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THE PHILOSOPHICAL FOUNDATIONS OF THE RESEARCHES OF THE INCLUSIVE EDUCATION

HRYHORII VASIANOVYCH, OLENA BUDNYK

Abstract. In the article on the basis of primary sources the philosophical foundations of the modern inclusive education are examined. The content description of the idea "inclusive education" is presented, the necessity of its implementation is proved. It is focused on two basic philosophical foundations of its development: personalism and intuitionism. Such an approach is caused by the fact that in modern studies on the above-mentioned range of problems are mainly dominated by rationalist methodological approaches, in contrast with the irrationalistic theories are often out of the attention. In our analysis and interpretation, the philosophy of personalism plays an important methodological role because it helps clarify the essence of the uniqueness and originality of each child with special needs and to determine the real ways of her spiritual and psychophysical development. The philosophy of intuitionalism focuses on the study of issues related to the formation of consciousness of a person with special needs. Therefore, the authors proved the necessity of using the intuitive method of research, which allows to promote the communication of subjects of interaction actively, to reveal their spiritual potential, to perform the search for ways of forming thinking in children with special needs, use the language, culture and art at the same time and in an active way.

Keywords: inclusive education, philosophy of personalism, philosophy of intuitionalism, human center, childhood center, person with special needs, educational process, philosophy of inclusion.

1. INTRODUCTION

Today it becomes more and more obvious that education affects absolutely all spheres of human life and activity. Therefore, it requires instant and radical changes. We emphasize: not only so-called changes, purely formal, and those that would allow education to rise to a new level of quality (self-identity), but at the same time, would provide an opportunity to answer to the challenges which are put by a person and a society. Instead, we are observing significant crisis phenomena in the education, which are produced not only by the imperfect development of a particular society and, more widely, the globalized world (the level of general), but also the level of individual, personal (the level of a special, individual).

How persuasive Jacqueline Russ argues: "The crisis of education ... is at the heart of our problems". According to the point of view of a scientist the style of education, which leaves the subject helpless and unable to create his life is prevailing today. "Today we are surviving a crisis of education, which is

considered as methodically organized actions of adults, aimed at improving and developing the abilities of children and adolescents" [18, p. 221].

This research mostly relates to the state of development of inclusive education, which did not exist as a social phenomenon for a long time in Ukraine, and only recently it has been actively implemented in all spheres of life, in particular in education. On its way, there are a number of issues that need to be solved. First of all, these issues are connected with philosophical, methodological and conceptual understanding of them, professional training of teachers for pedagogical activities with children with special needs; creation of a cultural and educational environment; provision of proper material resources; psychological and pedagogical preparation of parents and students, etc. In this article, we will deal only with some philosophical approaches to the development of inclusive education.

Modern Ukrainian and foreign scholars are investigating a particular problem in different aspects, in especially:

a) describe the situation according to which a person is the highest value (G. Bunch, A. Valleo, S. Goncharenko, R. Gurevich, M. Einsko, A. Kvas , V. Kremen, Sh. Kroker, V. Kudin, J. Sebba, M. Yarmachenko);

b) prove the necessity of human (child) analysis in the context of civilizational changes and the modern paradigm of education (S. Abott, V. Bykov, I. Zyazyun, A. Kolupayev, J. Korbett, I. Rodimenko, O. Romanovsky, P. Saukh);

c) suggest to consider the development of inclusive education in a dialectical relationship with the general education and real needs of children with special needs (V. Bondar, O. Budnyk, O. Gordiychuk, Z. Leniv, D. Lupart, V. Sinyov, P. Foreman, M. Shved, Z. Shevtsiv);

d) searching of ways for developing the general and inclusive education in the context of its humanization and democratization, as well as in the aspect of the spiritual, moral, culturological content of their contents (D. Berret, D. Brown, H. Vasianovych, V. Zhukovsky, P. Clow, M. Peterson, H. Filipchuk, G. Shevchenko);

e) determine the concrete ways, methods and technologies of psychological and pedagogical preparation of the future teacher in the direction of "Inclusive Education" (D. Benfil, I. Bech, V. Bondar, N. Voronska, D. Deppeler, T. Lorman, M. Madj, B. Klosen, G. Piatakova, T. Sac, S. Waldron) and others.

The purpose of the article is to analyze and define the philosophical foundations of the development of inclusive education at its present stage, first of all, the philosophy of personalism and intuitionism.

2. ANALYSIS AND DISCUSSION

The concept of "education" in some cases is established in philosophical and pedagogical literature. Especially, the Encyclopedia of Education contains the following definition: "Education is the process and result of assimilating the personality of a certain system of sciences, knowledge, practical skills and experience and related levels of development of its intellectual and cognitive and creative activity, as well as moral aesthetic culture, which, in their totality, determine the social identity and the individual identity of this person" [10, p. 614]. Further, the author of this definition notes that education performs three important functions: mankind development – providing a certain level of knowledge, literacy; the state of emotional and strong-willed sphere, behavioral orientations, readiness to perform various social roles, types of activity, etc.; technological – providing a "base of life"; formation of skills and abilities of labor, public, professional activity; the development of communicativeness in various activities, etc. [10, p. 614–615]. Without denying in general of such an approach, we believe that in today's conditions, the category "education" should be filled with spiritual-value, culturological meanings, as many different scientists are emphasizing [7; 12; 22].

As to the notion of "inclusive education", it is defined differently:

a) a system of educational services that based on the principle of ensuring the basic right of children to education and the right to study at the place of residence, and predicts the education of a child with peculiarities of psychophysical development under the conditions a comprehensive establishment with compulsory professional psychological and pedagogical support [4, p. 29–30];

b) expansion of the participation of all children, especially with the peculiarities of psychophysical development, in the educational process [13, p. 8] and others.

From a scientific point of view, any definition has the right to exist, because it in one way or another one reflects a specific phenomenon, in our case, it is a question of a real process of training and education of children with special needs.

The modern state policy in Ukraine in the field of teaching children with peculiarities of development is regulated by the Laws "On Education" (2017), "On Inclusive Education" (2017). Lately, the "legal field" of the development of inclusive education has considerably expanded. The evidence of which is the development of "The National Strategy for the Development of Education in Ukraine for 2012–2021", "The National Action Plan for the Implementation of the UN Convention on the Rights of Persons with Disabilities and the Development of the Rehabilitation System for the Disabled for 2012-2020" was established, the Concept of Development was examined and partially put into the action of inclusive education (2010). These and other normative documents regulate the real implementation of inclusive education in various teaching and educational establishments of Ukraine.

Though, as B. Bondar fairly notes: "From the point of view of given tasks according to the education of children with peculiarities of development, the conceptual, structural, methodological and organizational principles are fundamentally reformed, the new methodology of education is proclaimed; the interest of the public in the educational needs of students in this category is increasing, and the realization of their opportunities for obtaining and inquiries of alternative school education" [4, p. 10].

At the same time, in our opinion, there is often a lack of explanations of philosophical, methodological principles from the outlined problems in scientific researches. However, from the point of view of the article, as well as taking into account the fact that certain modern scientific concepts have already been studied (philosophical and pedagogical anthropology, hermeneutics, existentialism, synergetics, etc.) [8; 9], let us consider those who are also able to increase the level of scientific analysis of a specific problem which is related to the development of inclusive education. Let us, first of all, pay attention to the philosophy of personalism and intuition.

2.1. PHILOSOPHICAL PERSONALISM

The main provisions of this direction were proposed by B. Bowne – the American philosopher of the mid-nineteenth and early twentieth centuries. His students were the followers of the teachings in the west: Z. Brightman, E. Kent, W. Kerr, E. Munier, D. Wright, R. Fleling, W. Hocking, V. Stern and others. In Ukraine and Russia, the most famous personalities were M. Berdyaev, M. Loskiy, L. Shestov and others. The focus of personalities is the idea of creative subjectivity of a person, which determines the essence and quality of its real existence. In this regard, Berdyaev wrote: "Creative act is immanent only in figures, the personality who is free and independent in his/her power. The creativity can be called only that which is generated by the original substance, which possesses the power of growth of force in the world. That what is born from the outside, created by the redistribution of substance, is not creativity. The creativity is not a new correlation of the components of the world, creativity is the original act of the personal substances of the world ... Only a personalistic doctrine of the world, for which any being - personal and original and substantive is able to comprehend creativity" [3, p. 360–361].

However, the creativity in the context of personalism is considered and determined through the prism of the spiritual activity of the person. At the same time, it should be noted that the motivation of creativity, its real manifestation is not in the aspect of creativity for the sake of creativity, but first of all for the sake of spiritual and mental development of personality. A particular importance of this idea is taking place nowadays, because of an incredible dynamics, technical processes of life. It deals with that fact, that the individual should not be confused in this situation, he does not have to lose the mental and physical strength to a reasonable opposition to these processes, and he was engaged in his potential resource to the creation of the external and inner world. For example: mastering of modern technology often causes the confusion and even fear of an ordinary child, and of course, without

talking about a child who has some certain natural defects, and it is quite difficult for her to orient herself in a variety of different signs, symbols, and so on.

It is important in this context to emphasize that each follower, a teacher must be well aware: pedagogical activity is a creative activity, because it is focused on the education of another person, his/her spiritual and cultural, moral and aesthetic development and self-development. On the other hand, the teacher must realize that each child with special development needs owns only her own creative potential and the main point is to reveal it, to direct it to the most active, positive implementation, which is only possible through a scientifically developed methodology and creating an appropriate "I-concept". M. Savchyn notes: the researching of spiritual processes, the creative potential of a person should occur based on interdisciplinary approach, taking into consideration those changes that occur in society, and in the person himself/herself [20, p. 135].

Extremely relevant in the personalization is the idea of uniqueness, independence and inviolability of the individual person. Man is born of space, lives in the space and is charged with its energy. At a certain stage, he/she does not comprehend her being, therefore, is faceless, not capable of creativity. Self-awareness is the first sign that the person separates his/her "I-person" among others, and purely external determinants cannot influence on this "I-person", because of my own experience, it creates herself/himself. A paradoxical situation is created: personality at first glance shows his/her uniqueness, isolation, but in fact, there comes just the moment when it is not "closed", it is not "alienated", but it opens for others, and for himself/herself.

In the context of our research problem, this fact is archival, because a child with special needs usually have "developmental delays", for this, a child needs time and the environment. Too important in this sense is that a person who strives for spiritual growth is not "stuck" in the world of material things, and this is the assertion in the uniqueness that involves the field of active spiritual activity. From this point of view, any reality is individual, personal.

In such an approach, the anthropological influence is rather noticeable, and at the same time, there is a certain denial of existentialism, as, in contrast with representatives of existentialism, the personalists consider the application of scientific research methods in the studying of the essential forces of human, his/her abilities and skills. The theoreticians of personalism understand the risks of human being, which are related to the aggressive and endless attack of technocracy. In view of this, they resort to the development of various theories; one of them is the theory of technosophy, which is intended to replace theosophy and anthroposophy. The main purpose of the theory of technophobia is to study the "wisdom" of technology, but today the technology with artificial intelligence is an objective reality, for each intellectual person it is an obvious fact. Though "the machine tyranny" cannot be overcome, someone should study the tendency of the development of this process, and in a timely manner, influence on the "mitigation" of his actions on the vital functions of a human being.

Obviously, in the context of our analysis, the provisions of personalization about tolerance for those who think do not do the same things as everyone else. Tolerance and empathy on the very basis are a productive idea, because it contains a powerful force of love for the neighbor, humanity, true humanism. Children with special needs need it most of all. They cannot always say this in a frankly way, but they are always waiting for the goodness, the love, the patience of their mentors, teachers, relatives, close people, and they have a burning wish to be clear to others. In this sense, it is important to express feelings and perceptions, your own choice and the will of the individual person. It should be noted that freedom of will is at the heart of personalism. Consecutive, free expression of the personality of his/her aspirations, needs, and interests is its vital purpose.

In this regard, M. Lossky wrote that any substantive figure (like the Monad Leibniz) is a real or potential person. Therefore, this worldview can be called personalism [15, p. 527]. This worldview, in the opinion of the scientist, contains a powerful charge of freedom of the will of the individual person, which represents its independence from the outside world. A human being to a certain extent is free from his/her body, character, from laws defining the content of the process of time and space, even from God (in fact there are atheists). Instead, as M. Loskiy proves, that the freedom of a person's will cannot be understood in his/her absolute, otherwise it can turn into a lack of freedom, the inability to a

normal co-existence and action with other people, and without it the person only exists, and does not live a full-fledged life. However, the freedom of will obtains formalities, this is a negative freedom. The path is not down to evil, but the path to the goodness up is a true freedom of will.

As for the question of the presence of an individual in a team, it loses any positive meaning when it begins to be standardized, formal. Such an approach, in our opinion, is worth pointing because the children with special needs predict just no standardization, no indifferent attitude to them, and special, trusting, sincere, and on the basis of which human relationships, mutual understanding, real help are building. According to the language of a personalist, it is an "involved existence", which means an active communication, dialogue first of all with the immediate environment (micro-environment), as well as with the whole world (macro environment).

As a child with special needs is often limited in his/her ability to communicate with the macro-environment, the micro-environment in which he or she should feel free and comfortable is extremely important for her. Such interaction of personalists is also called "exteriorization", hence, as external self-realization. However, more worthy is the inner spiritual world – "internalization". Such a division is, of course, a conditional one, their productivity is manifested in terms of interconnection, interaction. Due to the interaction of these constituents, the movement of "transcendence" is possible, as a movement towards the highest God's values- truth, beauty, kindness. Such awakening of a person in a person the personalists call "personal primordial beginning", which should be based on the pedagogy of kindness and happiness. In this sense, it is appropriate to remind that almost all humanitarian educators (J. A. Comenius, J. Pestalozzi, V. Sukhomlinskiy, I. Ziazyun, etc.) emphasized this approach. In particular, academician I. Zyazun, at the level of self-reflection, wrote: "Something in me was laid by nature, that was calling for the indomitable inner need for decisive action to make someone kind and majestic, lift someone to the top of humanity, which I first felt from my father when he returned from the war, when I with opened arms was flying to heaven, and then I was coming back to my parents' strong arms head" [12, p. 278]. To be open to the needs of the child is a true spiritual, heart-giving art for every follower, teacher, father and mother; this is a great calling of God. It overcomes the child's sense of inferiority, alienation, unclaimedness, and as a result, it overcomes the suspicion, various kinds of negatives, and even – "forgets" the feeling of hostility or aggression.

The philosophy of personalism emphasizes the need to form a holistic personality. Today, this idea is developing by many philosophers, psychologists, and teachers outside this trend (I. Bekh, S. Krymskiy, M. Mamardashvili, H. Filipchuk, N. Chepeliev, etc.). Usually, the beginning in this approach is the idea of creating cultural, moral and aesthetic values, which in their totality are focused on the fact that the person was not "crushed", did not get a "plurality of essence", but was integral and self-sufficient. It usually concerns a person who has special needs of development. All the content of education should work on it H. Filipchuk writes that such an approach stimulates "... to establish the cultural orientation of the content of education despite its technocratic, informational, and rational way. First of all, one should proceed from the assumption that education at all times, in the period of the reformist era remains an integral part and reflection of the culture itself, and the general, professional, and civic culture is the most important indicator of individual's assessment" [23, p. 6].

The basic points of the philosophy of personalization are distinguished and have extremely important methodological significance for studies that are conducted directly in the field of inclusive education.

Firstly, they direct the researcher to learn not only the biological, social, psychophysical, but also the spiritual factors of the development of a person who has special needs.

Secondly, they encourage to analyze the creative potential, creative peculiarities of each individual person, to identify among them the main ones, and, on this basis, to involve them in "related work" (H. Skovoroda), to self-knowledge and self-development.

Thirdly, they allow, based on a well-organized pedagogical experiment, to comprehend the uniqueness and eccentricity of each child with special educational needs, motivation to strengthen the will and character, development of the intellectual and sensory sphere.

Fourthly, they help to determine the most focused and productive forms of communication, during which the principle of internalization is realized and the spiritual world of the subject is revealed.

Finally, they allow to influence the formation of a holistic person positively, sometimes even overcome its internal resistance and reluctance to be perfected physically and / or spiritually.

2.2. THE PHILOSOPHY OF INTUITIONISM

This tendency, like the previous one, also started in the middle of the nineteenth century, and in its development passed several stages:

1) empirical, based on which the biological instinct was based;
2) sensational in which a sensual form of cognition - sensation and perception was entrusted;
3) intellectual – is characterized by an expression of mental factors;
4) critical, dominated by the hidden and unconscious principles of creativity [22, p. 299–300].

The main representatives of the direction were H. Bergson, J. Hamann, E. Hartmann, E. Husserl, B.Croche, M. Losskiy, J. Moore, F. Schelling and others.

Let us consider shortly the leading ideas of the theory of intuitionism, its characteristic features and what it actually provides for the study of the problems of inclusive education.

M. Losskiy in his work "Explanation of Intuition" wrote: "... This theory of knowledge, as it should be, explores only the processes of knowledge" [16, p. 104]. Then the philosopher explains, " intuition opens and deletes the wrong premise of the gap between the subject of knowledge and the object being known ..." [16, p. 326]. The scholar noted that such an approach was characteristic of theories of knowledge of individualistic empiricism, pre-Kantian rationalism and Kantian criticism.

Especially, R. Descartes, B. Spinoza argued that intellectual intuition was the supreme act of intelligent cognition. "Under intuition, I understand not belief in the unsteady testimony of feelings and not a misleading judgment of a disordered representation, and understanding (conceptus) of a clear and careful mind", wrote R. Descartes, "so easy and clear that there is no doubt that we understand, or that the same, undoubted understanding of a clear and careful mind, which is generated only by the light of reason and is simpler, therefore, more reliable than deduction itself ..." [11, p. 84]. In his turn, B. Spinoza argued that this kind of knowledge (intuition) leads to an adequate knowledge of things [19, p.439]. However, the theorists of intuition, without denying the categorical form of the above-mentioned thoughts, consistently substantiated and advocated the idea that only rational (intellectual) cognition is not enough. What did the representatives of intuition understand, and how was the intuitive knowledge and cognition explained?

Firstly, H. Bergson, as one of the most prominent representatives of the field, expressed the view that intuition is independent of any links with practical interests, free from the views and methods recommended by practice. Intuition is a direct comprehension of the essence of things. It recognizes life as life, not as a mechanical style that immortalizes and distorts the process of its development. Intelligence and intuition, as explained the scientist, are not two consecutive stages – lower and higher, but two classes of knowledge that develop in parallel. They mutually determine and complement each other. Their source is the experience, and this genetic and empirical unity of intellect and intuition, the unity of their origin contributes to the profound knowledge of reality. Though, according to H. Bergson, intuition "is an instinct that is selfless, as conscious of itself, able to think about its subject and extend it indefinitely" [1, p. 160].

Secondly, only intuition can perform the task of philosophy to know everything alive in the absolute, though, it does not stop at relative knowledge. It is because it captures reality directly, without the aid of analysis, without the help of symbols. "I think", wrote H. Bergson, "that intuition plays in the field of speculation the same role which was played by Socrates' demon in the practical life. In other words, it appears in this form for the first time, and in the same form it will be most clearly displayed in the future ..." [2, p. 4–5]. Undoubtedly, there is a certain exaggeration, even absolutism, but at the same time there is accentuation on the important role which is played by intuition in the process of cognition and real life of the individual person.

