of other proposals, share their generation.

The leitmotif of art therapy rehabilitation program was the image of the house which was taken by us not by chance. We are considering the idea of home as an intimate, personal space, the basis of human life. Tidying up our house we also carry out cleaning of our soul. Home is the environment that surrounds us, it is not only the walls of the house. Home is primarily close relatives and also favorite subjects and animals – that is, everything that surrounds a person, forms his internal world.

Music therapy is a part of art therapy as one of the types of non-medical therapy that deals with prevention and treatment of psychological disorders. Music therapy is an instrument of correcting emotional abnormalities, anxiety, motor and brain disorders, abnormalities in behavior.

In addition, music is a way of correcting functional, psychological or social variation. It is also a source of activating creativity. Padalka

(2008)⁸ identifies key aspects of music therapy: blocking the communication process with the social environment, preparation for use of psychotherapy and relaxation, support when relaxation associated with autogenic training, overcoming anxiety, adjustment fatigue, irritability, internal stresses caused by the stress state.

3. Selected aspects of music therapy in the light of Leonard B. Meyer's theory

The first concepts of theoretical approach to music therapy appeared in the fifties of the last century, however, if we look at these definitions we will notice that most of them do not meet the requirements of sufficiency and completeness. A slightly different approach is presented by researchers that treat the phenomenon of music therapy from the perspective of human sciences and medicine. Jan Wierszyłowski, author of fundamental works in the field of music psychology, discussing the psychological basis of perception of a musical work says: “music evokes a certain feeling, but the subjective state of the listener is of great importance in perception. The type of response to a musical work heard depends, on the one hand, on musical stimuli, on the other hand, on the listener's mental structure and extra-musical associations. In addition, on the perceptual type that he represents, current mental state and cultural habits”⁹. In another place of this work we read: “experimental data and music therapy practice show that music can change the activity of the nervous system, cause specific changes in the activities of the whole organism, can change muscle tone, accelerate metabolism, change the blood circulation rate, lower the sense sensitivity threshold senses, affect internal secretion, pulse strength and speed, modify breathing, etc.”¹⁰, “acting as a kind of medicine”¹¹.

Kinga Lewandowska believes that music therapy is: “one of the forms of psychotherapeutic and physiotherapeutic interaction that has a

⁸ Padalka G.M. (2008), *Pedagogika mystetstva (teoria i metodyka vykladanna mystetskih dystsyplin)*. – K.: Osvita Ukrainy.

⁹ Wierszyłowski J. (1979), *Psychologia muzyki*, PWN, Warszawa 1979, . p. 225

¹⁰ Wierszyłowski J. (1979), *Psychologia muzyki*, PWN, Warszawa 1979, p. 226

¹¹ Wierszyłowski J. (1979), *Psychologia muzyki*, PWN, Warszawa 1979, p. 79

healing effect not only the psyche but also the whole human body”¹². It can have a positive effect on the child’s psyche but also, as a physiotherapeutic method, regulates the activity of the nervous system, reduces the degree of muscle tone, lowers the threshold of sensitivity of the senses, modifies breathing (Lewandowska K., 1996, p. 43).

Kinga Lewandowska divides music therapy into receptive and active music therapy. The first one includes listening to music, analyzing feelings and sharing them with the group, the second one – active play of music, instrumental, movement and vocal improvisations. Classes can be conducted individually or in a group of several people, depending on the diagnosis, symptoms and purpose of therapy.

There are attempts of sociological approaches in the literature on the subject – Gertruda Orff says: “music therapy is a multisensory therapy and musical means such as phonetic-rhythmic speech, free and orderly rhythm, movement, melody of speech and singing and hand-held instruments are used to suit all the senses. In spontaneous and creative cooperation, a child can and should freely formulate his way of expressing himself and use this in social relations”¹³. This approach brings us closer to the subject of speech therapy, which is after all a science of communication, as well as to sociolinguistic theories. The use of phonetic and rhythmic properties of speech as well as its melody (voice intonation, running a phrase in sentences) as elements of music therapy serves the development of communication skills and, consequently, socialization.

Meyer combined several areas in his work, for he was both an educated and creative composer, philosopher and cultural scholar as well as a theorizing musicologist. Probably just such a combination of interests and synergy of theory with practice enabled him to examine and formulate several cardinal principles of the essence and nature of musical experience. The key to a new look at the problem in this case turned out to be the communication aspect of music, usually overlooked in the first, classic period of formulating theories explaining the mechanisms of

¹² Lewandowska K. (1996), *Muzykoterapia dziecięca*, Studio „Norma”, Gdańsk 1996. P. 41

¹³ Klöppel R., Villex S.(1995), *Rytmika w wychowaniu i terapii*, przeł. A. Florek, PNO Studio Grafiki Komputerowej, Warszawa 1995, s. 45.

music therapy. It is worth remembering that while the majority of researchers dealing with the subject of music impact on the recipient unanimously accept the possibility of transmitting various meanings through music in the process of perception and reception, but there is no unanimity at the stage of preliminary refinements. Some researchers claim that musical meanings are enclosed within the musical work itself (absolutists) while others (referentialists) are of the opinion that these meanings arise rather in the relationship between the musical work and the “non-musical” world and thus the world of concepts (including language concepts), activities or emotional states of the recipient. There are also researchers who believe that internal and contextual meanings are not mutually exclusive and can harmoniously complement each other. This dispute leads to one conclusion: the theory and practice of different cultures, over the course of historical eras confirms the possibility of “communicating” referential meanings, resulting from the relationship between the musical work and the recipient and cultural contexts in the broad sense of the term, through music. One of the proofs of this relationship are various “musical cosmologies,” e.g. Hindu or Arabic ones, in the codified systems of which: tempo, pitch of the sound, rhythms, distribution of accentuation, timbre, nature of the instrumentation, as well as melorhythmic sequences defined and respected by performers refer to specific concepts, feelings, moral and religious values. Similarly, although in a slightly different way, this happened in the musical “cosmologies” of Western countries, where the system of symbolic meanings refers to emotions, character traits or phenomena occurring in nature. In both cases we notice a certain type of cultural code, of a conventional nature, which attributes non-musical meanings to specific elements contained within a musical work on the basis accepted in a given cultural circle.

Meyer argues that there is a definition of musicality that does not refer to abilities commonly used as musicality parameters (such as: musical hearing, sense of rhythm, musical sensitivity), which emphasizes mainly the ability to understand musical form. The recipient expects the expected solutions and elements of meanings accepted in the given “system”. If one could find a way to relate this expectation existing in the mental sphere to measurable and objective parameters such as the

physiological responses of the body, one could examine the impact of these meanings on the emotional sphere of the listener on the basis of psychological theory of emotions. However, if we assume that these processes can be interpreted in the light of contemporary dominant communication theories, which emphasize reactivity, perhaps we could find the key to a specific interpretation of the therapeutic possibilities of music.

Music therapy techniques are divided into those that focused on emotional activation, training, relaxing, communicative, creative methods in the form of instrumental, vocal, physical improvisation and musical sensitivity training to develop the ability to see life in music discovery.

Music therapy is used both individually and in group sessions. Often it connects with other methods in the treatment. It is known that this type of therapy was used in ancient Greece, India, China as well as in Europe during the Middle Ages.

Music therapy requires the therapist enough depth knowledge of a psychology, medicine, and high-level musical training: possession playing musical instruments, singing skills and capability of musical improvisation. He must be able to organize and support the creative activity of the participants in the groups.

Only with the active participation of each student in these forms of work future specialist will emerge not only as a professional but also as a highly spiritual, fully developed personality. If society really interested to get educated generation of young people we should find an opportunity to strengthen the artistic component of the educational process in the Universities.

Thus, the willingness of future social workers and social workers to the introduction of innovative technologies implies that students' motivational value attitude to professional, possessing effective ways and means of achieving social and educational problems, the capacity for creativity and reflection, which in turn contributes to the successful productive activity. Further studies need scientific and teaching support credit-modular system of educational process in educational institutions; market research services and educational work to predict areas of socio-educational activities of future specialists.

Theoretical analysis of scientific sources and the theoretical and methodological research allowed us to reveal the characteristics of art therapy as a method of rehabilitation. Art Therapy work, enabling the expression of thoughts, feelings, emotions, needs, states, like any art, gives a high positive mood and creates a proactive stance, self-confidence, provides the need for self-actualization.

Analyzing content, features and possibilities of using art therapy techniques in working with teenagers, we determined effectiveness of their use in rehabilitation.

The main purpose of applying art therapy techniques is to help the child in a knowledging himself, creating a safe space of his inner world and free adequate expression of his own feelings out.

The use of art therapy techniques allows the child to achieve a state of psychological comfort: no matter what he is doing: creating a collage or invent stories. Art Therapy work gives a person an opportunity to express thoughts, feelings, emotions and needs, ensuring a high positive mood and creates a proactive stance, self-confidence, satisfying the need for self-actualization.

Art Therapy work with teenagers is a process that requires careful social pedagogic and sensitific approach to the child. Art therapist perceives teenager and certainly does not require any changes from a child gives him sense of security and trust, deeply believes in the ability of teenagers to act responsibly, respecting its autonomy in dealing with personal problems, appreciates the gradual rehabilitation process and not trying to speed it up.

Tasks of the art therapy program “House that I have built”, we have identified as follows:

- to stimulate the creative potential of teenager as a permanent resource person;
- promote skills for understanding and adequate expression of his emotions and feelings;
- create conditions for self-expression and effective interaction of teenagers improve their communication skills and gain experience of social interaction and cooperation;
- develop a sense of team spirit, friendly relationship, compassion, empathy;

— empathy and mutual trust.

To achieve the tasks we have developed and implemented a program that is a model of short-term, group art therapy session. Thus the emphasis shifted from medical and correctional goals for prevention, social, therapeutic, educational diagnostic.

The program included 10 sessions duration 60 minutes. Meetings frequency – 3 times a week. The basic technique that we used include: drawing therapy, collage, fairy-tale therapy, drama, music therapy, elements of dance therapy, sand therapy, modeling.

We propose the following structure of the art therapy sessions with teenagers:

The first stage – setting – “setting on creativity”. The task of this phase – training participants to spontaneous rhythmic activity and intragroup communication. It is possible to use games, dance exercises, simple visual techniques. Performing simple exercises provides reduced control of the minds relaxation.

The second stage – Update visual, auditory, kinesthetic sensations. At this point you can use the picture in combination with elements of music and dance therapy. Music as a therapeutic agent, according to many domestic and foreign scholars (S. Korsakiv, V. Behterev, K. Shvabi etc.) Affects a person’s mood, improves his health, his will to stimulate healing. It is better to choose melodic songs without lyrics. You can combine art therapy and dance movement therapy.

The third stage – individual expressive activities. This phase includes individual creativity to explore their problems and experiences. It is believed that all kinds of unconscious processes, including fears, dreams, inner conflicts, early childhood memories are reflected in art production in spontaneous creativity. Moreover, visual arts classes, according to British art therapist S.Skeyfi, encourage the disclosure of internal forces of a person. Thus, non-verbal language tells people about their problems and feelings, helps to learn how to understand and analyze their emotions.

Participants usually differ in the degree of readiness of expression, contact with the art therapist to open his feelings. Some children and adults are trying to create realistic, beautiful pictures, so it is necessary to explain before the lesson that their work will not be assessed.

We believe that plastic materials (clay, clay, dough) is most suitable for the expression of strong emotions and aggressive feelings and fears. Using a collage technique often helps to overcome uncertainty, situational anxiety associated with lack of artistic talent. Collective work on creating a collage helps clarify relationships in the group.

Fourth stage – intensification of verbal and nonverbal communication. The main task of this phase is to create conditions for intragroup communication. Each participant is invited to show their work and talk about it. The degree of openness of a person depends on the level of confidence in the group, to the art therapist, the personality characteristics of the child. If a teenager for some reason refuses statements should not insist.

Fifth stage – Teamwork in small groups. Participants come up with the plot and make a little performance. Translating traumatic experiences in comic form leads to catharsis, release from unpleasant feelings and emotions.

Sixth stage – reflective analiz. Final stage involves reflexive analysis in a safe environment. There must be present elements of spontaneous “mutual therapy” as a positive programming support. The atmosphere of emotional warmth, empathy, caring allows each participant of art therapy session endure the situation for success in any business. Teens gain a positive experience. In conclusion, it must be emphasized successes.

CONCLUSIONS AND RECOMMENDATIONS

Thus, considering the above, we can assume that art therapy has certain advantages over other methods of rehabilitation, namely:

- group art therapy gives teens the opportunity to know to what extent trust others their thoughts and feelings, and therefore ensures them psychological security,
- group art therapy gives teens a greater sense of their autonomy and thus satisfying one of the most important needs of a young person in maintaining independence and personal space,
- group art therapy provides teenagers the opportunity of mutual support and social self-determination.

The implementation of the above-mentioned conditions provides consistency in training to social and educational activities in the period of study at the university and at the stage of post-graduate education and

in the methodical professional and pedagogical skills. It should identify the following promising areas of interaction of social work and social pedagogy in Ukraine:

- Create a separate body for the preparation of students for social and educational activities, whose purpose – to develop national education standards, licensing institutes and departments of social work, etc.;
- Enhancing the practical component of training for social workers;
- Attention to forming the professional ethics and personal development;
- Organization of cooperation with social services in the preparation of specialists in social work.

The willingness of future social workers to the introduction of innovative technologies implies that students' motivational value attitude to professional, possessing effective ways and means of achieving social and educational problems, the capacity for creativity and reflection, which in turn contributes to the successful productive activity.

Prepared for social and educational activities specialist has such a significant professional and personal qualities and characteristics:

- Awareness of the meaning, significance and purpose of social and educational activities in the context of the educational problems of art education in a multicultural society;
- Sensible, mature teaching position;
- Cultural tolerance;
- Ability to formulate new educational task of the subject, and achieve optimal rethink them during training;
- The ability to build a coherent educational program that takes into account the individual attention to students, educational standards, the new educational guidelines;
- Correlation of the reality with the requirements of individually oriented education, corrections of education process according to the criteria of innovation;
- Ability to see each individual abilities and teach according to their features;
- Ability to organize training and education to ensure that students creating their results and using innovative social and educational technology to stimulate their development;

- Knowledge of technology, forms and methods of social and educational activities that provide skills based on personal experience and motivation of students to be co-creator of the purpose of their activities, to be competent tutor, consultant and assistant in correlation with outcome goals, using available student reflection and self-evaluation forms;

- Ability to see and encourage discoveries and cultural expressions of pupils;

- Ability to analyze changes in the educational activities, the development of personal qualities of pupils;

- Ability for personal development, reflexive activity, awareness of significance, urgency of their own research and discovery.

The prospects for the study of the above mentioned problem is to determine the patterns of deployment of arts education of future social workers, because the realization of education for credit-modular system requires significant new scientific and methodological and didactic approaches to planning and organization of the educational process, the methods of teaching and learning process, strengthen the role of independent work of students and changes in methods of teaching art disciplines. In a credit-modular system of education, the role of artistic training of future social worker who has to design artistic and pedagogical university environment using modern art therapy technology become higher and higher.

Thus, the key competence of teachers and social workers should include, along with the knowledge, skills and personal experience of the system of cognitive and practical skills, system relation to the content of future professional activity, emotional values, ethical and aesthetic components of the personal understanding and adequate level of professional motivation. Professionally- oriented competence under these conditions works as those that meet state standards.

Inwardness of Ukrainian family, best traditions of family upbringing must provide successful of future generation, for Ukraine – independence, economical and political stability and high international authority. Ukrainian family must be base and symbol inward and economical reconstruction, goal of human activity of Ukrainian state.

A social work with young people as an important component of the national youth policy should be carried out taking into account the

capacity of the state and its economic, social, historical, cultural development and international experience in this field.

Further development of the scientific understanding of the problem of the formation of the future social workers to work with based children, requires consideration of the issues such as professional self and professional fulfillment of the future professionals by ensuring the quality of their education in a multicultural society.

The prospects for the study of the above mentioned problem is to determine the patterns of deployment of arts education of future teachers and social workers, because the realization of education for credit-modular system requires significant new scientific and methodological and didactic approaches to planning and organization of the educational process, the methods of teaching and learning process, strengthen the role of independent work of students and changes in methods of teaching art disciplines.

SUMMARY

This article discusses the problem of using art therapy in the process of stimulating the creation of creative solutions for the social rehabilitation of teenagers in a modern Ukrainian family. During the formation of new requirements for higher education in Ukraine, where the main condition is the formation of a modern generation capable of learning throughout life, finding and developing the values of civil society, able to consolidate the Ukrainian nation, integrate the Ukraine into the European Union as a compatible and well-developed country. Professional and pedagogical study of future teachers is a complex, dynamic and stable process that requires taking into account the needs of modern schools in professional teachers, capable of solving theoretical and practical problems in the learning process. The importance of modern professional training of future teachers and specialists in the social sphere and the search for rational methods for their professional training are disclosed.

Article deals with features of contemporary functioning and tendencies of Ukrainian family development. Traditions of Ukrainian family in historical context are defined. Family as social phenomena is considered. Different types and varieties of Ukrainian family to their

transformations are researched. Contemporary state of Ukrainian society has negative effect on family development according divorce and new family statistical information. Presented perspectives of national revival to determination of inwardness of Ukrainian family, necessity of the young people to self-development, independence, maintenance of best traditions of family upbringing.

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MEDIATION IN THE SYSTEM OF SOCIAL SERVICES PROVISION IN UKRAINE

Karpinska N. V., Sushyk N. S.