Thirdly, the intuition is a deeply individualized phenomenon, because in every individual, it is developed at different levels, and it is manifested differently. Intuition is a certain kind of thinking, this ability to comprehend the truth through direct perception of it, undocumented (unconscious) explanation. At the same time, as H. Bergson notes, the level of intuition in a person can change, it depends on its professional and personal development, strong-willed efforts, etc. At this point, it should be noted: if the researcher usually chooses a topic of study on those or other issues of inclusive education is purely intuitive, then a teacher who works with children with special needs, almost every day meets with the problems that require him an immediate, spontaneous reaction, lightning making a decision. In addition, he has to be ready for it that requires his constant self-improvement and self-development.

It is logical from the point of view that the representatives of intuitionism refuse purely from intellectual method of cognition of reality, especially as regards the internal, spiritual world of a human, his relations with other people. Instead, the main thing is proclaimed – the method of intuitionism, which, in their opinion can fathom to a place where the mind does not fathom into the depths of the real being. The thinking here is this kind: though the scientific knowledge unequivocally serves as a practice, it is one-sided, because in our world there are many things that are deprived of "empirical interest".

The intellect does not observe, it is related to practice, it deliberately "selects" what it is useful and necessary. In such field as an inclusive education, cooperation with children with special needs – self-interest is in general unacceptable, and indeed, here not everything can be subjected to "universal world". That is why; intellectual cognition in some cases is external and formal, and therefore dangerous, because the desired one may appear to be valid. From the point of view of theoreticians of intuitionism, the method of intellectual cognition is particularly ineffective and dangerous, where it refers to the movement and development of the child, though this development is dynamic, controversial, that requires the studying of deep psychophysical, spiritual factors, the specific conditions and development of children with special needs. In contrast, theoreticians of intuition give high praise to the rationalist method of cognition in questions of the interrelation of language and thinking.

Theoreticians of intuitivism are critical of the role of concepts and their definition in modern science. This criticism is focused not only at the fact that these or other concepts are often not essential but descriptive and illogical character. Their reservations relate to the fact that concepts turn into something "frozen", and therefore do not allow one or another phenomenon to be recognized in the movement, the dynamics, do not give an opportunity to see the development trends selected for the analysis of the problem. In fact, if we analyze the content of the concepts offered by some authors in relation to the development of inclusive education, it is easy to verify the truthfulness of the views of the theorists of intuitionism. The American scientist Tim Lawman had every reason to say: "The term" inclusive education "is interpreted differently, sometimes in the sense of the very opposite of what it means" [14, p. 3].

There is an interesting a thought about the intuitionism of a human consciousness as "indivisible continuity", "impulse", possessing creative potency, the ability to different, fluid, and relatively stable transformations. According to H. Bergson, the consciousness of the subject, which is a manifestation of "super consciousness" only uses the brain as its receptacle, weapon, shelter, form of being, just as the artist uses a canvas and paints to realize his intention. The philosopher wrote about this: everything happens as though the mind comes from the brain, and it seems that a detailed conscious activity is formed by detailed brain activity. Nevertheless, in reality, consciousness does not flow out of the brain. Concerning the fact that consciousness "does not follow" from the brain, today it is a fulfilled fact, instead, it should be emphasized on another: the consciousness should be so-called "socialist vector", which Bergson ignores in some cases.

According to the inclusion problem, this factor is especially important. There are many discussions where the children with special needs should be taught: in the establishments of general secondary education or special education. Life proves the indisputable fact: if you really adhere to the humanistic

principles and take care of the development of consciousness of children with special needs, then the appropriate conditions for socialization should be made [6]. In our opinion, such conditions should be organized in the establishments of general secondary education. Moreover, this process should be studied extensively and analyzed in order to improve inclusive education. It is possible and necessary to do it on the basis not only of material support, but also on the basis of "open", truly human morality and spirituality.

The analysis of the basic provisions of the philosophy of intuitionism makes it possible to determine their methodological significance for scientific research in the inclusion education.

Firstly, one of the upcoming principles in the choice of the subject of the study of inclusive education should be non-conjunct themes that can satisfy only the author of the study and those who solve the urgent psychological and pedagogical problem.

Secondly, the philosophy of intuitionism proves the need for a detailed logical definition of concepts, definitions that would substantially reflect the meaning of a particular psycho-pedagogical phenomenon or process.

Thirdly, though the intuition is the property of the human spirit, the philosophy of intuitionists focuses the researcher on the application in the study along with such philosophical and pedagogical methods as analysis and synthesis, induction and deduction, etc., and intuitive method.

Fourthly, a strong methodological significance is also given to the philosophy of intuitionism about human communication and real help for children with special needs in mastering language, sign systems and others like that. Such an approach focuses on finding ways and means of disclosing the child's soul, his/her trust to those who are surrounding her.

Finally, though an important place in the philosophy of intuition is the idea of consciousness and self-consciousness of a person, and they need fundamental researches related to the real conditions of its socialization.

3. CONCLUSIONS

In view of the above-mentioned, we can draw the following conclusions:

1. Contemporary inclusive education as a component of general education requires a substantial reform to meet the challenges faced by personality and society.

2. In today's educational space, there are still stereotypical ideas about teaching children with the needs of psychophysical development. This contradicts the strategies for the inclusion and implementation of the best world experience in the educational process of educational institutions. Therefore, there is a need for a new philosophy in society according to the attitude towards people with disabilities.

3. The efficiency of the inclusive process depends largely on teachers. Their beliefs are reflected in attitudes towards students with certain disruptions in development, which greatly affect their willingness to work in an inclusive environment (S. Main, D.J. Chambers and P. Sarah, 2016) [24].

4. Among the various philosophical theories and concepts, the philosophy of personalism and intuition, which have a powerful methodological potential for analyzing contemporary problems of inclusive education, occupy an important place.

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Address: Hryhoriy Vasianovych, Lviv State University of Life Safety, 35, Kleparivska Str., Lviv, 79000, Ukraine;

Olena Budnyk, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.

E-mail: wasianowych@ukr.net; olena.budnyk@pu.if.ua

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У статті на основі першоджерел досліджено філософські засади сучасної інклюзивної освіти. Представлено змістову характеристику поняття "інклюзивна освіта", доведено необхідність її впровадження. Акцентовано на двох основних філософських засадах її розвитку: персоналізму й інтуїтивізму. Такий підхід зумовлений тим, що в сучасних дослідженнях з окресленої проблематики переважно домінують раціоналістичні методологічні підходи, натомість ірраціональналістичні теорії часто залишаються поза увагою. У нашому аналізі і трактуванні філософія персоналізму виконує важливу методологічну роль тому, що допомагає з`ясувати сутність унікальності і неповторності кожної дитини, яка має особливі потреби та визначити реальні шляхи її духовного і психофізичного розвитку. Філософія інтуїтивізму орієнтує на дослідження питань, що пов'язані із формуванням свідомості особистості, яка має особливі потреби. Тому авторами доведено необхідність застосування інтуїтивного методу дослідження, який дозволяє активно сприяти комунікації суб'єктів взаємодії, розкривати їх духовний потенціал, здійснювати пошук шляхів формування мислення у дітей з особливими потребами, активно застосовуючи при цьому мову, культуру, мистецтво.

Ключові слова: інклюзивна освіта, людиноцентризм, дитиноцентризм, людина з особливими потребами, освітній процес, філософія інклюзії.

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COLLECTIVE MENTALITIES IN THE SYSTEM OF CULTURAL DETERMINANTS OF SOCIAL COMPETENCE

OLENA VARETSKA

Abstract. The article substantiates the importance of the development of social competence in the process of globalization. It outlines the author's view on the influence of collective mentalities in the system of socio-cultural determinants, researches the opinions of scholars on the essence of mentality, individual and group mentality, nation and ethnos mentality. It covers the features of ethnic Ukrainians, their inherent trait enabling to consolidate around the national idea.
Keywords: social competence, personality, determinant, system, mentality, collective mentalities, ethnomentality, national mentality.

1. INTRODUCTION

The process of Ukrainian integration into European Union suggests socio-economic, ethnological, political, ideological, and spiritual search of optimal models for transformations and development of Ukrainian society and the national revival of the country particularly in conditions of Russian military aggression. It is of utmost importance to rethink the clashes of deep-rooted views, contradictions and problems of self-awareness of the Ukrainian nation, its values, normative and mental-psychological principles. These social challenges affect personal development, social competence, putting forward new requirements for the latter. It should be noted that the issues of national mentality and collective mentalities should be studied at interdisciplinary level due to the complexity and diversity of their manifestation that involve traditional and innovative aspects. They are reflected in unique national and social development, ways of thinking and actions that are of particular importance for the socialization of personality, social competence. Given that this competence is an operational concept with the historical period, it seems quite reasonable to develop behavioural scenarios that reflect new social reality, open up new social perspectives of knowledge of the world and humanity. Moreover, a personality combines social and individual traits, and therefore his or her value orientations, social and other competences in the process of activity change simultaneously with the society in which he or she lives according to the historical period under the influence of the system of socio-cultural determinants, with collective mentalities as their components.

2. RESULTS

Covering the topic, we consider reasonable to ground our research on the definition of the concept of "social competence", presented as follows: a holistic socio-pedagogical phenomenon, which ensures systemic nature of social responsibility, professional development and self-development of a person, his or her creative potential, high level of quality of work and social maturity in accordance with new requirements and needs of the society. This definition is based on a combination of socially significant qualities and items, social and emotional intelligence, social values, the ability to establish social and professional relationships, social interaction in real life, the ability to influence the process of life at a certain level of competence acquired [38, p. 123]. It is obvious that the described process takes place under the influence of certain determinants.

It is noteworthy that the concept "determinant" (from Latin - *determinans, determinantis* -et that defines, restricts) is applied in different aspects and fields of science (philosophy, economics, religion, etc.) with similar meaning in English, German, and Greek. It is defined as a factor that determines the phenomenon; reason, premise, component (constituent, element), etc., but at the same time different shades of meaning are important. G. Gurvitch wisely presents it as a "universal factor" [10, p. 137, 138.]. The determinant fills the identified realis with the content in particular place of social space, and shapes the functional orientation of the environment. In the article, the concept "determinant" indicates the sphere of existence, condition, factor, which determines the essence of the process. Such conditions, factors, move and influence directly natural processes, disasters, living conditions; indirectly, for example, due to historical, geographical environment of races and nationalities; remotely in space, time, and thus contribute to or hinder the development of social competence of an individual. In turn, "sociocultural character" is the basic category of the social world (super organic world), which connects personality, his or her culture, interaction (P. Sorokin) [34], it is understood as a combination of culture and society, as something that is conditioned by social and cultural reasons [29].

To deal with the issue of collective mentalities, the concept "sociocultural" is considered of utmost importance. It is defined in different fields of science as interaction between individuals and their groups in all spheres of their life. Note that a significant part of scholars emphasizes on these very aspects defining the concept of "social competence" [38, p. 91, 97]. Social competence is built on parallelism, unity of certain cultural phenomena, norms, values (internalized by these groups and individuals) and certain community, social constructs / structures in which these cultural phenomena are manifested [32].

In turn, culture as a set of values and norms with socio-cultural contradictions, which arise at all times, is the plane of reproductive human activity [14; 21; 35; 36]. This is because they are subjected to different laws and internal contradictions in the process of reproductive activity; and the effectiveness of this reproductive activity is the consequence of changes in social relations [14; 38]. Culture, however, is an ethnically and mentally specific program, a regularity of life-formation, a way of being, functioning in the form of community life. It is a reality in which the past, present, future are presented in integrity [22, p. 2].

Given that all factors affecting the development or functioning of a society are mediated by such social and cultural achievements as social psychology, socio-cultural character is a determinant of social development. In this case, the prevailing number of factors (active, random) in society (metabiological, specific ways of activity) is phenomena of culture [18, p. 136; 21; 36]. Socio-cultural determinants also provide the opportunity to carry out a systematic analysis of social phenomena in a multifactorial dimension, since several of them can exist together or change their influence on the quality of organization of social constructions. That is why the socio-cultural determinants of social development and the development of social competence at different levels (mega-, macro-, meso-, micro- levels) require a combination of history, culture and social practice to be involved.

Summarizing the abovementioned, outlining the system of socio-cultural determinants [38, p. 165], let us dwell on the *determinant of collective mentalities – states, thoughts, collective experiences.* It is the very position that manifests itself in the characterization of mentality in post-Soviet cultural and

philosophical literature [17; 23] as a set of "representations of people of particular historical time, geographic territory and social environment, a special psychological type of a particular social formation that affects historical and social processes" [23, p. 49].

The problem of mentality in its various aspects has always been in the focus of attention of foreign and Ukrainian scholars.

It is noteworthy that the concept of "mentality" comes from the Latin "mens" and is translated as mind, thinking, way of thinking, mental composition. It is polysemantic and is used to refer to the deep level of human thinking that is not limited to the conscious sphere and reaches the unconscious (according to many scholars, it was probably introduced into academic usage by R. Emerson in 1856) [3; 4].

According to J. Gurvitch (1894-1965), mentality is a multifaceted phenomenon, a reflection of "a drama that is weaker or more agitated and spontaneously guided by social element" [11, p. 156], and "an integral part of social reality, which permeates the latter and is manifested in various forms" [10, p. 151]. These forms are: mental states (characteristic features, memory of the people, suffering and satisfaction, uncertain attempts and conscious efforts directed at practical realization of historical knowledge); generally accepted views (at all times, uncertain and fuzzy). The scholar refers to mentalities "three manifestations of life", that is, variations of mentality, or mental actions (intuitive and emotional or rationally balanced and purposeful). They "materialize the mentality with respect to the person, world, and social environment to which the mentality is adjusted and immanent" [10, p. 151].

Expanding on the maximal efficiency of the mental in society, J. Gurvitch proves that the mental is in balance with the social. At the same time, the states of mentality (états mentaux) testify the smallest degree, and commonly accepted views (opinions) - the sustained degree of immanence of the mental and social balance. In turn, mental actions (actes mentaux) show the maximum degree of immanence of both. The essence of their immanence is clarified by a scholar through a figurative comparison with models, rules, signals, signs, social roles, modes of action, symbols, ideas, values, and the whole heritage of civilization, which "reciprocally accumulate" and equally strongly induce mental and social to life. The scholar imagined "social and mental in the form of two circles, which overlap having one common sector, though other sectors are different and do not overlap" [4, p. 18; 42, p. 156].

Similar opinion is expressed by S. Grabovsky, who noted that mentality "covers the layers of the conscious and the unconscious, the layers of so-called spiritual traditions, common for the integrity of people living on a particular territory, communicate with specific languages and call themselves by the name - ethnic, national, sub-ethnic" [13].

According to the arguments of the Russian scholar A. Gurvich, mentality is a generalized way of perceiving the world, a way to feel and think, characteristic of people of a particular era, the property of traditional ethnic consciousness to reflect (and express their own behaviour) a definite ethnic picture of the world in a special way [14; 15], which is created by human perceptions of the world, formed on the basis of well-defined cultural and value dominant. We completely agree with the statement of I. Pidlasyi [26, p. 86] on the individuality seen as the combination of individual development, hereditary, and environmental influence.

In this context, in the focus of our attention are the works of Western scholars such as F. Dretske [5] or J. A. Fodor [6]. They are convinced that generalization people use in everyday life to predict and explain each other's behaviour are apt and therefore are referred to as the term "popular psychology". In addition, apparently – they correspond to psychic and social, because personal and spiritual values, in which people believe, their desires and doubts, fears are seen as corrected indicator of actions of an individual in a certain situation. Therefore, according to D. Pitt, people have no other way of understanding the behaviour of others than assigning similar states and using certain generalizations [27].

However, V. Kriachko states that a greater number of scholars ignore the fact that the very social environment can be also characterised as dysfunctional, and instable and variable. This refers to the understanding of the manifestations (through mentality) of various signs of social problem, non-

functions and sociopathy of diverse genesis and social-sub-system dimension [17, p. 5]. In the process of socialization (given the understanding of this concept in the context of the development of social competence – the note is ours) an individual appropriates norms, values, views that are outwardly dictated by parents, educators, and social group [38, p. 157]; the properties of the social system, and through them – mental prescriptions, which are close to social norms or are associated with manifestations of certain violations of this process [17, p. 5].

In addition, according to Yu. Romanenko, socialization is a process of sense production and exchange that occurs in the relations of a person, social system, subsystems, various organizations, and has as a fundamental intention to achieve the complementarity of macro-identity of the social system and the identity of the basic person - the normative social type on the basis of the achievement of the socioecological balance in the structuring of space and time in the system and personal dimensions. Socialization is mediated by cultural universals which contribute to the establishment of upper threshold of deviance (maximum possible deviations of personal behaviour from the normative standards and expectations which set the social micro performance, that is, the minimum acceptable for the social system scenario-matrix of the deployment of the vital activity of an individual) [30, p. 5]. At the same time, most scholars recognize the mentality as a group phenomenon, a hidden, deep, non-reflected part of the public consciousness; the result of the unconscious process of unification of the ways of worldview, attitude, worldview and reproduction in identical behaviour. In particular, philosophical encyclopaedic dictionaries interpret the notion of "mentality" (from the late Lutheran *mentis - mental*) as a way of thinking, the general spiritual attitude of man, a group of people [8; 9]. In turn, V. Andrushchenko defines it implying a multifaceted conception for "seeking a deep level of human thought, the content of which is not limited to conscious positioning, including the sphere of the unconscious" [1, p. 443].

However, V. Kriachko, defining mentality phenomenon associated with reason, thinking, does not identify it with social consciousness. In his view, the mentality characterizes only the specifics of such consciousness in comparison with social consciousness, as a rule, large groups of people (ethnic group, nation or social stratum) [17, p. 13]. Moreover, mentality is a common "social equipment", which provides a specific perception of its members and "constitutes the behaviour of individuals, social groups, macro society in the objective process of the dynamics of society" [17, p. 19].

That is why, alongside with the mentality of a particular person (the individual, the mental profile that determines the life scenario), which is reflected in her or his personal values and stereotypes, in assessing the world around, the place in this world, in response to public opinion and the laws of morality, group civilization, ethnic mentality, and national mentality are considered. In particular, the term "group (collective) mentality" with reference to legal solidarity of people - primary subjects of legal consciousness was used by E. Durkheim. Taking into account the abovementioned, L. Sandyuk reasonably defines mentality as "a profound level of collective and individual conscious individual or social group for the promotion of a certain type of perception, thinking or action" [31, p. 26].

In the context of our research, the definition of mentality given by O. Shmorhun is important. He defines mentality as a determinant with the content of the defining feature, which provides adaptation of members of society to changes in socio-economic, spiritual and cultural conditions [33, p. 47], maintains the sustainability of the very existence of the society itself. Hence it turns out that the mental profile of the social system combines the algorithms of socialization of individuals, the mechanisms of acquisition, expansion of their life experience through the process of knowledge of objective reality, it reproduces accumulated historical information about the development of society [17, p. 19], and, as we see it, the development of social competence.

Taking into account that the mental profile at all levels (from the ideological, theoretical to the common-practical and unconscious) is an essential system of historical development, V. Kriachko [17, p. 19] emphasizes not only the importance of the set of mental characteristics of a particular society, but also the levels and specificity of their manifestation (mental properties of macro communities, stereotypes of behaviour of members of a specific society, standardized social behavioural forms, inherited from the past as traditions, customs of society, existing in concrete community in the form of

knowledge and beliefs. Consequently, the essence of the mentality of the society has a manifestation in the system of its purpose forming.

In this context, we can talk about two related types of mentality: national and ethnic. Therefore, the first mentality (according to S. Honcharenko) is a specific way of perceiving (interpreting) the inner world and external circumstances by a nation. National mentality is cultivated under the influence of cultural, historical, and geopolitical factors. The mentality of the nation is a holistic spiritual entity (it has no internal distinction as an economic, political, moral, etc.), "the spirit of the people", and permeates all spheres of human activity. It retains the code of the nation and manifests itself in the national character, identity of the ethnic group, various components of its culture [12, p. 276]. A similar opinion is expressed by S. Krymskyi regarding the specificity of the perception and interpretation of the world in the spiritual life of the people, nations, social groups, which are determined by certain socio-cultural phenomena [16, p. 369].

According to S. Honcharenko, the mentality of the Ukrainian people is characterized by freedom, individualism, aspiration for social equality, democracy, spiritual aristocracy, optimism, philosophy of the soul, deep religiosity, mercy, sincerity and sincere generosity, hard work [12, p. 276]. Note that the characteristics of emotionality of Ukrainians (according to O. Vyshnevsky) and features of mentality have much in common [40].

Another ethnic mentality is reasonably considered to be an important component of the ethno genesis of any people, a form of spiritual and cultural self-expression of members of ethnic communities in ethno-differentiating traits (they have roots in the peculiarities of cultural and economic activity, in mental composition, behaviour, and ethno-cultural constructs). In addition, ethnic mentality is seen as a way of perceiving the surrounding world and the peculiarities of responding to its phenomena, depending on ethnic factors, norms and values, mood, form of relationships, etc. [42, p. 205].

It is well known that the traditional spiritual ideals of every people are based on the spiritual guidelines of the people, which is extremely important in the development of the state. This conclusion can be found, among others, in J. Gasfield [in 2, p.11]. It is quite reasonable to consider O. Budnyk [2, p. 11], who states that all people as ethnic groups are extremely sensitive to their own origins and values. Of course, every ethnic group is marked by positive and negative individual national qualities of nature. However, it is not possible to equalize, to generalize the perception of all representatives of a certain people in view of non-acceptance of their own generalization with the whole ethnic group or people by each individual. This view is confirmed in the statement of G. Lebon on the selectively taken thousands of Frenchmen, thousands of Englishmen and thousands of Chinese who are naturally different from each other, but are characterized by common traits they inherited. On this basis, one can outline the ideal type of Frenchman, Englishman or Chinese [20, p. 22].

That is why it can be argued that ethnic Ukrainians are characterized by respect, "land worshiping", eternal aspiration to private property, respect for parents, excessive caution, complacency, hard work. This is confirmed by numerous ethnographic studies, works of Ukrainian literature, although there are other common thoughts on hardworking Ukrainians, in particular expressed by A. Palamar [25, p. 64, 67]. However, according to O. Budnyk and I. Pidlasyi, Ukrainians, as a great nation, should do their best to prosper due to their hard work [2, p. 15; 28, p. 10]. In addition, one cannot but mention the characteristics of Ukrainians as a tendency to individualism (the desire for independence in economic activity), petty ambition, egocentrism – "closure" in their own "Ego", neglecting public interests up to a complete self-isolation, which has a manifestation of social pessimism, extreme careerism, indifference to the personal goals and sometimes passive attitude to achieving their goals, which, can be caused, to our mind, by a long-term statelessness. Similar ideas are expressed by O. Budnyk [2, p. 17]. We can also add that the specified characteristics are most expressed during periods of disasters.

In addition, study and interpretation of the peculiarities of the semantic space of various groups of respondents, in particular performed by O. Frolova, confirmed the fact that the process of the communicative field structuring is influenced by the national-ethnic group [7, p. 175]. However, the

events of recent years and of today convincingly testify to the fact that such people can "unexpectedly see the light" in certain circumstances, receive respect and support of most countries of the world as fighters for democracy, freedom, who seek honest and free economic activity in their country. L. Kuchma's words are quoted by N. Yakupova with reference to the events of the Orange Revolution. Today there are more convincing arguments in favour of this idea: events of the end of 2013 beginning of 2014 - the dignity revolution, for which more than a hundred citizens of Ukraine laid their lives, as well as the war against the Russian aggressor. It is well-known that Ukraine is a multinational country, where every fourth is not an ethnic Ukrainian. Referring to Z. Freud, the author comes to a reasonable conclusion. The idea behind is that there is no full equality between nations, although within the boundaries of an ethnic group and on the basis of ethnic separation there will always be wars, since every person has a natural aggression to protect himself and his relatives from enemies [41].

In this context, the statement by L. Orban-Lembryck about the situation of the "contact hypothesis" seems quite right. According to it the uncompromised business interaction and communication between representatives of different ethnic groups reduce egocentrism and stereotypes of evaluation, sometimes it can go even to the destruction of interethnic stereotypes. At the same time, the effect of mutual disagreement disappears only on condition of observance of clear requirements, among which are the following: recognition of the undoubted equality of parties, creating an environment of openness and trust in communication, respect for traditional norms, way of life, etc. [24, p. 4]. Consequently, the above-mentioned events naturally united the citizens of Ukraine (regardless of nationality) with the common idea of European development and protection of their own country, but certain part of the society was rejected. It should be noted that the objectives of our article do not suggest the analysis of these events. However, we should emphasize that besides the use of "organizational weapons" (application of the system of organizational, propaganda, psychological, informational influences against the target state, which force it to move in the necessary for the opposite side direction [22]), the influence of media attacks, information from the Russian mass media, psychological pressure on the population, first of all in the east of Ukraine, historic distinction of Ukrainians contributed to the complication of the situation. G. Filipchuk proved this idea in his research. The scholar noted that Ukrainians as a nation always lacked the commonality of historical destiny. For centuries Transcarpathia and Volyn, Galicia and Crimea, Bukovyna and the Dnieper region lacked integral communities [37, p. 229]. Hence, the people who were forcibly divided with other states' borders did not have an opportunity to develop their national ideal of humanism, democracy, and citizenship in the context of their own history, traditions, culture, and morality [37, p. 229].

For the first time in years of independence of the Ukrainian state, a national idea emerged. It should become a world-view orientation in the education system, in the field of development of social competence. Today, the national dignity of Ukrainian citizens is difficult to generate, when each ethnic community is guided by its own behaviour, rules and regulations, manifested in morals, customs, experience in raising children, managing economy, trying to create positive image of the people, "one should behave in such a way as to present a decent image of nation" [39, p. 49].

In the context of the abovementioned, we agree with the words of N. Lavrychenko regarding three levels of the deployment of national identity concerning the formation of human certainty (biogenetic, socio-psychological, cultural-historical) [19, p. 286]. At the same time, nationality is considered more social, than biological phenomenon due to assimilation of a significant degree of value orientation depending on the environment. The result of such socialization as a manifestation of social competence is the formation of national identity of an individual.

3. CONCLUSIONS

Taking into consideration the abovementioned, we should state the following. All factors affecting the development of a society or functioning in it form a determinant of social development; they are

phenomena of culture as a society, and every individual. They enable the systematic analysis of social phenomena in a multifactorial dimension, including the development of social competence.

Mentality is a determinant, a defining characteristic that ensures the adaptation of society members to changes in socio-economic, spiritual and cultural conditions; it demonstrates the vision of people of particular historical time, geographical area and social environment, a special psychological type of specific social formation.

The attention is drawn to mentality of a particular person – individual mentality, individual mental profile, which determines life scenario, personal values and stereotypes, perception of the world, the place of individual in it, public opinion and the laws of morality. Group mentality (civilization mentality, ethnic and nation mentality) is also in the focus of attention. Group (collective) mentality is presented as a manifestation of solidarity of people – primary subjects of consciousness. That is why mentality is a deep level of collective and individual consciousness of a person or a social group; it promotes a certain type of perception, thinking and action.

National mentality encompasses a system of ethnopsychological, ethnoideological, national, ideological dimensions of historical background; it is a synthesis link of manifestations of ethnic and national spirit.

Ethnic mentality is spiritual and cultural self-manifestation of members of ethnic communities in ethno-differentiating features, a way of perceiving world environment with the peculiarities of responding to its phenomena, depending on ethnic factors, norms and values, moods and forms of relationships.

Specific features of national mentality as an element of a complex methodological system ensure the objectivity of theoretical knowledge. The form of information existence is one of the main criteria for the structure of national mentality. Through it, mental content is transmitted, and it contributes to the awareness of the perception of the outside world.

National mentality of the Ukrainians of both positive and negative character is unique due to socio-cultural factors, and its archetypal basis fuels the sources of national revival. In the context of the transformational processes of the modern Ukrainian society, taking into account its heterogeneous ethnic structure, we can assume that the chosen way of European integration can be realized on the basis of a deep level of collective and individual mentality, dialogue on religious and cultural theories, readiness to perceive innovative social ideas and norms within ethnic groups, and at the level of the Ukrainian nation.

The aforementioned conclusions do not cover all aspects of the outlined topic, and lay the basis for further study of determinants of the development of social competence; they can be considered a discussion on the issue of unity and contradictions of socio-cultural traditions and transformations.

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Address: Olena Varetska, Public Educational Institution "Zaporizhzhia Regional Institute of Post-Graduate Pedagogical Education" Zaporizhzhia Regional Council, 57-A, Nezalezhnoii Ukraiiny Str., Zaporizhzhia, 69035, Ukraine.

E-mail: olena_varetska@i.ua

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Варецька Олена. Колективні ментальності у системі соціокультурних детермінант розвитку соціальної компетентності особистості. *Журнал Прикарпатського університету імені Василя Стефаника*, **6** (1) (2019), 19–27.

У статті обґрунтовано актуальність розвитку соціальної компетентності особистості в умовах глобалізаційних змін, окреслено авторський погляд на вплив колективних ментальностей у системі соціокультурних детермінант, досліджено погляди науковців на сутність ментальності, ментальності особистості й групи, нації й етносу, висвітлено риси етнічних українців, природної можливості об'єднання навколо національної ідеї.

Ключові слова: соціальна компетентність, особистість, детермінанта, система, ментальність, колективні ментальності, етноментальність, національна ментальність.

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FORMATION OF COMPLETE REFLEX CONSTRUCTIONS OF FUTURE PEDAGOGUE IN THE EDUCATIONAL ENVIRONMENT OF HIGHER EDUCATION

VIKTORIYA ZHELANOVA

Abstract. The article substantiates the relevance and expediency of the implementation of reflexively oriented education of a future teacher in a modern institution of higher education. The essence of reflexive constructs of the future teacher as unity of reflexive competence and reflexively deterministic constructs is revealed. The reflexive competence of the future teacher is defined as professional-personal metaquality and is represented in two planes: 1) as an independent construct; 2) as a determinant, which determines the development of reflexively saturated constructs. In the context of reflexive determination, the motivational, semantic and subjective fields of personality are presented. The directions of the process of transformation of components of reflexive competence, as well as motives, meanings, professional subjectivity in the plane of their reflexive determination are revealed. The phenomenon of the educational environment of the institution of higher education is analyzed and attention is focused on its reflexive orientation. The logic and peculiarities of the formation of reflexive constructs of the future teacher in accordance with the phases of the environment (adaptation to the environment, the active reproduction of the environment by students, the active influence of students on the environment and the independent creation of the environment) are highlighted.

Keywords: reflexive competence, reflexive determination, motivation, semantic sphere, professional subjectivity of the future teacher, educational environment of higher education institution, creation environment.

1. INTRODUCTION

The most important trend of modern higher education in Ukraine is its reflective orientation (I. Bech, N. Bibik, O. Savchenko). I. Stetsenko, I. Kolesnikova believed, that the leading paradigm of modern education and scientific approaches is synthesized in a reflexive educational paradigm that aims to create a certain environment for self-knowledge, self-awareness and self-revelation of the personality of the future specialist. Its purpose is to form future specialist reflexive constructs. Also known is the position regarding the justification of the idea that almost reflexive processes permeate teacher professional activity. It acquires a new, pedagogically directed content and this is what it is appropriate to call it a pedagogical (Y. Kulyutkin, G. Sukhobska) [6]. Humanization process being implemented at all levels of modern education requires increased reflection in the knowledge of

himself and high sense of responsibility for another person. This idea gave particular relevance to pedagogical reflection.

The phenomenon of pedagogical reflection is quite thorough research in pedagogy and psychology (I. Bekh, A. Bizyayeva, N. Kuzmina, A. Markova, A. Rean, S. Sysoyeva). However, in the context of the problem of this article, we are based on a scientific direction in which the interpretation of pedagogical reflection is connected with the teacher's reflexive competence (O. Anisimov, O. Bodalov, A. Derkach, Y. Kusheverska, O. Polishchuk, I. Ulyanich), as well as on the concept of reflective determination of activity and personality of A. Karpov [4].

We consider the recognition of the dominant role of reflective competence is absolutely justified, as we face the problem of shortage of students professional quality, resulting in the lack of understanding of the causes of various educational phenomena, perceptual illiteracy in stereotyping relationships with children in the invasion of their I-space, in the unpredictability of professional activity. In studies A. Bizyayeva, even appeared the term "deficit of reflection" [2].

It should be noted that taking into account the current trends in the implementation of the environment of oriented education (M. Bratko, Y. Manuylov, S. Sergeev), the plane of formation of reflexive constructs of the future teacher is the educational environment of higher education institution. Thus relevance of the submitted article is obvious.

2. ANALYSIS AND DISCUSSION

In previous studies, we have substantiated the conceptual model of reflexive constructs of the future teacher, which reflects the results-oriented aspects of vocational training and consists of two blocks [3]. The first block presents reflexive competence, which is thought to be sufficiently new concept, which was formed in acmeology and is considered from the standpoint of methodology (O. Anisimov) and reflexive psychology(I. Semenov, S. Stepanov) as a professional quality of the individual, the essence of which is the availability of readiness and professional reflection ability. The S. Stepanov's approach is widely used, according to which reflexive competence is defined as the professional quality of the individual, which allows the most effective and adequately to carry out reflexive processes, the implementation of reflexive ability, which provides the process of development and self-development, promotes creative approach to professional activity, achievement of its maximum efficiency and performance [7]. Ability to reflect as a special type of analysis of their activities lies at the basis of future teacher professional competence, and the formation of reflexive competence is one of the most important directions of its preparation in higher education institution.

Taking into account the outlined scientific positions, the author's interpretation of the reflexive competence of future teachers is based on the understanding of it as a transversal meta-competence, which is an integrated characteristic of the individual, represented by a set of components adequate to the reflexive activity realized in the reflexive processes effective implementation and predetermine the successful mastery of professional activity, namely:

– motivational-value component containing motives, value orientations, setting to reflexive activity, positive, open I-concept;

– cognitive, represented by special psychological and pedagogical, differential psychological, socio-psychological, autopsychological knowledge as the theoretical basis of pedagogical reflection;

– operational-activity that contains the system of reflexive-analytical skills related to self-knowledge and understanding of another, self-assessment and evaluation of other people, independent interpretation, analysis, design and correction of pedagogical technologies and their own activities, presented by gnostic, social-perceptual, design-constructive, organizational, communicative skills.

The reflexive competence treatment as meta-competence, allowed, on the one hand, to study the phenomenon that considered as an independent construct, and on the other - as a transverse quality that determines reflexively saturated constructs of the individual. The above position enables the study of motivation, semantic and subjective sphere of individual as a reflective saturated and reflexive determined.

Let's analyze the phenomenon essence of reflexive determination, which is thoroughly considered in the A. Karpov study. The scientist proves the deterministic reflection macro functions and considers the leading among them the facilitating, inhibiting, modeling and generative functions. Their totality and specificity are invariant with respect to those activity and personal structures that are influenced by reflection. These functions are realized in two plans: situational and suprasituational. In the first case, the action of these functions equivalent role determination reflection on the parameters and characteristics of activity and the degree of personal qualities manifestation. In the second - their action means that reflection manifests itself not only in the activity and functioning of the individual, but also forms them [4]. It should be noted that both of these positions are important in the format of our study. We believe, that the most "reflexive" the motivation and sense sphere of the individual and its subjectivity. Consider them in the plane of reflective determination.

Motivational sphere is rightly considered the core of the personality. There are a number of scientific positions on the interpretation of the nature, content and structure of these phenomena, and the means of their formation. Consequently, we can state certain directions in determining the essence of motives and considering them as needs (L. Bozhovich, O. Kovalev, K. Platonov, L. Stolyarenko); as a goal (O. Leontiev); as an incentive (V. Merlin, M. Jacobson); as an internal position of the person (L. Bozhovych); as a certain "need state", as emotions, as an estimation (V. Aseev, A. Kovalev, P. Yakobson); as personal dispositions (D. Uznadze); as any of the root causes of activity (E. Ilyin). Taking into account the above scientific approaches, we consider it expedient to understand the motive as a complex hierarchical formation of the personality that integrates goals, needs, motivations, the internal position of the individual, its certain emotions, personal dispositions, and evaluation attitudes.

The most "reflexive" is the interpretation of the motive as an internal position, as an installation, as a goal, since "shifting the motive to the goal" is associated with the reflection of arbitrary human behavior.

Wider than the motive is the motivation concept. Research motivation of future teachers takes into account the essence of the "motivational syndrome" concept (N. Bakshayeva), characterized by a motivational system that displays the interaction and transformation process of the individual. The leading forms of "motivational syndrome" are cognitive and professional motives, which respectively constitute "cognitive motivational syndrome" and "professional motivational syndrome", which are manifested and formed in the educational activity of the subject, on the one hand, as relatively independent systems of motives, and from another - how the components of "general motivational syndrome" are interrelated in their development [1].

The motivation of the individual interconnected and interdependent with its semantic field according to research of D. Leontiev, Z. Rzhevska-Stefan, B. Sosnovsky and others.

In our study format, the meanings of personality are considered as a reflexively deterministic construct, which is an element of the target orientation of the future teacher professional training. This approach seems reasonable to us, since, as well as reflection, meanings are dominant in the regulation of human life. We insist that the semantic scope of future teachers is a set of semantic entities and relationships between them, providing the semantic regulation of the profession. Under the terms of the structural and functional approach it distinguishes situational (semantic unit) and stable (meaning dispositions, personal values) semantic entity.

In addition to the mentioned reflective deterministic constructs of the future teacher, attention should be paid to his professional subjectivity, since in the context of the current process of higher education orientation on the "personal dimension" the "subjective" qualities of the individual acquire an increasing importance that predetermine continuous gradual self-development, creative self-determination and productive self-realization of the future specialist in the profession.

We regard the professional subject of the future teacher as an integrated professionally important quality, which ensures the purposeful and optimal realization of their personal resources for solving professional and vital tasks and manifests itself in the quest for self-realization, that is, to self-actualization. The structure of professional subjectivity contains a subject's professional position, pedagogical activity, subject experience, ability to reflect, anticipation.

Therefore, we have highlighted the essence of reflective constructs a future teacher. Next, consider the logic of their transformation.

Taking into account the above structure of reflexive competence, we note that the motivational aspects of this phenomenon will be transformed as follows: motives, needs for reflexive activity, reflexive setting, value attitude to reflection.