INTRODUCTION

Intensification of globalization and integration processes, reform of all public life spheres, implementation of European Union standards involves basic social principles revision, the main of which are the rule of law, democratic transformation, improving the quality of life and humanism. However, as the diversity of political and legal, social, psychological and pedagogical views, moral and ethical standards of each person, which is a structural element of society, it is in fact and practically impossible to avoid conflicts. Conflicts (disputes) are in fact one of the oldest phenomena of the individual and society. The history of human civilization is a reflection of various conflicts, ways of their solving and outcomes, consequences, as components of each epoch. The problem of conflict relations in society has always been relevant at different stages of social development¹.

Modern legal systems are made to provide a wide range of dispute resolutions, so the parties can choose among them the most acceptable and effective resolving regime, taking into consideration the specifics, circumstances and desired outcomes. At the same time, the consequences of lockdown restrictions measures due to the coronavirus pandemic (COVID-19) that influenced and affected various spheres of public life did not escape the judicial system of the world and Ukraine, in particular. As a result, the national judicial system has become even more congested, trial length has increased and the efficiency of court proceedings has decreased².

Mediation is one of the most common and popular alternative forms of conflict (dispute) resolution in modern democracies. Mediation has

¹ Олена Кірдан Поняття «медиация» та підходи до його трактування у сучасному науковому дискурсі. *Педагогічний часопис Волині*. №2 (13). 2019. С. 12-19. URL: https://evnuir.vnu.edu.ua/bitstream/123456789/16372/1/r_1-12-20.pdf.

² Юна Потьомкіна Сінгапурська Конвенція: 7 місяців потому. *Юридична газета*. 14 травня 2020 р. URL: https://www.asterslaw.com/ua/press_center/publications/the_singapore_convention_7_months_later/.

been especially widespread and developed in Western Europe, the United States of America, Australia, and, more recently, in the countries of the former Soviet Union. Evidence of this is the legislative regulation of the mediation procedure in the Republic of Belarus, the Republics of Moldova and Kazakhstan, etc.

Mediation has existed in Ukraine for more than 20 years, but to date it has not become widespread and has not become a part to the dispute settlement culture. Over the past five years, the situation has significantly improved, as the state has recognized the need to develop this area in the context of implementing its commitments to ensure access to justice, increase investment attractiveness of Ukraine and facilitate the removal of social tensions in society.

The practical experience of applying the mediation procedure in our country confirms the high efficiency of this institution in the process of resolving conflicts (disputes). Thus, according to the Ministry of Justice of Ukraine, experiments have been actively conducted in courts since 2003 (in particular, in Kyiv, Kharkiv, Ivano-Frankivsk, etc.). There are a number of Regional Groups of Mediation on the territory of Ukraine united in the National Association of Mediators of Ukraine and the Ukrainian Center for Common Ground, which is actively involved in the implementation of reconciliation programs for victims and offenders and educational activities in this area. Also, there is a practice of applying restorative procedures. Practice is insignificant in scope, but shows that mediation in litigation has many advantages over the general judicial procedure for solving legal disputes. Regarding legal regulation, since 2010 more than ten draft laws on mediation had been registered in the Verkhovna Rada of Ukraine, but none of them was been adopted. At the same time, the last few years have seen a pattern – every time a bill on mediation is introduced in the Verkhovna Rada of Ukraine, such issues as mediation, pre-trial settlement of disputes gain wide resonance. But after the «failure» of the law once again, interest in mediation itself as well as in the need to legislate this process fades very quickly³.

The introduction of the institute of mediation as an alternative way of solving disputes is the subject of research by domestic and foreign experts – T. Bilyk, R. Gavrylyuk, I. Horodys'ky, N. Krestovs'ka,

³ Духневич А., Карпінська Н. Процедура медіації (примирення) у кримінальному провадженні щодо неповнолітнього: міжнародний аспект. *Історико-правовий часопис*. Луцьк: Східноєвроп. нац. ун-т ім. Лесі Українки, 2020. № 1 (15). С. 79-85

N. Mazaraki, V. Motyl, N. Nestor, V. Rodchenko, L. Romanadze, D. Sibiliova, A. Sergeeva, S. Sergeeva, Bert Maan, Remko van Ri and others. At the same time, the questions of the legal regulation expediency of mediation in national legislation are in need to be answered and resolved. What are the existing draft laws, what are the prospects?

Also, taking into consideration the fact that on the one hand – the State Standard of Mediation as Social Service (mediation)⁴ regulates the provision of mediation as a social service, and on the other hand – modern law enforcement practice indicates the need for significant refinement of this standard, the analysis of the legislative regulation of mediation as a social service is relevant, which, we assume, will identify existing gaps and single out ways to address them.

1. Legal regulation of the institute of mediation in Ukraine

The word «mediation» comes from the Latin «mediatio» – intermediary, analogues are the words «mediation» (English), «médiation» (French), from the Greek «medos» – neutral, independent of the party⁵.

D. Sibiliyov notes that «mediation is a process in which a neutral third party – a mediator – helps to resolve the conflict, contributing to a voluntary agreement between the conflicting parties. The mediator facilitates the process of communication between the parties, understanding the positions and interests, focuses the parties on their interests and seeks an effective solution to the problem, giving the parties the opportunity to reach a constructive agreement»⁶. The author determines the list of cases in which mediation is necessary, in particular, when it is necessary to make a decision as an outcome of negotiations and document it; when there are agreements between the parties that they cannot disclose to third parties (especially in court) and want to maintain confidentiality; in the case when irritation and emotions interfere with the effective communication of the parties; provided timeframe limitations and

⁴ Державний стандарт соціальної послуги посередництва (медіації): Наказ Міністерства соціальної політики України від 17.08.2016. URL: <https://zakon.rada.gov.ua/laws/show/z1243-16#Text>.

⁵ Олена Кірдан Поняття «медіація» та підходи до його трактування у сучасному науковому дискурсі. *Педагогічний часопис Волині*. № 2 (13). 2019. С. 12-19. URL: https://evnuir.vnu.edu.ua/bitstream/123456789/16372/1/r_1-12-20.pdf.

⁶ Сібільов Д. М. Медіація як система позасудових процедур. *Проблеми цивільного права та процесу: Матер. наук.-практ. конф. (22 травн. 2010 р.)*. X. : Нац. ун-т внутр. справ, 2010. С. 299-302.

the need to save money; desire to remain in partnership or friendly relations in the future. Thus, mediation in the jurisdictional process is the last opportunity for the parties to return to constructive negotiations, to agree on contentious issues in order to ensure further cooperation in the future and to avoid undesirable consequences for both parties⁷.

In the draft law «On Mediation» № 3504, paragraph 4 of Art. 1 enshrines the definition of mediation as a «voluntary, extrajudicial, confidential, structured procedure, during which the parties with the help of a mediator (mediators) try to resolve the conflict (dispute) through negotiations»⁸.

A detailed definition of mediation is given in the Gap-analysis of the introduction of the institute of mediation in Ukraine conducted by experts in 2020: mediation is an active structured process in the form of dialogue, in which an independent third party (mediator) helps the parties to the dispute to solve the conflict using targeted and specialized communication and negotiation methods; the parties are invited to participate actively in a process that focuses on the needs, rights and interests of the parties⁹.

This document provides another, broader definition of mediation: mediation is a voluntary and confidential form of an alternative way of resolving disputes which is based on agreements between two or more parties aimed at solving disputes between two or more parties with concrete outcomes. A third party, an independent and impartial mediator assists the parties in negotiating as for solving the dispute. The role of the mediator is to help the parties find their own solution. By holding joint meetings and separate meetings (caucuses) with the parties, the mediator helps both parties to clearly identify issues for discussion, understand the position of each party and get closer to resolving the dispute¹⁰.

Leading experts in the field of mediation (L. Romanadze, T. Bilyk, R. Gavrylyuk, I. Horodys'ky) highlight the main prerequisites for mediation: the desire of the parties for a peaceful settlement of the

⁷ Там само.

⁸ Проект Закону Про медіацію № 3504 від 19.05.2020. URL: http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=68877.

⁹ Берг Маан Ремко ван Пі, Аліна Сергеева, Світлана Сергеева, Луїза Романадзе, Володимир Родченко. Гар-Аналіз впровадження інституту медіації в Україні. URL: <https://www.pravojustice.eu/storage/app/uploads/public/5f5/f7d/2a9/5f5f7d2a9b5cb356474501.pdf>.

¹⁰ Там само.

conflict (dispute) and the voluntary participation of them in the mediation procedure¹¹.

Mediation differs from other alternative ways of solving conflicts by its characteristic features (specifics), the most important are: mediation is a special type of negotiation, a process that has a certain structure; the participation of a mediator is mandatory; the mediator cannot represent either party; the mediator should not investigate the evidence and establish the facts; the mediator cannot force or direct the parties to make a decision that he or she believes is correct or optimal; the mediator does not make a binding decision for the parties; a characteristic feature is the active role of the parties themselves in negotiations on the independent search for possible solutions. In the process of mediation, the realization that solutions cannot be imposed by a mediator significantly reduces the tension of all parties and reduces the probability that either party to the conflict will only defend its position¹².