The development of cognitive and operational-activity components of reflection, respectively, associated with the change of knowledge and skills from those that reflect the personal, intellectual type of reflection - to the knowledge and skills relating to cooperative and communicative reflection. That is, the reflection directed "on itself" is expanded by the reflection which directed "on others".

Finally, on an occasional basis, reflection develops from retrospective and situational - to a promising one, which is associated with anticipatic processes.

Thus, the development of reflective future teachers competence is a process of gradual development components reflective competence towards their complications and the spread range implementation of various types of educational reflection synthesized in contextual reflection.

The process of transformation of cognitive motives in going professional as a process of gradual replacement of cognitive motives professional within the "general motivational syndrome" based object changes its actual activities "by-product" and a single-step motivational mastery of the general scheme of the process.

It should be noted that the process of transformation of motives is associated with the general logic of constructing a motivational process that is a staged phenomenon, that is, a sequence of stages, each of which performs a certain function and, in accordance with the interpretation of A. Faizullaev represented by such stages.

1. The emergence of awareness and motivation. This phase is associated with the emergence of incentives, sources of activity. However, as we have already noted, motivation is not a motive. The first step in the formation of a real motive is his awareness. That's it - the key point of this stage.

2. Adoption of the motive. The leading content of this stage is the identification of incentives with the motivational and semantic entities of the individual, that is, the realization of the meaningful function of motives.

3. Implementation of the motive. The content of this phase is associated with the transformation of motives in a particular situation.

4. Fixing the motive. At this stage in the process of steady repetition of similar situations to stimulate specific needs is consolidating as a motive traits.

5. Actualization of impulses. This phase is associated with repetitive situations consistently updating and meet the relevant requirements, leading to the consolidation of a motivational tendencies as inner necessity, habit [20].

Analytical review of motivational stages of the process gives rise clarify mechanisms saturation reflective awareness, identification with certain incentives motivational personal semantic entities.

Thus, there is a clear reflective conditionality and saturation motivational aspects of personality of future teacher. They relate to the implementation of many types of pedagogical reflection, namely: personal, cooperative, communicative, situational, perspective.

The semantic sphere of the future teacher in accordance with the ideas of the dynamic approach is connected with the meaningful formation, sense consciousness and phony construction in the "small dynamics" of meanings, within which there is a series of successive transformations of the components of semantic sphere, connected with the ascent of the hierarchy of intrapersonal structures. Ontologically this process represents transcendence, that is, the constant production and renewal of semantic sphere (I. Kolyesnikova) [5].

Specifies that sense-formation is identified by us with the emergence of semantic entities. At the same time, we turn to the classical "development zones" (L. Vygotsky) and the well-known psychological sequence "entry into the development zone - the zone of actual development - the zone of the nearest development - the zone of self-development", which are determinant in the trends of the

formation of meaning. The meaningfulness and sensibility of the future teacher of the elementary classes is the verbalization of meaning and its reflection.

The dynamics of semantic generates a constant interaction between situational meaning and manifestations of those semantic structures, claiming the status of stable. The semantic personality development corresponds to logic from individual to general.

Thus, the development of the semantic sphere of the future teacher is carried out in several directions, namely: 1) the transformation of situational semantic structures (personal meaning, semantic setting, sensory-forming motives) into stable (semantic constructs, semantic disposition, personal values); 2) "sense-saturatioz" from the minimum to the maximum state on the basis of "refinement and expansion" (V. Zinchenko); 3) the hierarchy of meanings, their "crystallization" (O. Leontiev); 4) the change of dynamic semantic processes in sequence: sense formation, sense consciousness, sentiment construction.

Development of future teacher professional subjectivity is understood as a process of successive transformation components subjectivity professional future specialist, which is subjective, professional attitude, educational activity, subjective experience, ability to reflection, anticipation.

Taking into account the above-mentioned positions regarding the characteristics of the structural components of the subject's sphere of the future teacher, as well as the criteria for their formation, we will define their transformational peculiarities.

Subjective professional position is transformed from the orientation of "the result" to the orientation "on the process", on the means of conducting educational and professional activities; from the priority of personal values to the coordination of personal values with the professional and the priority of professional values; from unconscious assimilation of social norms and standards without regard to professional activity to a conscious assimilation of social norms and standards, when the subject is already determining his position towards them; from lack of initiative and responsibility to the student's initiative and responsible attitude to education. In general, the development of a subjective position is the stage of orientation, enrichment, implementation.

Educational activity is modified from the unconscious to the conscious, from situational to suprasituative, not adapted (V. Petrovsky) integrative activity (K. Abulkhanova-Slavska).

Subjective experience develops along the line: value experience, operational experience, experience of reflection, experience of the usual activation, experience of cooperation.

Anticipating is transformed from the ability to predict the results of its own activity to the ability to predict the actions of others, as well as to the ability to predict the effects of interaction with students.

Further, taking into account the essence of the reflexive constructs and the peculiarities of their transformation, we characterize the logic of their formation in the reflexively oriented educational environment of the institution of higher education as a multilevel pedagogically organized system of conditions and opportunities that contribute to the effectiveness of the process of formation of reflective constructs of the individual within certain stages of the educational environment.

The first stage of the formation of the environment (1st course of study at the institution of higher education). This period of education coincides with the phase of adaptation to the conditions of the specified environment, when the student begins to correlate their capabilities and needs with the capabilities of the environment and between them there is a contradiction. The objectives of this phase are: 1) the formation of motives for understanding the purpose of the profession in society, professional interests, professional expectations, the implementation of the incentive function of motivation; 2) the formation of reflection as a basic personal formation; 3) the formation of situational semantic entities, namely, personal meanings, semantic installation to future professional activities; 4) the formation of subjectivity as a personal construct, consisting in stimulating the needs in the development of its subjectivity, in self-knowledge, clarifying its subject potential.

The formation of the medium during this period is associated with the realization of objective environmental conditions, that is, with the actualization of the motivational, reflexive, semantic, subjective potential of the fundamental educational disciplines, which at this stage are "Introduction to

the Specialty", "Pedagogy" (integrated course) , section "General Fundamentals of Pedagogy", as well as contextualization of educational material.

We offer at an early stage of education to use some form of training, which is given by the professional and personal context professional activity of future teachers. At the same time, knowledge ceases to be abstract and superimposed on the "canvas of professional activity" (terminology A. Verbitsky). Such are lectures of contextual type, non-auditory tasks of reflexive orientation (drawing "My portrait in the rays of the sun", "Self-description", auto-essay "What do I want to change in myself?"), which are based on the method of introspection (from the Latin *introspecto* - to look inside), which is to observe their own feelings, thoughts, that is, self-observation. Regarding the interpretation of "other", it is expedient to use the analysis of pedagogical situations, but not as an independent organizational form of contextual education, but as a method of teaching. An example can be situations-antipodes that illustrate the "positive" and "negative" teachers. In the process of analyzing such situations, students state the formation or absence of certain professional qualities of the teacher, and also correlate their "I-image" of a professional with the professional "I" of another teacher. Add that these "antipodes situation", provides students with several alternatives that opportunity to make choices based on their semantic advantage. Besides changing the options is a common mental technique (F. Vasilyuk, N. Myronenkova).

The student during this period adapts to the conditions of the educational environment, is its object, their relations in the system "environment – student" are defined as "subject-object". The environment is considered as a factor in the formation of personality; and the student - as an object that adopts this influence and begins to realize itself in the environment. The student's state of being in the environment is formed.

The second stage of the formation of the environment (II, III courses in higher education). This period coincides with the phase of the student's active reproduction of the educational environment. Student information relates a study with professional situations and uses it as a function of the means to achieving their action. Information for the student acquires a personal sense.

The objectives of this phase are as follows: 1) the formation of precisely professional motivation, the realization of the purpose-forming, regulatory function of the motives; 2) the formation of reflection as a significant professional quality; 3) formation of stable semantic formations, namely - fixed semantic installation; 4) formation of the primary professional subjectivity; 5) the formation of certain communicative skills that reflect the social context of the future profession.

The formation of the environment in this period is connected, as in the previous stage, with the realization of objective environmental conditions, that is, with the elucidation of the professional potential of the educational discipline "Pedagogy", namely the sections "Theory of education", "Didactics". However, special conditions are created that involve the development of special courses of a certain orientation. Such a condition within the framework of quasi-professional activity is the discipline "Theory and methodology for solving professional and pedagogical tasks", which is represented by a triad of training courses, namely: 1) "Analysis of Pedagogical Situations" (II course); 2) "Modeling of the Pedagogical Process" (III course); 3) "Designing a Pedagogical System" (IV course).

Note that in such a format pedagogical situations and tasks are used not as learning methods, but as independent organizational forms of studying context-type, which contain significant potential for introducing in the process of professional training of the teacher of primary classes of motivation-stimulating, reflexive-forming, sensory-shaping, subject-forming, social professional contexts of the future specialist.

What is happening in the educational environment in the phase of its active reproduction by students? 1. "Immersion in itself" changes, "immersion in the profession". 2. There is a shift in motivation from the subject of cognitive activity to the subject of quasi-professional activity, there are precisely professional motives, the student accepts them, the motivation is already identified with the need. 3. Appealing to oneself, which was associated with personal reflection, spread intellectual reflection, as well as appeal to others, formed a communicative interpersonal, social types of pedagogical reflection. That is, the sphere of reflection becomes, in addition to self-awareness, also

thinking and communication. Contextual reflection is already formed as a professionally significant quality of the elementary school teacher. 4. Beginning to form persistent semantic structures that become sensibleconcerned. That student is already able to make a conscious choice of semantic, but so far only in certain situations. There is disclosure, understanding of professional sense. 5. The primary professional subjectivity of future educators is formed, which manifests itself in the emergence of supersituative activity, experience of cooperation, situational self-actualization. 6. A student acquires certain communication models that are inherent in future professional activities in the process of implementing its social context.

Consequently, there is no doubt that the educational environment is expanding. Objective conditions are supplemented by specially created ones, which result in the growth of the immersion of the environment. That is, the student and the environment are already subjects, their relationships become "inter-subject" in the context of increasing interactivity of the environment.

The third stage of the formation of the environment (IV courses in higher education). During this period, the student actually occupies the position of a specialist and his activities become content, forms and technologies professional. The tasks of this stage are as follows: 1) consolidation and updating of professional motives, implementation of corrective motive functions; 2) the formation of reflexive competence as a significant professional quality; 3) realization of the deterministic function of reflection; 4) mastering all components of the integral mechanism of reflection; 5) the formation of stable professional semantic entities, namely - semantic disposition, the implementation of the process of sensual construction; 6) the formation of a professional subjectivity; 7) the formation of a system of skills that reflects the social context of the future profession.

Within this period, as in the previous stages, both objective and specially created conditions of the reflection-context environment are realized. A leading feature of the environment is the priority of group forms of students' work, based on discussions, dialogue, polylogue. This form of organization of students together promotes professional contexts future specialist. During this period, pedagogical reflection already acquires the status of reflexive competence as a holistic, integrated professional-personal quality, as well as its determinatory functions are implemented in relation to the motivational, semantic, and subject areas of future educators. We insist that effective within the educational and professional activities are not just a form of group work, and those that can realize the whole cycle reflexive process. Such, for example, is the technology for the formation of the reflexive activity of the Dutch scientist F. Korthagen [9], reflexion engineering "reflexive team" (the idea of the Norwegian specialist Tom Anderson) [8].

We state changes that coincide with the phase of active influence of students on the environment and independent creation of it. 1. There is a reflexive and semantic immersion of a student in the future profession. 2. The process of transformation of cognitive motives into a professional is determined by the shift in motivation from the subject of quasi-professional activity to the subject of professional activity, and the consolidation and updating of the incentive takes place. 3. Reflexive processes are spreading by cooperative reflection, that is, all the leading types of pedagogical reflection are already realized. It becomes a complex, integrated quality of personality, namely, the context reflection, which is the basis of reflexive competence. 4. The determinational functions of reflection concerning the motivational, semantic, and subject areas of the future specialist are actively implemented. 5. A stable semantic attitude towards the future profession of a primary school teacher is supplemented by a semantic attitude to the personality of a junior pupil. Manifestations of meaning are associated with the realization of meaning during certain events, as well as the emergence of a "semantic trace" (I. Abakumova). 6. A student is already aimed at self-actualization and self-actualization in the future profession, there is a true awareness of the subject's professional position. 7. Student acquires models of dialogically-directional discussion.

3. CONCLUSIONS

Thus, the article presents the essence and structure of the reflective constructs of the future teacher. Represented reflexive competence, as an end-to-end metaquality, which is an integrated personality trait, represented by a set of components, adequate to reflexive activity, realized in the effective implementation of reflexive processes and predetermine the successful mastery of professional activity. Such components are: motivational-value, cognitive, operational-activity.

Proved that self-reflective competence is reflective construct and determinant that leads to the development of reflexive saturated constructs that are motivational, semantic sphere of the individual, his professional subjectivity.

The plane of formation of reflexive constructs of the future teacher is the educational environment of higher education institution as a multilevel pedagogically organized system of conditions and opportunities that contribute to the effectiveness of the process of formation of reflective constructs of the individual within certain stages of the environment (adaptation to the conditions of the indicated medium, the active reproduction of the environment by students, the active influence of students on environment and independent creation of it). The formation of the medium at all stages is associated with the realization of objective and specially created external and internal environment conditions that are aimed at forming reflexive competence and reflexively determined constructs of the personality of the future specialist, namely, motivation, meanings, and professional subjectivity. The criteria for the quality of the environment are immersion, presence, interactivity as the leading characteristics of a reflexively oriented educational environment. Given the complexity and multidimensionality of the presented problem, there is an obvious need for substantiation and development of a coherent technology for the formation of reflexive constructs of the future teacher.

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Address: Viktoriya Zhelanova, Borys Grinchenko Kyiv University, 18/2, Bulvarno-Kudriavska Str., Kyiv, 04053, Ukraine.
E-mail: vic.zhelanova@gmail.com

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У статті обґрунтовано актуальність і доцільність впровадження рефлексивно зорієнтованої освіти майбутнього педагога в сучасному закладі вищої освіти. Розкрито сутність рефлексивних конструктів майбутнього педагога як єдності рефлексивної компетентності та рефлексивно детермінованих конструктів. Рефлексивну компетентність майбутнього педагога визначено як професійно-особистісну метаякість і репрезентовано у двох площинах: 1) як самостійний конструкт; 2) як детермінанту, що зумовлює розвиток рефлексивно насичених конструктів. У контексті рефлексивної детермінації представлено мотиваційну, смислову та суб'єктну сфери особистості. Розкрито напрями процесу трансформації складників рефлексивної компетентності, а також мотивів, смислів, професійної суб'єктності у площині їх рефлексивної детермінації. Проаналізовано феномен освітнього середовища закладу вищої освіти й зосереджено увагу на його рефлексивній орієнтації. Висвітлено логіку та особливості формування рефлексивних конструктів майбутнього педагога суголосно етапам середовищеутворення (адаптація до умов середовища; активне відтворення середовища студентами; активний вплив студентів на середовище та самостійне його створення).

Ключові слова: рефлексивна компетентність, рефлексивна детермінація, мотивація, смислова сфера, професійна суб'єктність майбутнього педагога, освітнє середовище закладу вищої освіти, середовищеутворення.

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DETERMINANTS OF THE TEACHER'S PERCEPTION OF STUDENTS AT THE PRIMARY AND SECONDARY SCHOOL LEVEL

MAGDALENA JAKUBCZAK-CHODŹKO

Abstract. Contemporary tasks and imposed requirements in the area of education are focused on improving the efficiency and quality of teaching, including counteracting the disturbing phenomena of the "day of liquid modernity" [1, p. 15–29]. The teacher's person is perceived subjectively, from the perspective of the contractor of professional assumptions. The dynamics of educational processes and progressive civilization changes forces us to meet the emerging expectations of educational policy. The look of many leading educators, among others Jan Władysław Dawid, Zygmunt Mysłakowski, Wincenty Okoń, Maria Grzegorzewska, Czesław Banach for personality traits of the teacher has gone to oblivion to give way to schematic and mass teaching. Increasingly, attention is paid to how? and not who? teaches. Studies in the field of psychology and pedagogy pose a question; What should the teacher be like? Using the following article, in which I will base myself on empirical research, I want to answer a completely different aspect, what kind of teacher would the students want?

Keywords: authority, teacher, reflective features, practice, image.

1. INTRODUCTION

The teacher's personality, like the other components involved in the education process, is changing. This applies to the impact of social, cultural, self-realizing and intentional educational interactions. *"Nobody had a ready personality. It is the result of specific, conducive processes of growth and upbringing, and above all self-education and continuous improvement. New educational strategies also require a new teacher"*. [12, p. 68]. The process of progress and constant changes in every area of life requires a look at the teacher's figure. This view can be based on a variety of perspectives. From the point of view of the teacher, students, parents, pedeutologists. But in my opinion, the most valuable opinions can be obtained from people without whom education would not make sense for existence, the most important ones - students.

In order to check what expectations pupils expect from the teacher at present, I conducted research among primary and secondary school students. Due to the limited volume of the text, in the article I will refer only to selected issues located in empirical research. The research I presented was conducted on a sample of 120 pupils from 12–20 years old, therefore primary and secondary school. The research was quantitative and the questionnaire was used as a tool. The questions were open, semi-open and closed, one-time and multiple-choice.

2. REFLECTIONS ON THE TEACHER'S MODEL

In Socrates' time, self-knowledge and self-discovery were an important component of human experience. These determinants remain valid, especially in reference to the teacher's work [5]. The self-knowledge consists of m.in. a set of judgments, ideas about one's own appearance, intellect, character, social relations, attitudes, beliefs about which an individual should have clarity. Often the attitudes of the teacher towards the student, the teaching process and also towards the person are unconscious [4, p. 100–101]. The teaching profession has certain moral and ethical determinants that must be followed. They result from the accepted teaching ethics and consist of norms, attitudes and behaviors that are not defined [6, p. 29–31].

The teachers' attitudes awaited by the students include those that simultaneously confirm the validity of the views of the pedagogy representatives describing the necessary characteristics of the teacher's image: J.W. Dawid [3], Z. Mysłakowski [8], but also those that have not yet been considered as desirable. I will recall each of the features that were mentioned and marked most often.

Features related to personality and referring to ethics: principles of justice, conscientiousness and diligence, knowledge, sympathy shown to students, understanding and lack of bias.

Among the answers given in the question about the characteristics of an ideal teacher, as well as guidelines for a teacher who would like to become a student authority, a feature such as a sense of humor or having "good" contact with a student appeared very often. Many respondents said they appreciate the teacher's appearance. As the most important feature that should be mentioned, they mention: "fashionable outfit", "physical attractiveness", "well-groomed figure", "personal hygiene". The above answers may indicate changes in socio-cultural conditions that take place throughout Europe. They are most visible in the area of communication: (where the indirect form has become dominant, with the help of electronic tools), its quality, universality, the multiplicity of sources, the speed of information transmission. You can also talk about the correlation of the acceleration of information flow, along with the acceleration of the pace of life. And also the financial crisis, and thus the increase in unemployment. All these changes significantly influenced changes in the hierarchy of values and their transformation [6]. As a result, what appeared to be a completely new aspect of the assessment, which is the external appearance.