According to experts, the main advantages of mediation over the judicial method of disputes solutions are:

- time saving (mediation can last from several hours to several weeks (or in some complex cases, perhaps several months), while litigation can last from several years); cost savings (mediation costs are much lower than going to court, paying court fees, paying for lawyers). Mediation services are usually paid for by both parties to the conflict, while in litigation each party pays for the services of a lawyer separately, and court costs are shared between the parties in accordance with current Ukrainian legislation;

- informality. Mediation is a procedure that allows the parties to be more involved than in litigation, which contains a wide range of rules and procedures. The parties agree on the date and duration of each meeting (session), which gives them confidence in the further quality of this procedure. Topics discussed in mediation are also chosen by the parties to the conflict, not imposed by the court;

- flexibility and control. During mediation, the parties to the conflict, in contrast to the trial, control the entire course of negotiations. This means that they have more voting rights in the negotiations and stronger control over the outcomes. Flexibility in mediation also means that

¹¹ Медіація у професійній діяльності юриста : підручник / авт. кол.: Т. Білик, Р. Гаврилюк, І. Городиський [та ін.] ; за ред. Н. Крестовської, Л. Романадзе. Одеса : Екологія, 2019. С.101-103.

¹² Там само.

negotiations move as it will be convenient and comfortable for all parties;

- confidentiality. Mediation is a confidential procedure that guarantees non-disclosure and ensures the preservation of reputation. Confidentiality is one of the guiding principles of mediation. Unlike open litigation, mediation gives participants the opportunity not to disclose information outside of it;

- sustainability of the decision. Mediation allows you to find solutions that satisfy both parties to the conflict, which is almost impossible to obtain in court, guided by the rule of law. All agreements reached in mediation are realistic to implement, as both parties have mutually agreed and reached a joint decision to resolve the conflict.

The mediation procedure is based on a system of certain principles that take into consideration the experience of mediation in different countries, the mentality of the population and the legal traditions of a particular country. The principles of the mediation procedure were being crystallized in the process of practice, were being formulated in the documents of the mediation communities, and then enshrined in regulations¹³.

According to Art. 3 of the draft Law of Ukraine «On Mediation» № 3504 mediation is conducted by mutual consent of the parties to mediation, taking into account the principles of mediator's voluntariness, confidentiality, independence and neutrality, impartiality of the mediator, self-determination and equality of rights of mediation parties. This list of principles is not exhaustive¹⁴.

Analysis of the mediation community's scientific and practical achievements shows a conditional division according to the functional purpose of the mediation principles into organizational and procedural. Organizational principles characterize the features of mediation and the status of its participants. The procedural principles characterize the procedure for mediation¹⁵.

The principle of parties' to mediation self-determination and equality of their rights is enshrined in Art. 8 of the draft Law of Ukraine «On

¹³ Мазаракі Н. А. Теоретико-правові засади запровадження медіації в Україні: дис. ... докт. юрид. наук: 12.00.01. Київ, 2019. С. 205.

¹⁴ Проект Закону Про медіацію № 3504 від 19.05.2020. URL: http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=68877.

¹⁵ Огрєнчук Г. О. Правове регулювання застосування медіації при вирішенні цивільно-правових спорів: дис. ... канд. юрид. наук: 12.00.03. Київ, 2016. С. 98.

Mediation». The principle is – the parties to the mediation independently determine the range of issues under discussion, options for solving the conflict (dispute) between them, the content of the agreement based on the outcomes of mediation, terms and methods of its implementation, other issues of conflict (dispute) and mediation procedures taking into consideration the mediator's and other participants' in mediation recommendations. Final decisions are made exclusively by the parties to the mediation¹⁶.

The mediator acts as an intermediary, who organizes the mediation procedure, monitors the process itself, the parties' compliance with the rules and has the tools and relevant competencies, helps the parties to understand and realize each other's interests and needs. At the same time, the mediator does not make decisions for the parties, does not provide any advice to the parties on possible options for understanding and does not incline to make the optimal (in his opinion) decision. Thus, the options for solving the dispute, the parties generate themselves, and are responsible for their implementation¹⁷.

The principle of voluntariness is the parties have the right of personal expression of their will to conduct the mediation procedure and the freedom to terminate it at any stage of the mediation procedure. The essence of this principle also includes the power of the parties to make any decision to solve the conflict only by mutual consent¹⁸. The principle of voluntariness also applies to the mediator. Thus, if the mediator is aware of the impossibility of further constructive work in the mediation procedure, the lack of real desire of the parties to resolve the dispute, as well as for any other reasons that may interfere with mediation, he has the right to terminate negotiations and withdraw from them.

The principle of equality of rights of the parties to mediation is the existence of equal in content and scope of each party subjective rights. There may be no privileges or restrictions on the grounds of race, color, political, religious or other beliefs, sex, ethnic or social origin, property status, place of residence, language or other characteristics. The parties

¹⁶ Проект Закону Про медіацію № 3504 від 19.05.2020. URL: http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=68877

¹⁷ Можайкіна О. С. Поняття та зміст основних принципів медіації в цивільно-правових відносинах. Актуальні проблеми вітчизняної юриспруденції. 2017. № 5. С.56

¹⁸ Йосипенко С. Т. Принципи медіації у приватно-правових відносинах. Науковий вісник Ужгородського національного університету. Серія «Право». 2015. № 35. С. 132.

have the same rights to express their opinions, comments, set the agenda and assess the acceptability of proposals and terms of conciliation¹⁹.

The principle of confidentiality is that information on the preparation and conduct of mediation is confidential, unless the parties to the mediation agree otherwise. The mediator, the parties and other participants in the mediation have no right to disclose information about the mediation without the consent of the parties²⁰. Confidentiality may relate to both the procedure itself and the content of what was said during the procedure by the parties and the mediator. The limits of confidentiality are pre-determined by all participants in mediation – the mediator together with the parties and other participants (experts, lawyers, representatives, assistants, relatives, etc.). The principle of confidentiality means that the participants in the process undertake not to use the information from the mediation process against each other and for other purposes.

Very often, during individual meetings with the parties separately (so-called caucuses) each party informs the mediator information that does not want to disclose to the other party. Given this, the mediator should also clarify the limits of such information confidentiality. It is worth noting the information obtained during individual meetings can directly affect the development of a mutually acceptable solution to the conflict.

The principle of neutrality and impartiality is the need for the mediator to adhere neutrality and impartiality in relation to the participants in the process, not to give preference to either party, to ensure balance. It is considered that the criterion of the mediator's neutrality is not only mediator's inner feelings, but the parties' to the conflict perception of his impartiality.

The principle of independence is separated from the principle of neutrality and means that mediator is independent of parties and other participants in the process. The principle of independence is independent not only from external but also internal factors that may affect the mediation procedure.

The principle of awareness. This principle is the parties should be informed of their legal and other positions that may significantly affect the future decision. Awareness is a certain guarantee that the mediation

¹⁹ Там само.

²⁰ Там само.

procedure will take place without hiding and omitting certain information and facts. This principle provides for the right of the parties to consult in advance with experts in various fields in order to obtain the necessary information that may be relevant to them.

The structure and flexibility principle in mediation. The structuring in the mediation procedure implies that the mediator must build negotiations in a clear sequence moving from one stage (phase, level) to another. Domestic and foreign practice shows that there are certain stages (phases, levels) of mediation. Mediator training involves the formation of procedural competence. Due to the structuring of mediation process it is possible to achieve the desired positive result in the settlement of the conflict. In contrast to the judicial process mediation involves an arbitrary and trusting nature of the process. Flexibility helps the parties to be ready for mutual listening and understanding as well as in accepting and understanding the interests and needs of the other party.

The principle of the result openness is that the parties make decisions that are real for both parties to the conflict in terms of time and space. The ways of resolving the conflict should be clear definable and acceptable to the parties to the dispute who can determine them independently. In addition the main task of mediation is to solve the conflict taking into account the interests and needs of all parties. Therefore it can be stated that the decision openness should also involve the fact that it takes into account those points that are important for the parties to the conflict²¹.

In the light of Ukraine-the EU Association Agreement it is important that the European Community recognizes the effectiveness of the mediation procedure and recommends its implementation as the main method of alternative dispute resolution at the pre-trial stage and during court proceedings reflected in Association Agreement between Ukraine, the European Union and the European Atomic Energy Community and their Member States²².

²¹ Медіація у професійній діяльності юриста : підручник / авт. кол. : Т. Білик, Р. Гаврилюк, І. Городиський [та ін.] ; за ред. Н. Крестовської, Л. Романадзе. Одеса : Екологія, 2019. С. 117.

²² Угода про Асоціацію України з Європейським Союзом та Європейським співтовариством з атомної енергії і їхніми державами-членами від 27.06.2014 ратифікована із заявою Законом № 1678-VII від 16.09.2014. URL: https://zakon.rada.gov.ua/laws/card/984_011.

The Article 1 of the Agreement states that Ukraine and the EU should strengthen cooperation in the field of justice, freedom and security in order to ensure the rule of law and respect for human rights and fundamental freedoms. The countries of the European Union have agreed that ensuring the rule of law and better access to justice should include access to both judicial and extrajudicial methods of dispute resolution.

The European Council called on the Member States to introduce alternative out-of-court procedures including mediation as the main method of settling disputes at the Summit meeting in Tampere on 15 October 1999²³.

In August 2019 Ukraine was among the 46 signatories of the United Nations Convention on Mediation in Singapore and that has become an important step towards the introduction of the mediation institution²⁴. Nowadays the Convention has great potential to become one of the effective mechanisms for resolving disputes with rising arbitration costs and the global economic downturn due to the COVID-19 pandemic. According to the Singapore International Mediation Center (SIMC) the success rate of mediation is 70% worldwide and 85% in cases mediated by SIMC in 2017 indicating the high efficiency of mediation as an effective dispute resolution tool²⁵.

Today Ukraine has already taken some steps towards ratification and implementation of the Singapore Convention on Mediation primarily it is the adoption of the above-mentioned the Draft Law «On Mediation» No. 3504 dated 19 May 2020²⁶.

The purpose of the Draft Law «On Mediation» is to consolidate the possibility of conducting a mediation procedure at the legislative level which will consist in voluntary out-of-court settlement of a conflict (dispute) through negotiations between the parties with the help of a mediator.

The Draft Law determines legal fundamentals and procedure for conducting mediation in Ukraine. In particular it is assumed that:

²³ Владислав Ситюк Медіація та правові перспективи її розвитку в Україні. URL: <https://radako.com.ua/news/mediaciya-ta-pravovi-perspektivi-yiyi-rozvitku-v-ukraini>.

²⁴ Тетяна Сидоришина Медіація – нова фішка комунікації. *Юридична газета online*. №38-39 (692-693) від 17 вересня 2019 року. URL: <https://yur-gazeta.com/publications/practice/insh/mediaciya--nova-fishka-komunikaciyi.html>.

²⁵ SIMC Clarifies Criteria for Serving on its Panel of Mediators. URL: <http://simc.com.sg/blog/2018/06/11/simc-criteria-panel-mediators/>.

²⁶ Проект Закону Про медіацію № 3504 від 19.05.2020. URL: http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=68877.

– the mediation procedure will be applied in any conflicts (disputes) arising from civil, family, labor, economic, administrative legal relations as well as in criminal proceedings while concluding reconciliation agreements between a victim and a suspect, defendant and in other spheres of public relations;

– individuals and legal entities will be able to apply to a mediator for mediation both before a court, arbitration court or international commercial arbitration during the preparatory hearings as well as during court or arbitration proceedings or while a court, arbitration court or international commercial arbitration decision execution;

– mediation will be conducted by mutual consent of the parties to the mediation in accordance with the principles of mediation;

– any individual with higher education and who has basic preparation program in the sphere of mediation in Ukraine or abroad will be able to acquire the status of a mediator;

– basic preparation program in the sphere of mediation shall consist of at least 90 hours of mediator training, including 45 hours of practical classes and will include theoretical knowledge and practical skills on the principles, procedure and methods of mediation, legal regulation of mediation, ethics of the mediator, negotiation and settlement of conflicts (disputes);

– preparation in the sphere of mediation will be provided by educational institutions as well as organizations ensuring conduct of mediation, associations of mediators, economic entities with any form of ownership and constitutional and legal form that have the right to provide services in the sphere of mediation or organize provision of such services;

– registers of mediators are maintained by associations of mediators, organizations that ensure conduct of mediation, as well as public authorities and local self-government bodies that engage mediators or use their services²⁷.

An issue of whether or not a mediation procedure is mandatory or optional stays acute in the light of the discussion of the above-mentioned Draft Law «On Mediation». Appealing to international experience some experts are in favor of introducing the institution of mediation as a

²⁷ Денис Малюська Схвалений Урядом законопроект про медіацію дозволить розвантажити судову систему. URL : <https://www.kmu.gov.ua/news/denis-malyuska-shvalenij-uryadom-zakonoproekt-pro-mediaciju-dozvolit-rozvantazhiti-sudovu-sistemu>.

mandatory procedure. O. Tyutyun has a substantive view on the mediation and claims importance of the fact that not all disputes are subject to mediation, and given this fact alone mediation cannot be a mandatory pre-trial procedure in resolving disputes. At the same time S. Stadnyk notes that in some countries, including the United States, there is a mandatory information session on the possibility of resolving the dispute through mediation but not mandatory mediation²⁸.

Finally the confirmation that mediation is a visible, recognized and important topic at the state level is the promulgation of the Ordinance of the Cabinet of Ministers of Ukraine as of 24 March 2021 No. 276-р «On Approval of the Government Priority Action Plan to 2021»²⁹. Therefore, the priority areas for the Ministry of Justice of Ukraine Action Plan to 2021 are such as creation of a humanistic system of execution of criminal punishments and adoption of the relevant Law «On Child Friendly Justice» according to which the expected results should be effective prevention of minors recidivism and successful mediation with them; property rights protection, effective legal regulation within which the Ministry of Justice of Ukraine must ensure the possibility of using effective mechanism in Ukraine for the implementation of such agreements established by the UN Convention on International Settlement of Disputes³⁰ by the end of 2021.

It should be noted that the action plan of the Ministry of Justice of Ukraine for 2021-2023 envisages increasing the role of alternative dispute resolution methods such as creation of effective both mediation and arbitration courts (arbitration) systems and educational measures to establish confidence of civil society institutions in out-of-court dispute resolution.

It is expected that the adoption of the Law of Ukraine «On Mediation» will confirm the European aspirations of Ukraine and will indicate the recognition of Directive 2008/52/EC of the European

²⁸ Дарина Сидоренко Новий законопроект про медіацію: за і проти *Юридична газета online*. 19 липня 2019 р. URL : <https://jur-gazeta.com/golovna/noviy-zakonoproekt-promediaciyu-za-i-proti.html>.

²⁹ Про затвердження плану пріоритетних дій Уряду на 2021 рік : Розпорядження Кабінету Міністрів України від 24 березня 2021 року № 276-р. URL: <https://zakon.rada.gov.ua/laws/show/276-2021-%D1%80#Text>.

³⁰ Конвенція ООН Про міжнародні угоди про врегулювання спорів за результатами медіації. URL: United Nations Convention on International Settlement Agreements Resulting from Mediation https://uncitral.un.org/sites/uncitral.un.org/files/singapore_convention_eng.pdf.

Parliament of 21 May 2008³¹ which clearly defines the introduction of mediation in Ukraine among its further steps³².

2. Mediation in the System of Social Services Providing

It was clarified in the previous paragraph that at the present stage in Ukraine there is no legal regulation of the institution of mediation despite the experience of practical application of mediation, the functioning of the education and training system of mediators. The sphere of social services providing is an exception.

Provision of mediation as a social service is regulated by the State Standard of Social Mediation Service (hereinafter – the State Standard) approved by the Order of the Ministry of Social Policy of Ukraine of 17 August 2016 17 No. 892 (as amended from 7 August 2017)³³ and Law of Ukraine «On Social Services» of 17 January 2019³⁴.

Within the law the legislator provided for the need to promote reconciliation between the parties only in the context of divorce. The Article 111 of the Family Code of Ukraine³⁵ provides for the court to take measures to reconcile the spouses if it does not contradict the moral principles of society. Also, Article 240 of the Civil Procedure Code of Ukraine³⁶, determines it possible to appoint a period of reconciliation for a spouse up to six months.

According to mentioned regulations intermediary (mediation) is a basic social service the provision of which to recipients of social services is provided by the authorities. On the one hand the State Standard is the only legal act governing the provision of mediation services, on the other hand, according to experts, it needs significant refinement since it is incorrect to use such terms as «mediation» and «intermediary» which are

³¹ Директива № 2008/52/ЄС Європейського парламенту і Ради «Про деякі аспекти посередництва (медіації) в цивільних та комерційних справах». URL: https://zakon.rada.gov.ua/laws/show/994_a95#Text.

³² Офіційний сайт Національної асоціації медіаторів України. URL: <http://namu.com.ua/ua/resources/news/pyeekashchkyu-kha-ekaosg-v-toark-tuksuykhyekhrysh-ekm-tsuyaets-ra-2021-u-n/>.

³³ Державний стандарт соціальної послуги посередництва (медіації): Наказ Міністерства соціальної політики України від 17.08.2016. URL: <https://zakon.rada.gov.ua/laws/show/z1243-16#Text>.

³⁴ Про соціальні послуги : Закон України від 17.01.2019 р. № 2671-VIII. URL: <https://zakon.rada.gov.ua>.