Other exhibited features are: arousing the interest of the student and an interesting way to conduct lessons that they treat equally with understanding and help in solving problems. It is worth citing those students' answers that refer to the interpersonal competence of the teacher and ethical attitudes:

"– observes the rules,
 – does not ignore students,
 – can appreciate the students' efforts,
 – he explains, and does not ask to read in the textbook,
 – understands that each student is different and has different options
 – is a model of culture and punctuality."

The abovementioned indications can be considered in two ways in the didactic aspect of the teacher's work, on which he himself mainly focuses, during the setting up of the class scenario or from the point of view of the personality of the teacher. Both the first and the second way of interpretation will depend on the understanding of the designated features that can be implemented or considered unfulfilled depending on the "imaginations" on each of them.

I will now turn to the next question, which in a way is confirmation of the results contained in the previous question. The determinants that students follow in the assessment of their didactics are based on personality, openness to student problems and teacher's attitude to duties. Analyzing the individual responses, there is a difference in relation to some of them: the most important for students aged 18–20 is openness to pupils' problems, while in the age of 12–14, 15–17 years the teacher's personality is the most important.

No.	Determinants of teacher perception	Age			Total	
		12-14 years 20[*]	15-17 years 86[*]	18-20 years 14[*]	Ws 120	% 100
1.	Personality of the teacher	17	72	11	100	83,3
2.	Openness to students' problems	16	63	14	93	77,5
3.	Teacher's attitude to duties	11	55	12	78	65,0
4.	The need for professional development constantly implemented by him	3	21	5	29	24,2
5.	Younger teacher age	1	18	0	19	15,9
6.	Appearance	1	7	0	8	6,7
7.	Long work experience	0	6	0	6	5,0
8.	Short work experience	1	1	0	2	1,7
9.	Older teacher age	0	2	0	2	1,7

Tab. 1. Determinants student perception of the teacher. Source: own study.

The analysis of the data contained in the table allows to state that the didactic personality is more important in the opinion of students than its approach to teaching. Proven forbearance and empathy, also belong to the more desirable features than the attitude to duties.

The negative attitude towards the teacher changes the student's approach to the subject he is learning. 91% of respondents voted for this thesis. One of the determinants of the teacher's competence are interpersonal relations. The object of interpersonal skills is to create a friendly atmosphere and conditions conducive to development. Therefore, the influence of the educator on the pupil affects his approach to the subject. The above statements draw conclusions about the subject of the teacher from the perspective of the term used by Zygmunt Mysłakowski as having a "pedagogical talent" [12, p. 711]. Talent in the aforementioned meaning means having certain personality traits, among others; empathy, caring, openness and not specific didactic skills.

The next question in the research questionnaire concerned: the importance of the external appearance of the teacher for students. I am just mentioning the results obtained here. As it turns out only for 5% of respondents, it does not matter. For 38% it is very important or important, and 57% describe it as indifferent. However, when analyzing Table 1 in the context of the next question, there is a clear discrepancy between the responses obtained. This means that the appearance significantly affects the image of the teacher, but it is not one of the main factors of perception by the students. As evidenced by the result of the sixth place in Tab. 1.

From among the questions that can significantly influence the approach of educators to their duties, I will mention the one that concerned the most desirable teacher personal qualities. Based on the obtained results, it can be concluded that the most desirable feature that a teacher should have is a sense of humor over 52%, followed by justice for over 49% and forbearance for 43% of students.

The above conclusions should be treated as a description of a set of traits useful as a pedagogue from the perspective of students' opinions. According to Wincenty Okoń [8, p. 27–61], a good teacher should be creative, have knowledge about teaching and relationships between people. He describes three different perspectives of considering the traits held by the pedagogue.

The first one concerns the pedagogical abilities manifesting in relations with the student.

Second psychological abilities expressing in personal characteristics.

Third social ability containing social attitudes.

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[*] - *total number of respondents surveyed in a given age.*

Each of the three perspectives interacts with each other and corresponds with each other. Therefore, they should not be considered individually. The aspect of psychological skills is concerned with shaping the relationship with the student through a sense of humor, justice and understanding. Using the three personal characteristics listed above, the teacher builds a positive relationship with the student and therefore works also through the pedagogical perspective.

The research areas referred to refer to the use of the reflective teaching model [11]. Treating the role of reflection in professional development, in which the teacher, through reflection and awareness of the purpose of action, constantly monitors and evaluates events. And thanks to such actions he is able to improve his skills and strategies of conduct [2]. This applies to both didactic skills, which include practical activities as well as emotional attitudes belonging to motivational processes. The main obstacles to using a reflexive model based on self-assessment is the lack of knowledge about its importance for the learning process and the lack of information about what activities facilitate the support of education. Facing the above statements by analyzing the conducted research, I aimed at their reflective use by a group of pedagogues. Bearing in mind both their development as well as raising the quality of students' learning. "*Reflective teachers become teacher-teachers who lead others, creating challenges for their students and organizing the educational environment*" [10, p. 112].

No.	X	Ws	%
1.	Sense of humor	63	52,5
2.	Justice	59	49,2
3.	Indulgence	52	43,3
4.	Sympathy shown to the student	41	34,2
5.	Good manners	23	19,2
6.	Patience	21	17,5
7.	Tolerance	14	11,7
8.	Responsibility	11	9,2
9.	Cordiality	11	9,2
10.	Enthusiasm	6	5,0
11.	Parental instinct	4	3,3
12.	Firmness and consistency	4	3,3
13.	Tact	3	2,5
14.	Care	1	0,8
15.	other	0	0

Tab. 2. The most desirable teacher's personal characteristics. Source: own study.

3. CONCLUSIONS

Building a teacher's image is a long and difficult process that requires a lot of effort and sacrifices, and also encourages the educator to constantly develop and expand his own competences. However, just as the teacher's work requires motivation, so building the image requires patience. Students' expectations are growing along with the changing world, technical progress and changes in education regulations. Bearing in mind the evolution of 21st century education, I focused on gathering information that would help dispel the doubts I have described which both the beginner and the experienced teacher are facing.

The research was aimed at determining the determinants of the teacher's perception, which significantly affect the students' learning and building its authority. From the analysis of data on how to interpret the concept of a teacher's image by students, one can draw a general conclusion that in the students' opinion it consists of personality, external appearance and authority in the eyes of students. The factor shaping the teacher's authority is openness to students' problems and needs.

The analysis of the obtained research confirms the assumed hypotheses and leads to the conclusion that negative emotions, antipathy to the teacher are the result of changing the approach to the subject. The negative consequences are the drop in interest in the lesson and worse educational results. This attitude deprives pupils of enthusiasm for learning, discourages and blocks their activity. The views quoted above show that the effects of the work depend to a large extent on the extent to which the teacher is able to introduce a friendly attitude and empathy in his work with the students.

Success in teaching takes place when it is accompanied by full commitment and internal motivation, which arises from the interest to the acquired content and awareness of its usefulness.

Appropriate substantive, didactic and psychological-pedagogical preparation are key in the profession described, but they do not themselves make a person a teacher. The awareness of competences and tasks posed to future educators is extremely important. Not without significance is the self-esteem of self-worth, the level of knowledge and didactic-educational skills, high intelligence, as well as creative abilities.

To sum up the image of the teacher is one of the factors shaping his image, thanks to which he builds his authority and is also gifted with respect and trust. Respect for authentic authority can not be demanded of anybody, it can be given to pupils by the gifted ones. How the teacher will be perceived depends mainly on him. However, all the above-mentioned determinants make up the process of shaping the teacher's image, and thus the degree of students' interest in the lesson. Are the above-mentioned elements of personality unattainable? No. How many teachers are aware of their relevance in the teaching process? Probably there are those who recognize No, all research questions and results have been quoted. Only those that seem the most interesting, changing the perception of the teacher's routine activities appeared. Probably everyone will use the above analysis in their own way. I hope that the issues raised in this article will inspire others to self-reflection and change thinking from objective, behavioral to subjective, humanistic.

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Address: Magdalena Jakubczak-Chodźko, Institute of Pedagogy of the Jagiellonian University, 12, Batorego Str., Kraków, 31-135, Poland.

E-mail: jakubczakmagdalenaa@gmail.com

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Сучасні завдання та вимоги, що висуваються у сфері освіти, спрямовані на підвищення ефективності та якості навчання [1, p. 15–29]. Сьогодні особистість учителя сприймається суб'єктивно. Динаміка освітніх процесів і прогресивних цивілізаційних змін змушує нас відповідати очікуванням політики освітньої галузі. Погляди багатьох провідних педагогів на особистісні якості учителя, серед яких: Ян Владислав Давид, Зигмунт Мислаковський, Вікенті Оконь, Марія Гжегожевська, Чеслав Банах, давно відійшли у забуття, щоб поступитися місцем ідеям схематичного та масового навчання. Сьогодні все частіше постає питання: "Як?" а не "Хто?" навчає. Дослідники у галузі психології та педагогіки неодноразово ставлять такі питання: Яким повинен бути педагог сьогодення? У представленій статті автор демонструє результати власного емпіричного дослідження, в якому проаналізовано дещо інший аспект питання: Якого вчителя / викладача хоче бачити сьогодні (учень) студент? У даному дослідженні визначено детермінанти сприйняття вчителя, які істотно впливають на процес навчання студентів. Проаналізувавши результати дослідження, автор дійшов загального висновку, що *для учнів (студентів) вагомим у особистості вчителя є: зовнішній вигляд, авторитет, відкритість до проблем і потреб учнів.*

Ключові слова: авторитет, вчитель, рефлексивні ознаки, практика, педагогічний імідж.

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DEFINING AND CONCEPTUALIZING GEOCULTURAL SCIENTIFIC LITERACY

TETYANA BLYZNYUK

Abstract. The article offers detail analysis of the notion literacy from various perspectives; traces its evolution from the original understanding (the ability to read, write, and use arithmetic) up to the contemporary complex interpretation by numerous sources, encompassing the multiple meanings and scopes of unquestionably vital competencies. Besides, the author emphasizes the relevance of teaching/learning Geocultural scientific literacy as an education discipline in institutions of higher education in general and understanding its components in particular while preparing teachers for New Ukrainian School. The paper stresses that modern pedagogical education of Ukraine, is an integral component of the European educational space, aimed at forming a professional with firm scientific knowledge, ability to transmit it within the subjects of the academic process and is capable of active and effective livelihoods in a multinational and multicultural environment. Thus, solid knowledge of geocultural scientific literacy provides the perfect grounds for international cooperation in education sector, understanding uniqueness of relationships between the cultures, communities' members, natural environments, politics, history and other measurements. This knowledge serves the basis for studying many university disciplines.

Keywords: literacy, scientific literacy, geocultural scientific literacy, lifelong education, fundamental skills, education sector, future primary school teachers.

1. INTRODUCTION

Geocultural scientific literacy (GCSL) is not a completely new phenomenon in the scientific world. Some its aspects were thoroughly defined by eminent domestic and foreign scholars. Edwards T. (2007) dealt with the problems of constant culturalization and geocultural issue, Cajkler, W. and Wood, P. (2016) successfully studied pedagogic literacy in initial teacher education; John A. Moore (1995) recognized the importance of teaching/learning both cultural and scientific literacy at higher education institutions. Ukrainian scholars disclose the issues of crosscultural literacy of modern teachers in the methodological context. For example, Semikin M.(2013) points to the necessity of extended investigating the mechanisms of pedagogical transmission of crosscultural knowledge in the educational and cultural scope, monitoring and the following theoretical and methodological analysis of students' level of mastering scientific knowledge, received due to the realization of interdisciplinary connections principles are proved [14].

However, its notion sometimes is misunderstood and what is worse even limited to some particular components by some domestic scholars. Thus, we find it relevant to thoroughly explain and interpret this issue.

Literacy is crucial in helping us understand the world we live in. From the time we wake up to the time we go to bed, we are constantly interacting with the world around us. Firstly, let us make clear understanding of the notion *literacy*. However, you will not find a single interpretation as different sources and researchers offer different points of view on its understanding. The meaning of *literacy* in the English Dictionary is predictable: this is the ability to read and write, and use arithmetic. Therefore, it seems that everybody has a good idea what *literacy* is. Nevertheless, together with traditional understanding there are other more important components of literacy, which today encompasses much more than that.

The original meaning of the English word *literacy* is different from its translations in some other languages. In English history, the word 'literate' mostly meant to be 'familiar with literature' or, more generally, 'well educated, learned'. Only since the late nineteenth century has it also come to refer to the abilities to read and write texts, while maintaining its broader meaning of being 'knowledgeable or educated in a particular field or fields'. Since the middle of the twentieth century, scholars have given much attention to explain the definition of *literacy*. Scientists in such fundamental disciplines as Psychology and Pedagogy, Economics, Linguistics, Sociology, Anthropology, Philosophy and History have engaged in continuous and, often, highly contested debate over the meaning and definition of the term *literacy* and how it is related to the deeper and wider notions of education and knowledge. Taking into account these arguments, including the numerous traditions, critiques and approaches to literacy, we attempt to understand *literacy*:

  – as an autonomous set of skills;
  – literacy as applied and practiced;
  – literacy as a learning process;
  – literacy as text.

These broad areas of investigation contain almost all theoretical understandings of *literacy*.

2. RESULTS AND DISCUSSION

2.1. EVOLUTION OF THE TERM "LITERACY"

Nowadays evident changes in society effect all spheres of economy from agriculture to healthcare and education. In "Education for All Global Monitoring Report" (2006) it is mentioned that "literacy is a key outcome of education; it is difficult to separate the right to literacy from the right to education or the benefits of literacy from those of education" [3]. The official home web page of Alberta Education (Alberta province, Canada) offers the following definition of *literacy* as the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living. Language here is explained as a socially and culturally constructed integral system of communication.

However, the contemporary meaning of the term has been expanded to the ability not only use languages, numbers, images, computers, but many other basic means to understand, communicate, gain important knowledge, and use the typical symbol systems of a certain culture.

Together with all the changes in society, numerous complex globalization processes and informatization of all spheres of economy, the concept of literacy is being expanded in many world countries to include skills to access knowledge through technology and to assess sophisticated contexts. The key to literacy is reading development, skills of being able to understand spoken words, decoding written words for deep understanding of some information. When these skills are acquired, the learner can gain complete language literacy. That is to be able to critically analyze printed information, write with accuracy and consistency, use text information for decisions making and solving problems, creating new contents and ideas. The inability to do so is called illiteracy. Numerous official documents, including the Persepolis and Hamburg Declarations, offer a wider detail interpretation of

literacy beyond the skills of reading and writing. Literacy can include access to information on scientific and technical knowledge, to means of using the benefits of culture and media (Organization of American States, 1948; United Nations, 1995; UNHCHR, 1969). Literacy is also interpreted as a foundational, universal life skill.

Moreover, United Nations Education Scientific and Cultural Organization UNESCO looks farther ahead and defines *literacy* in a more complex way – "the ability to identify, understand, interpret, create, communicate and compute, using printed materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society" [3].

At the same time UNESCO roundtable (2003) emphasizes the goal of universal literacy under the motto "Literacy as Freedom", "reflecting the evolution of the concept of literacy: beyond its simple notion as a set of technical skills of reading, writing and calculating. . . a plural notion encompassing the manifold meanings and dimensions of these undeniably vital competencies. Such a view, responding to recent economic, political and social transformations, including globalization, and the advancement of information and communication technologies, recognizes that there are many practices of literacy embedded in different cultural processes, personal circumstances and collective structures".

Institutions of higher education are constantly seeking techniques that encourage students to become more globalized in their perspectives. Universities' administrations and Ministries of education encourage students to participate in numerous international exchange programs. Emphasis on academic internationalization is one of the driving forces factors of higher education reform in Ukraine and in the world. In accordance with the Mobility Strategy of European Space of Higher Education Area 2012, countries are encouraged to develop and implement national strategies for internationalization and mobility [6].

The starting point for this process is generally considered to be globalization with supporting factors, such as: convergence of national systems of higher education, introduction of international education, formation of the model of life-long learning integrated into the global educational community.

Thus, an additional remarkable trend interprets literacy in relation to technology, civic engagement and lifelong learning, placing specific prominence on the potential of communication technologies to sustain and advance cultural and linguistic multiplicity.

2.2. DETERMINING GEOCULTURAL SCIENTIFIC LITERACY

Changes and development of information technologies in the world lead to multiplying of *literacies*. Actually nowadays, the word *literacy* is often used to mean being generally competent at / having a reasonable knowledge of something. Many researchers understand *literacy* from another, quite a different perspective, as knowledge that is related to a specified subject (for example, computer *literacy* - knowledge of how to use a computer; or cultural *literacy* - knowledge of the culture you live in, assessment *literacy*, etc.). For the las decade the following terms have appeared in scientific literature related to literacy:

- ✓ Digital literacy / digital information literacy
- ✓ Pedagogical literacy
- ✓ Library literacy
- ✓ Computer / information technology / electronic / electronic information literacy
- ✓ Media literacy
- ✓ Internet / web / network / hyper-literacy and more.

The notion *scientific literacy* has been used in the literature for more than four decades (Gallagher & Harsch, 1997), although not always with the same meaning (Bybee, 1997). Many understand it as a simple term and its major advantage is that it sums up, at the school level, the intentions of science education. However, there are researchers who see *scientific literacy* aligned with 'knowing science', limited to the intellectual components expressed above, and this view is particularly prevalent on the

internet (those researches devote a central role for the knowledge of science). This idea is strongly supported by science teachers today.

On the other hand, scientists who see *scientific literacy* referring to a society usefulness understand in in a wider context. They interpret *this phenomenon* as a requirement to be able to adapt to the challenges of a rapidly changing world. Such point of view recognizes the need for reasoning skills in a social context, and above all, this perspective states that scientific literacy is for all, having little to do with science teaching; the need of functionality as a citizen within a society (at home, at work, in the community), not purely at a knowledge level, but in making decisions and acting as a responsible person. Only the last, however, may be suggested as emphasizing socio-scientific decision making, where it is not the changes to the natural world alone that are the focus, but also the way of thinking.

Cultural literacy is a term suggested by E. D. Hirsch (2001), referring to the ability to understand and participate fluently in a given culture. "Cultural literacy is an analogy to literacy proper (the ability to read and write letters). A literate reader knows the object-language's alphabet, grammar, and a sufficient set of vocabulary; a culturally literate person knows a given culture's signs and symbols, including its language, particular dialectic, stories, entertainment, idioms, idiosyncrasies, and so on" [4].

Defining geo-literacy we attempt to mention it provides the tools that will enable communities not only to protect cultural resources and reduce conflicts or misunderstanding in education sector, but generally to improve the quality of life worldwide.

Thus, after studying a number of researches in cross-cultural interaction, we can definitely express a deep concern about the predominant lack or even complete absence of thorough geographic and cultural (geocultural) knowledge among most students of institutions of higher education of both their own native land and countries beyond it. Of course, this is not bare Geography and we do not aim to teach students geographic location and features of the world countries. Our goal is to throw the light upon geocultural understanding between people communicating in the contemporary world of globalization. Our concern about this issue is rather caused by the lack of geocultural comprehension in the scientific world and consequently, misunderstanding, barriers, boundaries, mistakes, errors, made by people in education.