³⁵ Сімейний кодекс України. URL: <https://zakon.rada.gov.ua/laws/show/2947-14#Text>.

³⁶ Цивільний процесуальний кодекс України. URL: <https://zakon.rada.gov.ua/laws/show/1618-15#Text>.

close in meaning but denote two different stages of one service; the mediation service can be provided only in the second stage after the provision of the intermediary service, i.e. the person who is interested in receiving the mediation service does not have access to it until the first stage of the intermediary service is completed. Thus, there is terminological confusion associated with the names of contracts concluded during the provision of mediation services; the standard is quite complex in terms of document flow and almost impossible to meet in terms of requirements for the provision of service³⁷.

If earlier the Law «On Social Services»³⁸: (with reference to which the State Standard on Mediation as Social Service was designed) defined social services as a set of measures to provide assistance to certain social groups who are in difficult life circumstances and cannot overcome them on their own then the new amended law provides for «... actions aimed at preventing difficult life circumstances, overcoming such circumstances or minimizing their negative consequences for persons / families who are in them (Article 1, Chapter1)». The preventive function mediation has become the good news in the new version of the document aimed to help prevent conflict and understand that conflict as not a negative phenomenon but a signal when some change is needed.

It is worth noting that today we have a situation when the law has already changed but the State Standard remains old one and needs to be updated and amended.

The analysis of the above normative documents gives us an understanding of the concept of social mediation service as a voluntary extrajudicial confidential structured procedure during which the parties, at least one of which belongs to vulnerable groups and / or are in difficult life circumstances to prevent or resolve the conflict carried out in accordance with the State Standard and consists of two stages such as preparatory activities and mediation negotiations. And here we see the features and nuances of social mediation services due to the stages of the process once mediators face.

What is the problem? It all starts with the first stage implying the stage of needs assessment carried out by social services. At this stage,

³⁷ Берт Маан, Ремко ван Пі, Аліна Сергєєва, Світлана Сергєєва, Луїза Романадзе, Володимир Родченко Гар-Аналіз впровадження інституту медіації в Україні. URL: <https://www.pravojustice.eu/storage/app/uploads/public/5f5/f7d/2a9/5f5f7d2a9b5cb356474501>.

³⁸ Про соціальні послуги: Закон України від 17.01.2019 р. № 2671-VIII. URL: <https://zakon.rada.gov.ua>.

the main difficulties are the loss of time, the need to fill out a large amount of documentation, the departure of the employee to the applicant who requested the service home, and ultimately a documentary evidence or non-confirmation of the conflict (which the party cannot resolve). Thus, a person's statement or voluntary declaration of will is sufficient to grant a social mediation service.

The next step is to address the issue of fee for social mediation service. As a result of the reform of the social system it has become possible to provide social services to different categories of people but it is not always absolutely free. On the one hand social service devaluation is the challenge of providing free social services because the person has not invested anything, so in view of this, he / she does not believe in the result and devalues the service itself. On the other hand, fee for social mediation service gives a responsibility and feeling of investment to those mediators' work providing such services. In order to determine the fee of the mediation service it is necessary to assess the property status, issue a separate document (certificate), and this is again a continuation of the procedure in time which makes it even longer and more complicated.

The third stage of the social mediation service is an intermediary stage which has become a cornerstone of discussions in the field of mediation. The analysis of the basic principles of mediation carried out in the first chapter shows that they (principles of mediation) are different from the rules of mediation. The mediator cannot advise, recommend, motivate, push to a certain decision the party to the process but the intermediary uses other tools differing to the mediator 's ones and has other opportunities. It is seen that a social worker can be an intermediary according to the State Standard.

Thus, intermediary is a mandatory stage. Being a very broad one this stage requires a documentary description, fulfillment of a lot of work, and in case of failure it ends with the need to move to the next stage, directly to mediation. The main challenge of the mentioned stage is the issue of its efficient implementation as well as the issue of evaluation and quality of performed work at this stage, and so on.

The next stage is an individual information and evaluation meetings with each participant to the conflict (dispute). At this stage, the media capacity of the conflict (dispute) is determined. Mediability is a set of factors that indicate the ability of the conflict (dispute) to be resolved through mediation, and the ability of the parties to participate in

mediation, the admissibility, possibility and feasibility of using mediation to resolve a particular conflict between the parties at present.

The provision of social mediation services may take place in respect of conflicts in any sphere of public relations except those expressly prohibited such as conflict (dispute) between the victim and a person suspected of committing a crime or criminal offense; human trafficking; child abuse; domestic violence, if at least one party to the conflict is directed and / or undergoing a program for the abuser and the victim.

The next stage is mediation negotiations (joint or regular individual meetings), i.e. mediation itself, which is a structured process and involves appropriate stages: discovery, research of the parties' needs, search for a decision, decision making and formulation, inspection of its execution.

Ultimately, the final stage provided by the State Standard on the provision of social mediation services is monitoring the implementation and clarification of agreements.

The grounds for refusal to provide a social mediation service are the following: the applicant does not belong to the category of persons for whom the social service is provided; no need for social services based on the results of assessing the needs of individuals / families that belong to the category provided by the State Standard; availability of information that the applicant or another party is a disabled person; the applicant does not belong to the category of persons receiving social services; detection of the fact of unreliability of the information submitted by the applicant, and documents that make it impossible to provide further social services.

Today the social mediation services providing in the family sphere and family conflicts (disputes) resolving are one of the most common and demanding types of conflicts emerging in Ukraine. The field of family relations is very diverse involving conflicts from marriage to adoption issues.

According to the Law of Ukraine «On Social Work with Families, Children and Youth» of 21 June 2001³⁹ social work with families, children and youth is viewed as a professional activity aimed at preventing, minimizing the negative consequences and overcoming difficult life circumstances of families as well as children and youth by strengthening their ability to realize their own life potential. A special

³⁹ Про соціальну роботу з сім'ями, дітьми та молоддю : Закон України 21.06.2001 р. URL: <https://zakon.rada.gov.ua/laws/show/2558-14#Text>.

place among the authorized bodies that carry out such work is occupied by the centers of social services and their specialized institutions, as well as services for children. Centers for social services provide social services to various categories of the population, while the activities of children's services are aimed at ensuring the protection of the rights, freedoms and legitimate interests of children. There is room for mediation in activities of both mentioned social services subjects. The social services centers provide mediation and intermediaries services to persons / families in difficult life circumstances, while child services are involved in resolving disputes (between parents regarding place of residence of the child, the order of the child welfare and upbringing by those parents living separately, etc.). That is why most of the volunteer mediation projects implemented in Ukraine cooperate with the Centers for Social Services for Families, Children and Youth and the Services for Children. Experience of such projects shows that mediation helps to resolve a wide range of issues related to divorce, in particular, the rights and responsibilities of parents and children, adoption, guardianship and custody, conflicts with other relatives. Correct and clear understanding of the mediation essence by employees of the bodies as well as their activity itself has become crucial for the effective offer of mediation to the parties to the dispute. In this regard, volunteer projects usually begin with training and other information measures on mediation issues for employees of such bodies⁴⁰.

Finally, it should be noted that only a limited number of employees of the social services system unfortunately have an idea of the mediation procedure despite the fact that the Law of Ukraine «On Social Services» of 17 January 2019 refers to the intermediary (mediation) services. The number of employees of the social services system who have undergone basic training as a mediator is even smaller. In addition there is no clear mechanism for interaction between mentioned bodies and mediators.

We believe that employees of guardianship and wardship authorities as well as employees of the social services system (including centers of social services for families, children and youth) should be sufficiently qualified in mediation sphere to be able to inform about mediation services the parties to the conflict that can be implemented through the

⁴⁰ Берт Маан, Ремко ван Пі, Аліна Сергеева, Світлана Сергеева, Луїза Романадзе, Володимир Родченко Гар-Аналіз впровадження інституту медіації в Україні. URL: <https://www.pravojustice.eu/storage/app/uploads/public/5f5/f7d/2a9/5f5f7d2a9b5cb356474501>.

organization of both broad information about such a service and training in basic mediation skills of social workers. Mastering the competencies and tools of mediation by social workers will allow them to more effectively apply the acquired knowledge and skills in their professional activities and in offering social mediation services to the parties.

CONCLUSIONS

The institute of mediation in the Ukrainian legislation is new one and the legislation itself is in the process of formation nowadays. The issue of mediation legislative regulation will not lose its relevance for many years. The growing interest in mediation is evidenced by the increase in the number of mediators (intermediaries), the opening of mediation offices, the creation of public organizations-associations of mediators, providers of which are the NGO «National Association of Mediators of Ukraine» and the Ukrainian Mediation Center and in long run all agreements related to mediation. Realizing that the law is not necessary for the conducting of mediation, the adoption of a special law can be the necessary impetus for mediation promotion and mainstreaming. It is important that the adopted law is a framework one and does not lead to over-regulation of mediation.

The state standard is the only legal act that regulates the provision of mediation services and needs significant refinement since it is incorrect to use the terms «mediation» and «intermediary» which are close in meaning to denote two different stages of one service; the mediation service can be provided only as the second stage after the provision of the intermediary service, i.e. the person who is interested in receiving the mediation service does not have access to it until the first intermediary stage is completed; there is terminological confusion associated with the names of contracts concluded during the provision of mediation services; the standard is quite complex in terms of document flow and almost unfulfillable in terms of requirements for the service providing. Thus mediation service should become an independent basic social service.

The problem of lack of knowledge and information on the mediation procedure for guardianship and wardship authorities as well as employees of the social services system remains among the unresolved issues related to the provision of mediation as a social service in legal and practical terms which makes it impossible to inform the parties to the conflict about such a procedure. In its turn guardianship and wardship

bodies do not have the authority to recommend the parties to the conflict to commence mediation and refer to mediation.

We see that first of all guardianship and wardship authorities should be empowered to promote the peaceful settlement of family conflicts and recommend mediation to persons who have applied to such bodies to protect their family rights and interests for which it is necessary to amend the Family Code of Ukraine.

Also, in order to achieve efficiency in the provision of mediation social services it is of first necessity to develop and implement a mandatory basic training course on mediation for employees of bodies engaged in social work with families, children and youth; to train employees of bodies engaged in social work with families, children and youth in order to train internal mediators in the system; to develop and implement a mechanism of interaction with mediators of bodies engaged in social work with families, children and youth.

SUMMARY

The article is devoted to the characteristics of the mediation institution in Ukraine and the peculiarities of mediation in the system of social services. The absence of mediation legislative regulation has been established and the need for the adoption of a framework law on mediation has been substantiated.

Based on the analysis of the Draft Law «On Mediation» as of 19.05.2020, the legal principles and procedures for conducting mediation in Ukraine and the basic principles of mediation are highlighted.

The legislative regulation of the social service of mediation has been studied. It is established that the State Standard is the only normative legal act that regulates the provision of social mediation services. The necessity of making changes to this normative-legal act is substantiated in view of incorrect use of the terms «mediation» and «intermediary», the presence of terminological confusion related to the names of agreements concluded during the provision of mediation services, etc.

Ways to solve the problem of lack of social workers awareness about mediation services and lack of established competencies for resolving conflicts (disputes) through mediation are proposed.

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ENCOURAGING PARTICIPATIVE APPROACH IN DOCTORAL SUPERVISION: MODERN DISCOURSE REVIEW

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

INTRODUCTION

With the development of a more knowledge-based economy, the role of universities continues to evolve. They are seen by governments as key actors supporting industrial competitiveness and improving the quality of life. Next to education and research, services to economy and society and exploitation of research results are seen as the «third mission» of universities. At the same time, in addition to specific activities linked to improving existing and developing new products, processes and services, addressing grand societal challenges call for a supply of research talent able to develop interdisciplinary solutions that also take into account the economic, environmental and social impact of technologies. This is a requirement for all doctoral researchers, whether they pursue a career in academia or in the wide range of the non-academic sector. The development of researchers to take their place in driving innovation in Europe will depend on their having a comprehensive range of professional development opportunities to develop themselves as «creative critical autonomous intellectual risk-takers»¹.

There have been significant changes in doctoral education in Europe in recent years. Three drivers have led many universities to introduce change: the first is the recognition that many doctoral graduates seek employment outside the academy and their high level skills are much sought after, secondly that the model of the lone scholar is no longer appropriate, and thirdly that heavy reliance on a single PhD supervisor guiding the development of the PhD candidate is not robust.

This has led to the development of structured PhDs where 1) doctoral programmes bring together cohorts of candidates and include elements of professional development training, regular involvement in activities of research groups such as seminars and journal clubs, teaching, sometimes

¹ European Commission: Europe 2020 – A European Strategy for smart, sustainable and inclusive growth. European Commission, COM (3.3. 2010) (2010).

also technical courses, and where 2) institutions have central or overarching administrative structures such as one or more graduate or doctoral schools to support doctoral programmes. These elements are an integral, although usually only a relatively small part of the total programme allowing PhD candidates to concentrate on their research towards the doctorate, firmly anchored in a rich research environment with access to colleagues outside of their supervisory team to interact with. Candidates are overseen by a supervisory team sometime involving experts beyond the awarding university.

1. Literature Review

Political attention increased for doctoral education with its inclusion in the Bologna Process in 2003 as the third level of higher education. It was stressed that the doctoral candidate should be regarded as *a young professional* instead of a student. Doctoral training was said to be the level at which bridges could be built between the European Higher Education Area (EHEA) and the European Research Area (ERA). In 2005 EUA adopted the *Salzburg Principles* and revised these in 2010. The Principles establish a framework for doctoral education in the Bologna Process based on research embedded in institutional strategies and the creation of structures to support doctoral training.

The eighth of the Salzburg Principles on doctoral training of the Bologna Process was «the promotion of innovative structures to meet the challenge of interdisciplinary training and the development of transferable skills» (EUA, 2006).

Jointly with the «Salzburg II Recommendations» of the European University Association (EUA) they have been «taken into account» in the Bucharest Ministerial Communiqué of the 48 Bologna signatory states in 2012 as important contributions for the further discussion of doctoral education in the third cycle².

At the Ministerial Conference and Fourth Bologna Policy Forum in Yerevan (Armenia) on 14 and 15 May 2015 the ministers of education emphasised the need to strengthen the links between the European Higher Education Area (EHEA) and the European Research Area (ERA), in particular at the doctoral level.

² Yerevan Communiqué (Mai 2015): <http://bologna-yerevan2015.ehea.info/files/YerevanCommuniquéFinal.pdf>, (Accessed: October 2016).

This paper **aims** at researching the European models and innovative **participative** practices of doctoral training in the political and practical contexts.

2. Participative Approach in Doctoral Supervision

The practical implementation of doctoral training has evolved considerably over the years and differs greatly between countries and individual institutions, due to a range of cultural, financial and socio-economic factors. In Europe, procedures on admission, supervision, monitoring research progress and the thesis assessment have been implemented in a large number of institutions.

Yet there is no international norm on the duration and on the requirements. There is today no *European model* for doctoral training. There are *two main trends in Europe*, first *the German/continental trend* (with the doctoral training taking place after the Master) and the *Anglo-Saxon tradition* (with doctoral training placed Post-Bachelor after the Honours Degree). The critical issue is to determine whether the students are «research ready» to start a PhD.

In 2011 the EU endorsed the EU *Principles for Innovative Doctoral Training* advocating that the new doctorate should combine excellence with interdisciplinary research, international exposure and intersectoral engagement. Based on expert advice, the European Commission has defined the seven Principles of Innovative Doctoral Training (Brussels, 2011)³ as follows:

1. *Research excellence*

Striving for excellent research is fundamental to all doctoral education and from this all other elements flow. Academic standards set via peer review procedures and research environments representing a critical mass are required. The new academic generation should be trained to become creative, critical and autonomous intellectual risk takers, pushing the boundaries of frontier research.

2. *Attractive institutional environment*

Doctoral candidates should find good working conditions to empower them to become independent researchers taking responsibility at an early stage for the scope, direction and progress of their project. These should include career development opportunities, in line with the European

³ European Commission: Principles for Innovative Doctoral Training, Brussels (2011): http://ec.europa.eu/euraxess/pdf/research_policies/Principles_for_Innovative_Doctoral_Trainin g.pdf, (Accessed: October 2016)

Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

3. *Quality assurance*

The accountability procedures must be established on the research base of doctoral education and for that reason, they should be developed separately from the quality assurance in the first and second cycle. The goal of quality assurance in doctoral education should be to enhance the quality of the research environment as well as promoting transparent and accountable procedures for topics such as admission, supervision, awarding the doctorate degree and career development. It is important to stress that this is not about the quality assurance of the PhD itself rather the process or life cycle, from recruitment to graduation.

4. *Interdisciplinary research options*

Doctoral training must be embedded in an open research environment and culture to ensure that any appropriate opportunities for cross-fertilisation between disciplines can foster the necessary breadth and interdisciplinary approach.

5. *Transferable skills training*

The professional development training develops a range of skills that help PhD candidates to be more effective in their research but also to work on a broader range of skills that will be useful in their future lives and careers. These skills are often known as transferable skills.

«Transferable skills are skills learned in one context (for example research) that are useful in another (for example future employment whether that is in research, business etc). They enable subject- and research-related skills to be applied and developed effectively. Transferable skills may be acquired through training or through work experience»⁴.

In the UK, VITAE has developed the Researcher Development Framework (RDF), which «articulates the knowledge, behaviours and attributes of successful researchers and encourages them to aspire to excellence through achieving higher levels of development». Skill development should be driven by the doctoral candidates themselves, in consultation with their supervisory team, to help them to mature and become independent both in their research and in their personal development. It is essential to ensure that enough researchers have the skills demanded by the knowledge based economy. Examples include

⁴ European Science Foundation 2010 «Research Careers in Europe Landscape and Horizons», http://www.esf.org/fileadmin/links/CEO/ResearchCareers_60p%20A4_13Jan.pdf

communication, teamwork, entrepreneurship, project management, IPR, ethics, standardisation etc.