After thorough analysis of a wide range of definitions and interpretations of *literacy* in world theory and practice, we will attempt to offer one more field of knowledge – geocultural scientific literacy with its structural components (Fig 1).
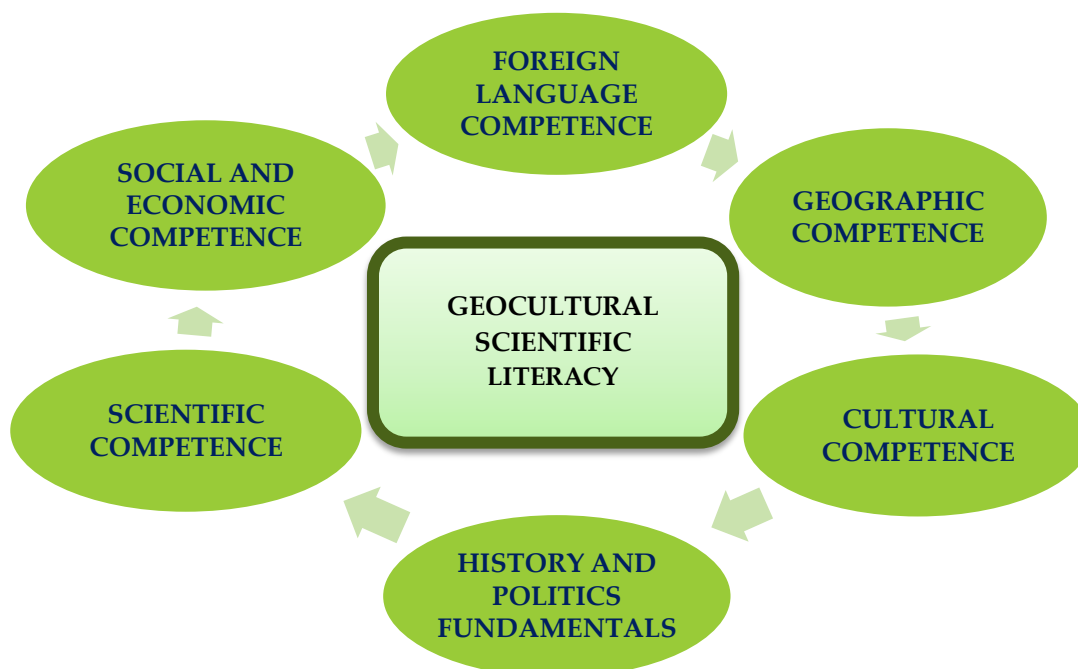

Fig. 1. Structure of geocultural scientific literacy.

In our understanding, Geocultural scientific literacy implies the multisided competence of an individual's awareness of place, orientation, cultural understanding and ability to distinguish and critically evaluate spatial relationships in the international community for scientific decision-making, problem solving, developing one's own knowledge and potential, active participating in local and world community and general scientific lifelong education. It is built upon the most fundamental geographic, cultural, historic skills such as locating places, understanding the geocultural context of current events, developing a spatial perspective, thinking ability beyond one's own culture and learning to use innovative education approaches, geographic and scientific tools (maps, global information systems, active learning resources, apps, and so on).

We believe that GCSL as a university discipline might have important educational benefits for both students and the academic staff. The latter have enjoyed high level of professional independence and pedagogic freedom for now in relation to the development of the curriculum, choice of didactic material and responsibility for the direction of professional growth and development. However, since the beginning of the XXI century teacher's work has been characterized as 'qualification and quantification of value', a trend towards a 'marketization' culture in education. In our opinion, this phenomenon has two sides: positive and negative. Advantageous is the increase in raising standards of higher education. Teachers get more and more opportunities of their professional growth by visiting numerous trainings and exchange programs domestically and abroad.

Wide possibilities of geocultural scientific interaction within online education became another popular and efficient step for teachers' self-education where they can get professional knowledge provided by world famous universities. On the other hand, teachers feel constant pressure over what is going on in educational institutions and what teachers do in their classrooms; higher demands for teaching proficiency and readiness to fulfil wider professional responsibilities. Such an approach appears on a regular basis as a primary principle of educational reform in Ukraine.

Teacher standards are increasingly becoming a characteristic feature of national education systems. Thus, we strongly feel the necessity to put forward an alternative vision for understanding the 'professional growth' of teachers. Moreover, education must play a crucial role in defining and recognizing GCSL in order to single out educational problems and seek solutions. The individuals who deal with the issue and try to study it deeper or transmit knowledge to their students are in a unique position to be central to reforming the educational system in ways that will make it more effective. In the universities, teachers attempt to define and enhance the grounds of GCSL and educate those who will teach primary school children in modern classrooms, equipped according to the requirements of the New Ukrainian School, and who will become model citizens of Ukraine.

The educational content of GCSL will make it possible for students to become acquainted with geographical and cultural peculiarities of their native land and some English-speaking countries more profoundly. To accomplish this objective, students will be acquainted with innovative learning tools based on English-language educational electronic resources, which are already successfully and effectively practiced by their counterparts from the European leading institutions of higher education. As a result, the university graduates who will definitely become New Ukrainian school teachers can describe children how the world works and promote primary school children's readiness to have systemic understanding of the Motherland and foreign countries, geocultural reasoning skills, and systematic decision-making capability and other skills and competences which are crucial for our society.

3. CONCLUSIONS

Modern pedagogical education of Ukraine, as an integral component of the European educational space, is aimed to form a professional (Bachelor / Master) who has firm scientific knowledge, ability to transmit it within the subjects of the academic process and is capable of active and effective livelihoods in a multinational and multicultural environment. Future primary school teacher should have a developed sense of understanding and respect for other cultures and demonstrate it to the school

children; be able to live in peace and harmony with the representatives of different nationalities, races, and beliefs. Such a teacher, being a citizen of Europe and adhering to universal human values, at the same time remains the unique bearer of own ethnic culture, able to provide students with the culture of different peoples living in one country and on one continent (Europe), creating the conditions for the emergence of a sense of trust and solidarity between them, ability to interact.

Thus, solid knowledge of geocultural scientific literacy provides the perfect grounds for international cooperation in education sector, understanding uniqueness of relationships between the cultures, communities' members, natural environments, politics, history and other measurements. This knowledge serves the basis for studying many university disciplines. International cooperation is currently being considered as one of the main indicators of the definition of quality in the field of education and science and, at the same time, one of the main tools for its maintenance and enhancement. Therefore, almost all institutions of higher education around the world are engaged in international activities and seek to expand them.

Taking into account the above mentioned data, we may conclude Geocultural Scientific Literacy an efficient study for all who intend to work in education sector as the main purpose of this study deals with getting students acquainted with cultural and geographical features of some countries, trends and prospects of international cooperation in the conditions of globalization.

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Address: Tetyana Blyznyuk, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.

E-mail: blyztan@yahoo.com

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Близнюк Тетяна. Визначення і концептуалізація геокультурної наукової грамотності. *Журнал Прикарпатського університету імені Василя Стефаника*, **6** (1) (2019), 43–49.

У статті пропонується різносторонній аналіз поняття геокультурної наукової грамотності; починаючи від його традиційного розуміння (здатність читати, писати і використовувати арифметику) аж до сучасного багатокомпонентного виміру, який впливає на формування життєво важливих компетентностей особистості. Крім того, автор підкреслює актуальність вивчення геокультурної наукової грамотності як навчальної дисципліни у закладах вищої освіти, а також розуміння важливості її структурних складових під час підготовки вчителів Нової української школи. Підкреслюється, що сучасна педагогічна освіта України є невід'ємною складовою європейського освітнього простору і спрямована на формування фахівця з ґрунтовними науковими знаннями, умінням передавати їх у межах дисциплін освітнього процесу, здатного до активної та ефективної життєдіяльності в багатонаціональному та мультикультурному середовищі. Таким чином, формування геокультурної наукової грамотності забезпечують міцну основу для міжнародного співробітництва в освітньому секторі, розуміння унікальності взаємовідносин між культурами, представниками різних громад, природним середовищем, політикою, історією та іншими вимірами. Ці знання слугують основою для вивчення багатьох університетських дисциплін.

Ключові слова: грамотність, наукова грамотність, геокультурна наукова грамотність, безперервна освіта, фундаментальні навички, освітній сектор, майбутні вчителі початкової школи.

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ACTUALIZATION OF LEADERSHIP AS A KEY CATEGORY OF NEOECONOMICAL COMMUNITY: SOCIO-CULTURAL AND EDUCATIONAL ASPECTS

ANNA GRIBOVYCH, OKSANA KONDUR, YAROSLAV MELNYK

Abstract. The problem of leadership as a key category in the formation of a new generation of socially active and business people is examined in the article. To our time, the leadership and initiativeness are described in a large extent within the framework of the training of the university specialist category. It is proposed to bring it to a wide educational and professional position and to focus its attention on the university system. The reorganization of the higher educational system is also proposed, taking into consideration the need for actualization of leadership by itself. The results are interpreted in the framework of humanitarian, political, economic, social and demographic problems of Europe at the beginning of the XXI century.

Keywords: leadership, education system, sociology, economic policy.

1. INTRODUCTION

The development of civilization in the last decades has been affected by specific socio-cultural, political, migration, demographic, economic, environmental and other processes where the humanity has never encountered before. The obviousness of these processes is implicit, because they are clearly manifested in the point of crisis phenomena that are now experiencing the human community and the surrounding reality [1]. The need to reformat knowledge in many areas of our lives and replenishment of the new information is beyond doubt. These problems are rapidly discussing at all levels and are an integral part of mass-media, political, economic, and sociological discourses. A large number of symposiums, conferences, seminars, sayments, etc. do not give perceptible results. The key, strategic goal of global and sectoral programs is to create a favorable, stable, strategically based climate for the survival of a human, civilization and the environment. The attempts to solve these problems are taking place against the backdrop of globalization processes, the essence, nature and the consequences which are still not investigated [10].

The course of political and economic, social and other processes take place under the new conditions, which had not been so relevant so far, so the researchers avoided them with their attention. In the most details, it is a matter of unprecedented migration and assimilation processes, information wars, religious and ideological confrontations, ecological (both natural and antropogenic) catastrophes, etc. It is also indisputable that these processes take place under the laws of dialectics, the laws of nature

and the laws of the development of human society. There are obvious facts of evolutionary entropy before us. A human as is known is not unable to coordinate and manage these processes in handy way. *Nevertheless, a separate segment of these processes (evolutionary dynamics) can be regulated by human intelligence,* and be controlled by separate social, scientific and state institutions. The regulatory function falls on the scientific, educational, mass media, legislative, social, economic, military and other structures, which by definition have to study, influence, predict the course of certain events. It means that scientific knowledge, strategic information, historical experience, competence and knowledge of laws, as well as the corresponding structures have the responsibility for our present and the near future. It also should be noted that such "responsibility" is not a precedent, since human activity has never been so influential on evolutionary processes and on the environment. And if the evolution of past epochs and cultures took place spontaneously, unknown laws and the factor of conscious control over the course of historical events were minimal, then in our days the function of regulation or programming of the development of civilization, cultures, social spheres, economic dynamics, environmental influences and others is significant. In other words, the mission of human intelligence is significant and an "uncontrolled spontaneity" of the development of civilization under certain conditions can be minimized.

Thus, we should accent on knowledge, competence, fundamental and applied sciences, educational programs and various social and political institutions are a significant part of responsibility for our present. Accordingly, and solving of these problems should be made in these flats [21, p. 8, 11, 102].

The purpose of the article is to emphasize the research on *the phenomenon of personality*, its cultural and ethical characteristics, levels of competence and spiritual development, on the ability to develop their social and role potentials and implement them in a specific socio-cultural and spatial-temporal format/ Some aspects of this issue were addressed in [3; 11; 13].

2. RESULTS AND DISCUSSION

Taking into consideration the specifics of the European geopolitical and socio-cultural space, we will focus our attention on the fact that the picture of the last two decades is fundamentally different from all previous epochs. It is about the elimination of borders within Europe, the intensification of migration processes, national, economic, social regrouping, actualization of any phenomenon in the Euro-format (social groups, small or big business, local or non-local military operations, the formation or disintegration of state micro- or macro-systems, the tendency toward the cosmopolitanization of the European mental culture, etc.), on this way or another one, receives a European and general planetary reading (for example, the collapse of the Soviet Union as megasystems, the disintegration of Yugoslavia is more localized variant of the state and political transformation, the formation of the European Union, the entrance, and now Britain's exit from the European community, the aggressive policy of Russia, etc.) - all these events have influenced and are influencing on the world political, economic, ideological and philosophical climate. In other words, any element of the state or socio-cultural system must be interpreted both in the framework of the local subsystem (subordinate system) and as an integral system element (megasystem) [15; 18]. It means that traditions, culture, legislative systems, ethical norms and others of classical Europe are relevant not only within the limits of the old continent, but also for the whole world, for all regions of the planet, where the human population is represented. In addition, any program, idea, action that is launching and has a chance to be implemented, should also be interpreted as an element of the macrosystem. It means that every element in the whole system of coordinates, both of them the European and global, that is (like "I" or "he" and anything "read" in this flat and in this context, whether my staying is comfortable for me and for others?) [1].

Leading researchers in various fields of science say about such or similar interpretations [2; 4; 7; 17; 21; 22]. It means that a modern person (it concerns a young and promising person who is preparing for active social and economic activity, who is standing at the beginning of a life road and wants some self-realization and career growth, etc.) should be set on the fact that it it will have to be self-realizing in a

multicultural world, where world-view multi-polarity will be the norm. There will also take place a permanent tendency to surrogate languages, cultures, cultural and aesthetic, religious, values, and other phenomena. This, in its turn, will require from the modern businessperson new social, psychological, intellectual (here, and communicative, analytical and synthesizing, cultural and adaptive, etc.) qualities, as well as skills of work, productive activity in a new cultural and multi-vector environment. New living conditions will require qualitatively new communication skills, it means, especially new choices for collegiality and team building, new forms of cooperation, and (as we pay particular attention to) *new conditions and leadership principles.*

Speaking about leadership, about its classical interpretation, we note that it also contains such conceptual categories and attributes *as initiative, responsibility, ability to orientate in the information space, possession of various types and genres of communication, possession of a wide range of imperatives - forms of expression of will, order, offer, instructions and others, ability to use the given audience and management potential, ability to work in a team and organize it and focus energy on a specific problem segment [leadership]* [12; 19; 20]. Such and other qualities require and demand the objective reality of an adapted and motivated young person who will take a socially active position in society.

However, it shows us, that today, working with younger generations - school, gymnasium, university or postgraduate age - it is necessary to lay bricks for a new way of thinking, new models of social behavior. It should also be noted that such updating of leadership features and skills *should spread not only to the category of young people in whom these abilities are already manifested and the system of education and socialization is engaged exclusively in the "cultivation", organization and information provision of these nature by initiative young people It means that training, preparation, and stimulation of such activities should reach the widest range of young people, since, as it was noted above, their unequivocal majority in the perspective - life, activity, different situations will require leadership skills and qualifications - this is an absolute condition of a new integrated society.*

Thus, the epicenter of our attention was the phenomena of genealogy, the formation, construction of a new type - *a human being of a social, human-communicant, human-leader, human-initiator, man-performer and human-manager, a person who is able to adapt in the information environment, in complex multi-vector social configuration, while possessing the skills of an analyst, psychologist and creative manager.* A young businessperson also must have a high culture of communication and tolerance, be psychologically able to take responsibility for the decision, develop a program of action, and be able to run a mechanism for the implementation of these decisions. In addition, an important factor in strategic thinking and the ability to calculate possible risks, etc [6]. Concerning the last position, attention should be paid to its relevance. The development of any strategies, prospective planning, implementation of any programs require hypothetical estimates of possible miscalculations, failures, errors. As historical experience has shown, a significant number of global or micro-projects (political, economic, social, etc.) collapsed because a systemic analysis and a prolongation system on possible failures or risks were not done. The current level of designing of any system requires both a holistic and phased assessment and validation of the probability of possible deviations.

Relying on research in the field of sociology, ethno-cultural studies, demography, ethno-psychology, discourse and methodology for the formation of social groups, and sketching out these models, one *should always expect challenges in the form:*

– unreliability of individual segments of the system, irresponsibility or asocial behavior of individual members of teams (groups, unions);

– propensity to simulate activity (imitation of high-quality, productive work) on the background of its significant inferiority;

– low level of professionalism of individual partners or team members, inability (unwillingness) to work in a team, unwillingness to make collective decisions;

– excessive ambition of individual team members;

– inability to work in the legal field;

– propensity to adopt bureaucratic behavior models;

– worthiness and propensity to use corruption schemes (illegal rewards);

– uncertainty (disproportion) in the aspiration to make a career in the event of failure to operate the relevant categories;

– insufficient level of education, (and sometimes low level of IQ of separate team members);

– divergences in the interpretation of the institutions of democracy, in particular in the perception of gender institutions;

– dissonance in the sphere of interpretation of religious and ideological categories (that modern poly-cultural Europe demonstrates us, which puts an effort to create a zone of comfort for different religious-ethnic groups, there remains a large number of unresolved issues, and they are constantly replicated and complicated);

– incapability to integrate into the European environment certain members of the team for which Europe is not a historical homeland;

– the factor of previous work experience (previous life practice), whose inertia is superimposed on mental and social behavior (let us consider, a young man who took part in fighting in one of the "hot spots", after the release of troops with significant difficulties integrates into a new, peaceful reality);

– incapability of a flexible, tolerant, diplomatic, within the ethical field to discuss and solve problems;

– incapability to navigate the global information environment and to identify dominant segments that require urgent audit interference;

– linguistic and communicative poverty and lack of floodgates (possession of only one language, if necessary, at least 4 different languages);

– the problem of "tiredness", "exhaustion" of a modern business man, his spiritual and moral stability, the ability to continuously vital and strategic renewal (the ability not to fall into depression, which became a real epidemic for the civilized world);

– the ability to read the "book of life", to be in the human environment, not to be overwhelmed by virtual systems (which has become a global problem for the USA and Western Europe);

– spiritual worldview poverty and unwillingness to be enriched; reluctance against the background of basic employment, take an active social position, and support humanitarian, volunteer programs and actions, etc.

This is just a small list of challenges faced by group leaders and young members of these groups today. Actually, their solution is just as relevant as the socio-economic activity itself.

Leadership issue, as it was mentioned above, it is not a format of problems that affects a small group of already identified individuals, but the problem of giving young people all the skills of the preschool, school, and university students, and programming a young person in this kind of activity.

At this stage, we can generalize that the formation of a leader (different levels) is one of the key tasks of the modern humanitarian program [14]. Leadership as a self-sufficient, creative system of world perception and social connections, as well as a category that incorporates such components as: *initiative, responsibility, competence, psychological and moral integrity, mobility, adequate inclusion in a complex social and informational context* [16]. These characteristic features, which should be inherent to any young person who pursues the goal of being installed in the modern business world. These problems require a comprehensive solution and the correct setting of tasks - first of all, various humanitarian programs and educational establishments, mass media and cultural-educational programs, youth organizations, and others.

Against the background of the outlined, in the future we will have to solve the issues of social and informational self-regulation, which today is relevant in most developed countries. Today's young human almost in his childhood creates his own virtual world, interprets it as an alternative reality. An excessive immersion in this world brings a serious destruction in its socio-worldview of the world. Such a young person is quite progressive from the point of view of information and technical ability to self-fulfillment and it corresponds to the format of time, but as a carrier of individual social programs, the socio-cultural segment, it in most cases loses it (as a socially deterministic subject, as a personality). Young person is often self-isolated, lives in the world of his/her illusions and virtual contactors. Therefore, for him/her, the outbreak of living social contacts is threatening and traumatic. This is one of

the key social problems of the modern developed world. It is followed by heated disagreements and discussions at various places discussing the prospects of information and technological future of civilization [5]. *In this context, the problem of leadership (initiative, implementation of life strategies) sounds very actually and in a special way and requires a new interpretation.*

One of the key issues is the provision of humanitarian programs for a modern young human, and in some cases, their significant correction, competent intervention in this area, reloading of the information space (and as a result educational curriculum) and the "returning" of human to society, human community, and the providing of necessary skills of *social contacts, communication, initiative, leadership.*

By narrowing the topic to the applied tasks, we will single out a few priority factors. One of the key tasks will be to consider *the need to reform the system of education and upbringing* in such a way that from the preschool age, completing university and postgraduate education, methods have been worked out and applied to identify and form leader personality traits [11]. Particular emphasis should be put on the formation itself. It deals with that fact that in most children of junior and middle school age these features and abilities are deeply latent. Detection, demand and implementation of them in standard life situations is unlikely. Only extraordinary cases or randomness can cause their transition into an obvious format. At this stage of development of a child, leadership features can be found only in certain children, which are the formed feature of nature, socio-psychological need, the result of gained experience, the upbringing or conditions in which the child lives. But, if we rely on the thesis that in the future most of them will *have to be integrated into the active and business world*, motivated, installed in microcosms, the common feature of which will be business activity, then business qualities: *initiative, leadership, responsibility for a separate area of work and integral program, the ability to perceive adequately other people's ideas and defend their position, to search for the correct solution to the problem, compromising attitude – the ability to collectively (in a team) solve complex issues, determine the priorities at each stage of the program, perseverance, flexibility and awareness of the need for applying different tactics (sometimes deviant to give some principles for the final result); the need for career growth and others.* is a necessity and a need, a condition of a future specialist.

In addition to these features, modern business human (and the nearest future) should operate in such categories as: *understanding the need for project development (preservation of "self-action" of the company, the program); to realize the need for a tolerant attitude to the competition – the inadmissibility of any antagonism or aggressive attitude towards the opponents; have a high level of imperative culture - have a wide range of implicit and explicit forms of imperative, as well as a significant tool of euphemistic techniques for smoothing or neutralizing potentially or openly dangerous parts of communicative and business programs; owning a disputant culture – a significant range of dialogic techniques; the ability to think unconventionally and find extraordinary decisions, etc.* that are obligatory for a future business person. It is absolute that there should be created a system, a set of conditions that will facilitate the identification and formation of these features. The complex should consist of: *a consistent, dynamic, logical and logistically substantiated, hierarchical set of measures that in result will give an identical personality, directly proportional to the era in which it will have to live and self-fulfillment.*

In the context of mentioned above, let us note that the special responsibility for the formation of these qualities in a young person falls on the university system (for the establishments, which are providing educational services for the 15-30-year-old age category of citizens). It is especially in this period that the process of determining the main priorities for the individual person, preparation for integration into the socio-economic system, the choice of profession and lifestyle, the definition of the system of values, preferences, and others. At this stage, the mechanism of "formatting" of the person should "work" [8]. Also, depending on the person's choice of future employment, its psychologically and communicative model must "complete" the features that will be needed in the future. So, let's say, if a young person chooses to work in the police or military service by his sphere of activity, so then at the same time he/she chooses a set of skills, leadership abilities and there should be present: the ingenuity, creative thinking, the ability to analyze the situation and react adequately to it and it should be an obligatory condition of the future profession. If a person chooses an economic, business, political,

scientific or any other socially active sphere of activity (even if it is a craft or performing different kinds of work in the service sector), this choice also requires organizational skills, leadership skills. Moreover, even a family circle, a standard of living requires such skills and characteristics.

From the wide-ranging interpretations we will turn to more substantive deployments of this problem. The role and place of the university system (the educational branch that corresponds to this age category) is very important in the implementation of a new concept. Any establishment of higher education should not be limited only to educational services, but also to train the skills of *a leader, manager, organizer, creative manager.* In order to provide this kind of information support, a higher education establishment should become a laboratory, a platform where a young person can get knowledge, learn and apply the experience of a leader. It is known that only military and police educational establishments always provide their graduates with experience that almost does not extend to civilian facilities. It means that soon the experience of military and police educational establishments should be applied in civilian cases. Here we are talking about a small correction of educational systems. Its vector redirection to a plane in the epicenter of which will be responsible person, person-leader, initiator, organizer, manager. In order to implement such programs, as noted above, *the university system should be first of all reorganized* [9]. It is not about fundamental changes in the university management hierarchy. The millennial experience of university education has performed various stages of formation and improvement. It is self-sufficient and perfect.

However, the 21st century introduces new requirements and criteria.

Among all these requirements, the most important are:

– taking into account the factor of globalization processes;

– consolidation and monolithization of information space;

– wide request for high (higher) education (competence and professionalism);

– access to higher education of all sections of the population (the only condition should be the availability of high-quality basic education);

– a gender reorganization of the education system (over the past hundred years, higher education in masculine education has been transformed into feminine, which in its turn is a new trend.

The question of the financial distribution of the modern world remains relevant - according to statistics, 2% of the planet's population is concentrated on 87% of the financial mass. Such a disproportion has all the signs of a monopoly and is the legislator of the economic climate on the planet. An important factor is also that the countries of the Far East are China, India and others become financial and economic heavyweights at the beginning of the XXI century. Besides, the most important players in the world economic market are the countries of Asia and Africa. It means that such economic reorganizations imprint a global socio-economic model. The picture of energy carriers remains over actual.

In such a way the civilization entered the 21st century. In this context, the factor of activation of the "Third World countries" in the direction of actualizing their role in the current political and economic picture of the world. As a consequence, the efforts of a significant number of representatives of the Asian and African continents to gain European education and "run" their business programs both in their homeland, and in Europe, America, and East Asia. These and other factors influence on the world system of education. Therefore, the establishments of higher education, their level and quality of work are assessed both within countries and on a global scale, their rating and degree of prestige is determined. Such an interpretation of the status of establishments is also determined by the fact that the future elite of nations is formed in their walls. Their students will fill their study-rooms, offices, administrative establishments, parliamentary halls and will determine the course of history in a short time.

In accordance with the new requirements, educational systems must bring out the number of students to a new level of self-organization and correct the focus of their attention and transfer from a specialist to a person-leader, a responsible person, a person with a high level of internal culture. The leader in this format is not only a guide, chairman, alpha-person performing key organizational (GPS-functions). Moreover, a person with high moral and ethical qualities; the leader is an analyst, strategist,

honest player in any game, a person responsible for flexible thinking and world perception. Obviously, these are the only and general requirements for a modern businessperson. A departure from these basic settings will inevitably lead to the emergence of self-taught, people with a low level of spirituality, intelligence, and business culture will occupy the positions on the world stage of leadership. Quite often, as experience shows, they are vested with hypertrophied ambitions, and because of their activity, there may be new totalitarian regimes, tyrants, "evil empires", aggressive systems (*a great master class was demonstrated by the XX century because most of the leaders of totalitarian fascist systems were ill-educated, which intuitively defined forms of government, the main motivators of the leaders of these countries were not competence, knowledge, high morals, ethics and self-respect, but fear, intolerance, antagonism, unhealthy ambitions. Therefore, the traditional and a characteristic feature of these systems were a monopoly on power, tyranny, aggression, legal mess, bureaucracy, the destruction of cultures and economies*) [2].

Therefore, in the organization of the educational system (we are talking about university level), the development of its new concept, it is necessary to look for a rational grain, the optimal value, in which the factors that are discussed above are to be updated. It should be noted that here are two key aspects:

a) reorganization of the system of higher education;

b) changes in the system of training specialists.

The first aspect should include the following factors:

– attract and intensify the experience of the advanced and most advanced educational establishments, namely: colleges and universities of Britain, Europe, America, Japan, etc.. To study this experience and reprogram the work of higher educational establishments of Ukraine in accordance with their norms and traditions.

– for administrative positions - leaders (chairmen) of different sectors should be established age requirements, as administrative work requires analytical brains, rapid orientation in the information space, adequate response to different types of innovation and change;

– students should conduct systematic (semester) questionnaires (sociological surveys), the results of which will be determined by the rating level of the teaching staff.

– the same poll should be conducted among teachers in the assessment of the university leadership group. These questioners will allow you to identify and respond adequately to potential negative trends in a timely manner.

– distribution of university representation in the academies of sciences, higher councils (ministerial, parliamentary levels, senate, etc.), which carry out general coordination work,

– to implement the program of cultivating leadership as a mandatory feature of a modern business person, establishments should be given greater autonomy.

As the experience of research structures of different levels and degrees of complexity have shown, *only local structures have the property of rapid adaptation, are mobile, convenient in management and vested with the highest degree of "self-action"*. Here again we can turn to the British experience and bring a pattern - most of the educational establishments that are endowed with such autonomy and do not "drown" in the paper sea reporting, but the level of educational services is the highest in the world and the leading political, economic or other leaders at the same time got their education exactly in these establishments.

In order to prepare a young, socially active generation with a wide range of thinking, it is necessary to invite specialists from other establishments for short cyclic lectures. The percentage of such forms of work with the audience should not be less than 40%. The constant "circulation" of the teaching staff (for reading special courses) will bring a stream of "freshness", novelty, deprive the educational process of conservatism, give a high level of alternative solutions and views on the problem. Such applicability of knowledge and communication is a pledge and one of the conditions for qualitative preparation and formation of leadership features in the younger generation.

The next stage in the formation of leadership features is the actualization of those programs that will reveal and promote the enrichment of leadership experience. These include the following segments:

– in the educational programs, the following disciplines should be introduced (to expand their teaching) such as: logic, logistics, ethics, basics of analysis and synthesis, system theory, management psychology, conflictology, theory of reasoning, theory and practice of games (theory of games), theory of communication, the theory of information systems, etc.

To strengthen the discipline of knowledge (responsibility for social and communicative actions), innovative projects, master studies should be introduced into a single database (state or European information space). This form of information installation will help in the future in the searching of young specialists by employers and vice versa.

The question remains the possibility of going through different types of internships and approbation of projects in real conditions. A young specialist should be immersed in at least for a short period of time in the environment of those factors and factors that are envisaged by the terms of his project, in order to identify his organizational, leadership abilities and opportunities to realize his projects in real life (spatial-temporal) frameworks. Therefore, different forms of practice, field and industrial practices, internships, etc. is a necessary condition for the expression of leadership characteristics.

3. CONCLUSIONS

Though, there is no doubt that the modern business world requires a specialist of a certain analyst, a broad world view, a system of thinking, high adaptive qualities and, the most important, *one way or another of leadership skills*. In other words, leadership should be taught, as well as any other discipline. It is necessary to develop a set of methods, techniques and measures that will help to identify existing organizational skills and to continue the formation of business people. This complex is not limited to school and university education, it goes beyond the educational programs and reaches all state political, economic and socio-cultural systems. To realize the concept of leadership, one must realize that every active member of society must be endowed with this trait, as well as responsibility; the ability to be compromise and tolerant and to live and act in the legal field (respect the legislative canons developed and used by the international community or any micro-socio-cultural system); be adapted to international and individual cultural and ethical standards; must possess a complex of communicative styles, in order to use one of them if there will be a need; must be guided in the system of imperative structures and possess different forms of expression of will (which is an obliged condition for the formation of leadership qualities); knowledge of several multi-system languages that will make it possible to get rid of the complex of linguistic communicative inferiority (to be a leader in the modern world and to speak only one language is impossible); to be responsible for a pronounced word – it should have weight and for it the speaker must be responsible; have high-quality professional training within the narrow specialization, as well as navigate in other adjacent and sufficiently remote areas – to understand the general political, economic, socio-cultural, demographic, and environmental trends, etc.; be psychologically trained to work with other leaders, individuals, groups; constantly engaging in self-education, improving personal skills, self-analysis, etc. It is the system of educational preparation, ethical and legal, socio-cultural, informational, mass media and others systems should be largely redirected to leadership formation (this largely coincides with the formation of the individual)., as an organic and inseparable features of a modern business person. The lack of leadership abilities and skills should be regarded as elementary computer or any other illiteracy, etc. the leadership is a strategy, one of the basic categories of modern businessperson, and, at the same time, a software modulator that should affect the prospects of the formation of the business world. Taking these elements into account today is a necessity in view of the fact that the development and implementation of the programs will require a considerable time resource, and also the axiom is that the correct formulas for solving such problems are not always present, testing and different types of corrections are also needed there will be time expenditures. It means that there is now an active discussion and solving of the leadership problem in the context of the formation of a business and balanced world.

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Address: Anna Gribovycz, Oksana Kondur, Yaroslav Melnyk, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.

E-mail: anna.serce4@gmail.com; oxikon13@gmail.com; ya_melnyk@gmail.com

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У статті розглядається проблема лідерства як ключової категорії у формуванні нової генерації соціально-активних і ділових людей. До нашого часу лідерство та ініціативність описується значною мірою у рамках підготовки вузівської категорії фахівців. Пропонується вивести її на широкий освітньо-професійний загал і зосередити увагу на вузівській системі. Також запропонована реорганізація системи вищої освіти з урахуванням необхідності актуалізації лідерства як такого. Результати інтерпретуються у рамках гуманітарних, політико-економічних, соціальних та демографічних проблем Європи початку ХХІ століття.

Ключові слова: лідерство, освітня система, соціологія, економічна політика.

FORMATION OF STUDENTS' TOLERANT ATTITUDE TO PEOPLE WITH SPECIAL NEEDS

NATALIIA MATVEIEVA

Abstract. The article substantiates the relevance of the problem of raising tolerance of younger schoolchildren to people with special educational needs. The analysis of the level of readiness of all members of the educational process for communication, co-stay, education with students with violations in development; specifics of educational influence on younger students on the formation of stable moral beliefs, cultivation of moral features and qualities, development of spirituality, appropriation of values which are essential and necessary in the context of the arrangement of the inclusive, and educational environment of the New Ukrainian School. The emphasis is placed on the need to include students without exception in various activities, organizing and conducting joint creative work, educational events and games for the purpose of disclosing the inner world of children, studying their peculiarities, and strengthening the children's friendship. It is emphasized that observance of a number of requirements can increase the efficiency of the process of raising tolerance towards children with special needs.

Keywords: children with special educational needs, inclusive education, individual approach, adaptation, modification, equality, upbringing, tolerance.

1. INTRODUCTION

The present time confirms that in the field of Ukraine's education there is a revision of approaches to determining the priority directions of the development of modern educational institutions, reorganization of traditional forms and methods of teaching and upbringing of the younger generation, and identification of the most effective ways of providing high-quality educational services. Not only temporal changes, community demands to the level of education and the quality of the acquired knowledge serve this purpose, but also the social aspect of the problem of preparing the future generation for further life. Thus, the characteristic features of changes and transformations in the educational sphere today are the review of the attitude towards the personality, its possibilities; approaches, forms and methods for its comprehensive development; making adjustments to the content and organization of the educational process. In connection with the reform of education in Ukraine on the model of developed European states, guided by world-known normative documents, which are based on equality, democracy, humanism in relation to men and their rights [8], the tasks faced by the modern school are tightly associated, in the first place, with its normative and legal provision.

According to the Concept of the New Ukrainian School, the goal of every educational institution today is to create comfortable conditions for stay, education, training and development of all students of the school without exception: "A radical reform is needed that will stop the negative tendencies that will transform the Ukrainian school into a lever of social equality and cohesion, Development and Competitiveness of Ukraine ..." [4, p. 1]. In other words, the modern school is called to form a new generation of creative people, and it requires a revision of traditional approaches to the organization of educational process, the transition to new forms of work, the environment development in which the prominent place takes the individual approach to each child, taking into account its opportunities, abilities, needs and requests.

On the other hand, in line with international standards for the provision of educational services [9], Ukraine has taken a course towards the creation of a school of the 21st century, which would become a home for all students without exception and, above all, those who need special treatment, approach, assistance , that is children with special educational needs. And, therefore, it demonstrates the urgent need not only for reforming education in the context of the philosophy of humanism as a important element in the process of teaching and educating young people, but also creation of an inclusive environment that allows to educate a worthy change, people who are sincere and open, who are not indifferent to others who are ready to provide help, merciful and courageous.

2. ANALYSIS AND DISCUSSION

What the school today is like, determines the cultural level of society. In the context of the above, Paulo Freire's statement is relevant: "Humanist ideology implies laying the foundation for an educational policy of the principles of ... the care of each individual, and not just the mechanical observance of rights, which only exacerbates inequality" [5, p. 4]. Obviously, Ukrainian education should implement new approaches to education, upbringing and development of the individual, based on respect, equality, humane and tolerant attitude to a person, regardless of its nationality, age, gender, material wealth, opportunities, physical health, etc.

Secondly, the desire of the Ukrainian community to develop a humane civil society also implies an increase in the cultural level of the nation. Consideration of modern school education in the context of general culture is decisive in the process of re-evaluation and re-thinking of realities, identifying priority areas for the development of the educational sector. On the one hand, culture is the context that forms the personality [2, p. 6], on the other hand, education is an integral part of a common culture and aims at the cultivation of a cultural, spiritually rich, fully developed personality. Particular attention to such an approach deserves the separation of those areas of education, aimed at forming adequate to the social demands of the moral values of the individual, raising its spiritual and cultural level, ensuring comfortable living conditions.

It should be emphasized that the introduction into the educational process of the school of inclusive education is aimed at "ensuring affordable and quality education" for all, without exception, children of school age according to wishes or place of residence; creating comfortable conditions for their stay, training and development; formation of life-long-term competencies and "social integration of people with special needs", etc. [6, p. 17]. The modern school is designed to provide the maximum possible personal development of all students in accordance with their interests, needs, capabilities and abilities. It requires the creation of appropriate conditions for the implementation of state policy on the implementation of constitutional, as well as declared by international instruments [8] in the field of education, rights for people with developmental disabilities. So, according to the prominent American philosopher John Dewey: "The environment is any conditions that interact with human needs, desires, goals and abilities to shape experience..." [3, p. 42]. Therefore, today the problem of creating comfortable conditions for the comprehensive development of the individual, the education of a morally stable, spiritually rich, highly cultural personality, with persistent beliefs, based on deep respect and love for another person, is especially urgent.

Practice shows that in connection with the adoption of the Concept of the Development of Inclusive Education from September 1, 2018, schools of Ukraine have been replenished with a large number of children with different types of nosologies. Of course, implementation of the approved decisions and resolutions of the Cabinet of Ministers of Ukraine required complex work on the adaptation and modification of educational institutions, environment, materials, etc. in accordance with the inclusive educational model. However, it does not mean that introduction of inclusion is not accompanied by a number of difficulties. Thus, one of them is the separation of people with special needs from other participants in the educational process of the school.