6. *Exposure to industry and other relevant employment sectors*

The term «industry» is used in the widest sense, including all fields of future workplaces and public engagement, from industry to business, government, charities and cultural institutions (e.g. musea). This can include placements during research training; shared funding; involvement of non-academics from relevant industry in informing/delivering teaching and supervision; promoting financial contribution of the relevant industry to doctoral programmes; fostering alumni networks that can support the candidate (for example mentoring schemes) and the programme, and a wide array of people/technology/knowledge transfer activities.

7. *International networking*

Doctoral training should provide opportunities for international networking, i.e. through collaborative research, co-tutelle, dual and joint degrees. Mobility should be encouraged, be it through conferences, short research visits and secondments or longer stays abroad⁵ [2].

Generally speaking, internationalization in higher education is understood and interpreted in different ways that include several forms such as:

- «*at home*» (inspired by the «*brain gain*» model, its policy is to increase the institution's attractiveness through incoming mobility);
- «*abroad*» (based on unidirectional outgoing mobility policy sometimes implying «*brain drain*»);
- «*cross-borders*» (inspired by the model of «*brain circulation*» and «*brain sharing*», it is based on «share policy» and multilateral international and cross-sectoral mobility) seen as the delivery of education in cooperation with other countries through a variety of delivery modes (face to face, distance, e-learning, integrated didactic formula, etc.) and through different administrative arrangements (twinning, branch campuses, networked collaborative or joint programmes, etc.).

In all its forms, internationalization is an effective way of fostering quality in doctoral education and in research (less developed and younger countries or universities can learn a lot through international collaboration and can increase the overall quality in their institutions). However, it should be clear that each different model of internationalization

⁵ Bogle, David, et al.: Doctoral studies in Europe: excellence in researcher training. League of European Research Universities (2007), (Accessed: August 2016).

offers different opportunities from the institutional, administrative and training perspective, which must be precisely defined in order to avoid misunderstanding when using the same words to refer to very different institutional realities.

In the 2012 paper on ERA, the EU invites research stakeholder organisations, including universities, to provide structured doctoral training based on the Principles for Innovative Doctoral Training (EC, 2011) and invites Member States to support the setting up and running of structured innovative doctoral training programmes applying the Principles for Innovative Doctoral Training.

Individual universities are innovating in different ways and at different paces with doctoral training. Through their activities, several European university associations and other types of organisations and initiatives have compiled examples of good practices.

In 2010 and 2014 League of European Research Universities (LERU, 21 research intensive universities in 10 countries) produced two papers that compiled a range of practices and principles on doctoral education. LERU first published a position paper on the need for excellence in researcher training in Europe (LERU, 2007), followed by a second position paper presenting a vision for the future of doctoral training in Europe (LERU, 2012). The view of LERU is that doctoral training must prepare doctoral researchers to adapt outside academia and become the drivers of their own professional developments. To achieve this doctoral candidates, need a critical mass with a strong research environment in which they can thrive in research teams, with access to high quality research infrastructure.

The primary output is trained researchers who produce a thesis as documentary evidence of their original ideas and evidence to support them. An examination or defence demonstrates that the doctoral researcher can communicate and defend his/her own complex ideas and see his/her work within the context of the work of others. They also believe that a researcher should be trained in an environment that is international (research is international business), interdisciplinary (all research pushes disciplinary boundaries) and intersectoral (research must serve society; therefore it is important that its wider context is understood).

Every year through its *doctoral summer schools* LERU addresses a wide range of themes such as research integrity, plagiarism and fraud, access to transparent information in universities, principles of authorship and co-authorship, peer review, conflict of interest and data management. In previous years other topics were covered such as open science, open

education and learning (including the issue of access, the definition of «data»), and doctoral school leadership. In 2015 the school focused on the knowledge economy and interactions with society, the media, government and science policy.

LERU's 2010 report, «Doctoral Studies beyond 2010», categorised the skill set developed during a PhD into intellectual, academic and technical, and personal and professional development skills (Table 1). These skills may be developed as part of the research project but are specifically addressed in formal training programmes⁶.

The following skills are sometimes also developed:

- the ability to lead other researchers
- the ability to teach and train others
- the ability to organise conferences and workshops.

The paper also documents good practice elements in doctoral training at LERU universities in four different categories:

1. **Formal research training.** Much professional development for researchers is now done through formal workshop-style professional development sessions to develop skills which can then be put to use in research and will be valuable in future careers.

2. **Activities driven by doctoral candidates.** A doctoral candidate's ability to drive initiatives is part of the process of becoming an independent researcher.

3. **Career development.** The section on provides examples of activities at LERU universities to promote awareness of both academic and non-academic careers that are open to doctoral graduates, highlighting in particular some areas that are less well known to our candidates.

4. The fourth category **concepts and structures** describes some of the innovative structures that LERU universities have developed for managing and promoting innovation in doctoral programmes, particularly for providing international and interdisciplinary exposure⁷.

⁶ Bogle, David, et al.: Doctoral degrees beyond 2010: Training talented researchers for society. League of European Research Universities (2010): http://www.leru.org/files/publications/LERU_Doctoral_degrees_beyond_2010.pdf, (Accessed: August 2016).

⁷ Bogle, David, et al.: Doctoral degrees beyond 2010: Training talented researchers for society. League of European Research Universities (2010): http://www.leru.org/files/publications/LERU_Doctoral_degrees_beyond_2010.pdf, (Accessed: August 2016).

Table 1

The Skill Set Developed During PhD

Intellectual skills, which comprise the ability to	Academic and technical skills, which comprise the ability to	Personal and professional management skills, which comprise the ability to
<ul style="list-style-type: none"> • think analytically and synthetically; • be creative, inquisitive, and original; • take intellectual risks; • deploy specific technical research related tools and techniques. 	<ul style="list-style-type: none"> • understand, test and advance complex theories or hypotheses and to deploy sophisticated concepts, methodologies and tools in the chosen subject to a very high level; • be able to identify issues and translate them into questions amenable to scholarly enquiry; • successfully pursue original research in the chosen field; • use critical judgment in an objective manner based on verifiable evidence; • apply highest standards of rigour in the proof of ideas; • manage a high degree of uncertainty both in method and in outcomes; • develop and demonstrate academic credibility and become recognised as a member of an international scholarly community; • understand the workings of a specific high level research-intensive environment; • transfer new knowledge to scholarly communities and communicate it to society; • work according to ethical principles; • work in an interdisciplinarity setting or on an interdisciplinary topic. 	<ul style="list-style-type: none"> • persist in achieving long terms goals; • manage projects with uncertain outcomes in diverse settings and organisations; • take a project through all its stages: from developing the original idea, to developing a plan, garnering the evidence, and communicating the results and their significance; • be self-motivated and autonomous; • work to achieve results with minimum supervision; • be flexible and adaptable in approaching complex and uncertain problems; • communicate very complex concepts; • network internationally; • work in a team; • speak and present effectively in public.

The key point is that universities should, while keeping in mind the principles of excellence in doctoral training proposed in LERU and the innovative doctoral training principles developed by the EC, provide a doctoral training system and mechanisms which include well-rounded, versatile and personalisable professional development opportunities and programmes, enabling doctoral researchers to take control of, track and self-assess their development with the necessary guidance from supervisory teams, so that, by the time of graduation, they are able to seek out those job opportunities that are best suited to their talents, expertise and skills.

CONCLUSIONS

From the research reviewed, it is possible to draw several conclusions. There is evidence to suggest that in the context of realization the EU politic connected with the third cycle of higher education, doctoral training, the main tasks and tendencies are the follows:

- Keep in mind the principles of excellence in doctoral training proposed in LERU (2010) and the innovative doctoral training principles developed by the EC (2011);
- Provide a well-rounded professional development programme which enables doctoral candidates to assemble an individual training programme tailored to their needs;
- Devise systems that allow candidates to take control of, track and self-assess their own development, with guidance from supervisory teams;
- Promote innovation and sharing of best practice in skills training within the institution and also with other Universities nationally and internationally;
- Use national and international networks and fora, where appropriate, to share skills development provision;
- Ensure that their doctoral training structures and programmes are regularly refreshed in order for them to remain innovative and responsive to change;
- Engage with employers to ensure that professional development of researchers is fit for both academic and non-academic employers.

SUMMARY

The doctorate is considered as one of the driving forces to generate economic growth and support positive developments in society, and in the knowledge economy. Therefore, information about the EU doctoral training tendencies can be useful for providing modernization of the national higher education system, the third, PhD level in particular. This paper describes the European models and innovative practices of doctoral training in the political and practical contexts.

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