In the process of our study we aimed to find out the realities of school life and to diagnose the level of readiness of schools, and in particular, all participants of the educational process, in cooperation with children who have different types of developmental disorders. In this approach, by observing, conducting surveys, questionnaires, conversations with school teachers, students' parents, schoolchildren and others, we established the following:

− in general, there are no problems with the teaching of children in school with students who have special educational needs (100%);

− the process of socialization of children with special needs from the point of view of their parents would be much more successful if the curriculum has some changes, the length of lessons and the load of students (45% of respondents);

− the success of students with special needs depends directly on their comfortable stay while studying at an institution, the appropriate conditions, attention from the teacher, the number of pupils in the classroom, the circle of communication (15%);

− adaptation of primary school pupils with special needs to study at a secondary school, their circle of communication, friendly relations directly depend on the attitude of others, their acceptance or vice versa alienation.

Our observation has shown that most participants of the educational process of the school with inclusive education believe that students with disabilities in development quickly "stand out" in the environment of peers; on the part of the teacher, they pay more attention than others (26% of respondents). On the contrary, the students' parents claim that they are mostly in a friendly relationships with the inclusive children's families. So, in our research, we found that 2% of parents regularly conduct ethical conversations with their own children on the topic of attentive attitude to others, which prevents any misunderstandings and conflicts. Our survey showed that among all the parents of healthy children, the majority did not see a problem (98%) with schoolchildren who have special needs, and only 2% of those surveyed stricktly opposed such inclusion, because of their consideration of the place of such pupils - in a specialized educational institution.

As we have found later, where there are firm objections of parents, there may be some misunderstandings on the part of the students themselves, because the family is the primary source of upbringing of the individual and everything that children observe in the family, they reflect in interaction with others (See Figure 1):
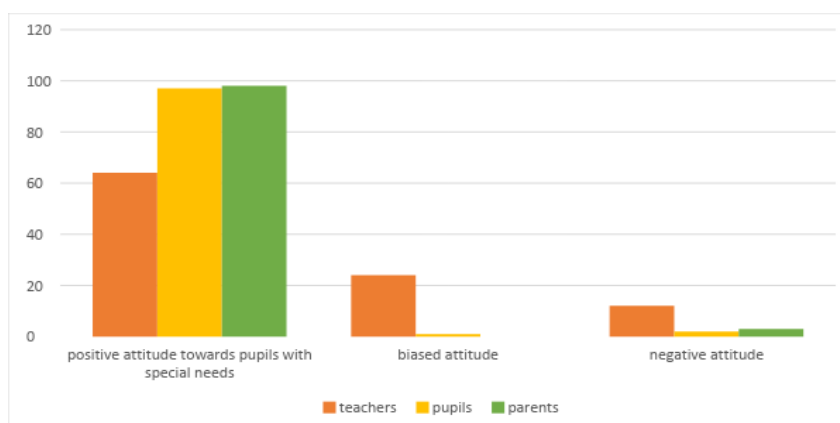
Fig. 1. Perception of pupils with special educational needs by the participants of the educational process.

Based on the pictured in Fig. 1. we consider it necessary to emphasize the fact that, despite the small percentage of people who are negatively oriented towards pupils with developmental problems, the issue does not disappear, but requires careful study and the search for ways to prevent and overcome it. In our view, the level of readiness for admission to school of children with special needs deserves attention from teachers, students' parents and other participants in the educational process (See Figure 2):
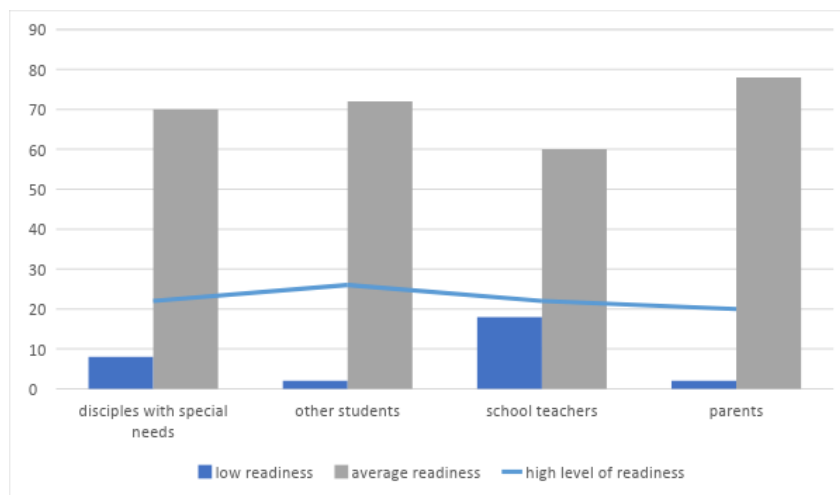
Fig. 2. Indicators of the level of readiness of the participants in the educational process
of the school with inclusive education.

From our point of view, the effective method is the study of the factors that influence the emergence of negative attitude, which further provokes the emergence of conflicts in the process of learning between students. On the other hand, the identification of forms, methods, means of educational influence on schoolchildren regarding the cultivation of cultural behavior, tolerant attitude to all people becomes of paramount importance.

In the context of the above, we consider it necessary to define the essence of the concept of "tolerance". Tolerance (translated from Latin "tolerantia" – patience) – tolerance towards people who are different in a certain respect. Thus, the ability to build relationships with others, respect and love for a person, regardless of its ability, physical health is an indicator of humanity, cultural and moral level, ethical beliefs of the individual. Today, when we try to create the New Ukrainian School, which is based on the laws of freedom of the individual, democracy and equality, the question of tolerance is one of the most important. Benevolence and mercy, the ability to sympathize and empathize - are those moral qualities that continue to become vital in choosing priorities and values in the process of life. Scientists O. Dolin, V.Kotyrlo, S.Ladyvir, S.Kulachkivsky, Y.Pryhodko, S.Tishchenko emphasize that "by teaching children to be friendly and tolerant, any society will increase its moral capital, which will eventually be demanded by them. by itself, by every member of it ..." [7, p. 24]. Unfortunately, the realities of life and, in particular, school, testify that the cases of manifestation of cruelty and selfishness in school age children, indifferent attitude and unwillingness to help others, alienation or cowardice in making independent decisions. These and other aspects emphasize certain gaps in the process of upbringing of modern youth, and, therefore, in need of defining the main tasks for the formation of a morally stable and spiritually rich personality. Similarly, this problem is considered as requiring an immediate solution in terms of improving the efficiency of the introduction of inclusive education [8; 9] and the development of the New Ukrainian School, according to the Concept of which the key is: equal access to quality education of all children; through educational process that ensures the formation of important values; development of partnership relations between pupils and teachers; orientation towards the student's personality [4].

Consequently, in the process of education, it is necessary to form young people's abilities and skills of tolerant attitude towards people with peculiarities of their development, to work out moral and

ethical norms, to reveal their inner world and to raise their cultural level. As our study showed, in the process of teaching and educating inclusive students, it is appropriate to single out a variety of different forms, methods and techniques that will eventually ensure achievement of high results.

The guiding principle in choosing the necessary forms and methods of work is an individual and personality-oriented approach that allows students to be better acquainted with special needs of other people. The systematic observation of this category of junior schoolchildren allows us to determine the specifics of work with them, study the inner world of children, determine their possibilities and individual characteristics, and, therefore, outline the ways for further educational work of the teacher with other students of the class (school). The basic requirements for the implementation of educational work with all, without exception, junior school students are: systematic and consistent acquaintance with each child; diagnosing the level of readiness for staying and studying in an educational institution, adaptation and socialization of students; involvement in various activities; educational work with parents, etc.

During the monitoring of junior school students, we found that most students positively perceive those students who have certain disruptions in development: in the majority of cases children do not see something that distinguishes such pupils, but their positive sides. As an example, the results of the survey of junior schoolchildren showed that they see positive qualities of their classmates with special educational needs, namely: courtesy (32%), sociability (11%), courage (2%), kindness (25%), ability to read well, to paint beautifully (to sculpt, to make applications) (10%), a desire to study well (17%). These and other indicators suggest that younger pupils are in friendly relationships, have a positive attitude toward learning with other students, do not notice any disadvantages and are ready to help when needed. However, sometimes you can observe the reluctance of friends, share educational materials, help, communicate, etc. In this case, teachers should carefully study the situation, determine the factors of influence on the conflict emergence, correctly select the methods of work with students, provoking their occurrence or exacerbation. This is facilitated by the use of a number of forms and methods of educational work, namely:

1. Conducting ethical conversations.

If necessary, the teacher should conduct individual, group or collective conversations on various moral and ethical themes ("All people deserve happiness", "We are brothers and sisters on Earth", "Help the weaker"), which will serve the formation of moral norms and beliefs of students, imposition of universal values, which are fundamental in the development of personality.

2. Organization and conducting educational events, hours, excursions.

Educational work with junior pupils may include arranging meetings with famous people of the region, as well as with people with special needs that have been successful - athletes, artists, writers, etc. This form of educational work enriches younger students with new experiences, forms communication skills, interaction with this category of people, reveals their positive aspects and develops a sense of humane attitude towards each other. Instead, the teacher can arrange and organize excursions to specialized educational institutions, boarding schools, visiting which younger students can make a conclusion for the ambiguity of the situation of those children who need their help.

3. Installation of various kinds of holidays, based on the idea of respect, love, mutual assistance to all who surrounds us.

4. Activate to various activities junior pupils.

As an example, it can be socially useful (performing joint tasks and tasks), labor (intensive work on cleaning the classroom, providing assistance to the teacher and students, work in the school district or in the workshop of the educational institution), creative (work on the creation of own products from paper, wood, clay, cloth, natural materials, mastering of various crafts of the Ukrainian people), playing (arranging various games, creating game situations that allow you to focus on the need for a respectful attitude towards all x people). In particular, arranging games at the lesson and outside allows the student to quickly and easily develop, without much effort, the moral qualities and qualities that are essential in the context of our study. As an example, it is advisable to play the game "Now to get acquainted". The purpose of the game is to familiarize students with the positive qualities of each other

for the purpose of further supporting the positive. It is expected to conduct a game in breaks or during physical exercises. Rules of the game are as follows: younger students stand in circles. The previously selected lead player keeps a ball in hands, which is passed to other participants of the game, calling one positive trait of character. The student who received the ball should also name the positive feature or quality that he/she possesses. Thus, children determine their the positive qualities, better learning each other.

For example, you can conduct other types of games, such as the game "Associative series". This game can be conducted at the lesson of the native language, reading or during the educational period after lessons. The rules of the game are: the teacher offers students to understand the concept of "tolerance" in letters. Teaching materials and equipment: the teacher writes the word in letters on the board and also arranges it in a column. Younger students (according to the teacher's request) go out to the board and add positive features and qualities inherent to a tolerant person next to each letter (T - talented, tactful, O - objective, original, L - loyal, loving, E - energetic, effective, empathy, R - reliable, respectful, A - authoritative, active, N - noble, nice - C - caring, compassionate, E – empathetic, etc.). In general, this allows students to know not only others but also themselves better, reveals their own inner world and acquaints with the aspirations and interests of students with special educational needs.

5. The organization of exhibitions of students' work allows to accentuate the attention of all younger pupils to the strong, positive aspects of children with disabilities in development, and form the awareness that a person with certain disorders is unique and in the same way as others need to be appreciated.

6. Conducting various exercises, tasks as a character creating and developing.

In the process of exercising, junior schoolchildren reveal a student with special needs on the other hand, previously being unaware of them. For example, in the game "You look like me", which the teacher conducts in a group, the students look for common features and qualities of each other, which then, after discussion, are proclaimed for the class. Such a common search is urgent in the process of forming a tolerant attitude, as younger students form tolerance skills in relation to people with special needs.

Another exercise, "Tolerant personality": the teacher gives students a sheet of signs of a tolerant and unwitting person and invites them to attach these sheets to the corresponding column on the board. This exercise serves the development of critical thinking, develops the ability to analyze and synthesize, and from the point of view of educational effect – instills the desire of younger students to be cultural, sincere, open, sociable, sensitive, and merciful.

3. CONCLUSIONS

Consequently, the main tasks of the teacher of the New Ukrainian School are: to create the proper conditions for training, education and development of all students without exception; providing quality educational services; formation of life-long competences of junior pupils; creation of a developing inclusive environment that satisfies the needs and interests of students with special needs; organization and implementation of educational impact on students in order to prevent the emergence and overcoming of existing conflict situations in relation to students with disabilities in development. In our view, important in this context is the formation of moral norms, the development of moral and ethical features, qualities, the incorporation of universal values of junior schoolchildren, acting as regulators of their behavior, style of communication. Upbringing a tolerant, respectful to other people personality, despite individual peculiarities, features, and abilities, occupies today an important place in the educational process of each institution and continues to determine the improvement path of our society, its cultural and economic level of development.

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Address: Nataliia Matveieva, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.

E-mail: nataliematveieva@gmail.com

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Матвеєва Наталія. Формування у молодших школярів навичок толерантного ставлення до осіб з особливими потребами. *Журнал Прикарпатського університету імені Василя Стефаника*, **6** (1) (2019), 60–66.

У статті обґрунтовано актуальність проблеми виховання толерантного ставлення молодших школярів до осіб з особливими освітніми потребами. Здійснено аналіз рівня готовності усіх учасників освітнього процесу до спілкування, спільного перебування, навчання із учнями з порушеннями у розвитку; специфіку виховного впливу на молодших школярів щодо формування у них стійких моральних переконань, виховання моральних рис та якостей, розвитку духовності, прищеплення цінностей, які є основними й необхідними у контексті створення інклюзивного, розвивального, виховного середовища Нової української школи. Акцентовано увагу на необхідності включення усіх без винятку учнів у різні види діяльності, організації та проведенні спільних творчих справ, виховних заходів та ігор задля розкриття внутрішнього світу дітей, вивчення їх особливостей, зміцнення дитячого колективу. Наголошено на тому, що дотримання низки вимог дозволяє підвищити ефективність процесу виховання толерантного ставлення до дітей з особливими потребами.

Ключові слова: діти з особливими освітніми потребами, інклюзивне навчання, індивідуальний підхід, адаптація, модифікація, рівність, виховання, толерантність.

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FEATURES OF PROJECTING THE HIGHER EDUCATIONAL ENVIRONMENT IN THE CONTEXT OF TRAINING TEACHERS TO THE ORGANIZATION OF DIALOGUE EDUCATION OF PRIMARY SCHOOL PUPILS

KATERYNA FOMIN

Abstract. The article substantiates the urgency of the problem of professional training of future teachers to organize the dialogue training of primary school students in the context of integration into the European educational space and the conceptual foundations of the New Ukrainian school. The main methodological foundations of the study are defined: philosophical and pedagogical anthropology, philosophical and pedagogical hermeneutics and philosophical and pedagogical synergetics. The author substantiates the essence of the educational dialogue and its advantages, in contrast to the traditional teaching methods at primary school. The contents of dialogue communication and its components are determined. The principles of organization of dialogue training for junior pupils are described. The indicative model of forming the readiness of the future teacher of elementary school for the dialogue education is presented, in which the main components of this readiness (motivational, cognitive, socially-communicative and operational-technological) are singled out. It is emphasized that the effectiveness of projecting the educational environment for the implementation of the idea of dialogue education for junior pupils depends to a large extent on the level of the teacher's communicative culture and the components of this culture (communicative settings, knowledge, communicative skills, etc.) are described.

Keywords: dialogue training, professional readiness of the future teacher, primary school pupils, model of professional training, methodological approaches, dialogue educational environment of elementary school.

1. INTRODUCTION

We see the urgency of the above problem in the numerous challenges that each national education system faces today in the context of integration into the European educational space. Dehumanization of many aspects of modern life in post-Soviet countries, "the alienation of a person from other people, from products of labor, nature, cultural traditions" [2], exacerbates the problem of projecting the educational environment based on mutual understanding, democracy, humanism, partnership. Actually, organization of dialogue training serves as an effective means of development of the communicative sphere of personality in the context of solving the outlined problem. The essence of dialogue teaching, according to Yu. Pidborskyi, is that "it is the dialogue itself that has an interpersonal

subject-subject character, a dialogue based on equality of the parties, while studying, encourages those who are learning to cooperate in generating new ideas, thoughts, views. In addition, the dialogic form of teaching is more progressive than monologue, since it affects the role and emotional sphere, develops perseverance, points to the need for self-education" [12, p. 133].

Dialogue communication focuses not only on the needs of the teacher, but also on the interests and needs of students; accumulation of the potential of agreement and cooperation, freedom of discussion, transfer of knowledge and social norms as personal experience requiring individual reflection; the desire for creativity, personal and professional growth, improvisation, readiness for search; the domination of methods and techniques aimed at the organization of independent activities of individuals, the desire for objective control of the performance of pupils, an individual approach and taking into account the multi motivation of their behavior; personal (but not status) equality of the teacher and students, subject-subject relations between them [15, p. 378-379].

Based on the fact that dialogue is a form of interpersonal communication, in which two communicants take part, resulting in an exchange of thoughts, ideas, reveals the creative potential of everyone; in the educational process a *special dialogue environment* is created that enables the development of the intellectual and emotional qualities of the pupil (student) on the basis of co-creation, cooperation, empathy, mutual respect and mutual enrichment.

2. RESULTS AND DISCUSSION

2.1. METHODOLOGICAL APPROACHES TO THE STUDY OF THE IDENTIFIED PROBLEM

While projecting a dialogue educational environment in the process of training future teachers of primary school, the basic methodological principles have been defined: philosophical and pedagogical anthropology, philosophical and pedagogical hermeneutics and philosophical and pedagogical synergy [7].

Philosophical and pedagogical anthropology as the methodological basis of the study allows to thoroughly analyze the essence of human existence, his spiritual world; to realize that each person has his own unique inner center and world, which requires a thorough study and humane psychological and pedagogical influence. At the same time, in the context of this methodological approach, dialogue is considered to be a form of teaching in the conditions of freedom for a teacher and a student, and the interaction on the basis of humanism. The implementation of the principle of dialogue in the educational process is a real change in the vector: from knowledge to creative thinking and human culture. Finally, analyzing the problem of dialogue teaching the personification of the message that the interlocutor expresses in the dialogue should be taken into account, because without this fact exchange of views may be formal.

In the context of philosophical and pedagogical hermeneutics, the cognitive processes that take place during the dialogue training should maximally take into account not only its content aspects, but also functional, and hence the value of human understanding. The creative application of hermeneutics in the educational process opens up new horizons of mastering languages, (primarily in their native language) as effective means of human understanding. Therefore, it is important that the future teacher realizes that the forms and methods of dialogue training are in constant development, which requires constant monitoring of their application in accordance with actual changes in human existence as well as cultural and social changes.

Philosophical and pedagogical hermeneutics opens up new meanings of the educational process and human being; it is designed to consistently form the scientific and humanistic worldview of subjects of teaching. At the same time, this methodology proves that any dialogue internally contains both elements of understanding and misunderstanding. And this requires the level of dialogue training that minimizes the processes of misunderstanding between subjects of communication.

The following methodological approach is a philosophical and pedagogical synergetic, which, on one hand, allows us to thoroughly analyze the content and conditions of the organization of dialogue training; on the other hand – enables finding the reasons for its imperfect organization and actively

searches for ways to improve it. Focusing on the synergetic methodology, we have designed an indicative model of a future teacher who would have high professional skills and skills of dialogue training.

At the same time, this theory helps to analyze the formation of a student's and teacher's world-viewpoints, skillfully apply corrective effects in order to inspire them, and also makes it possible to find out the role and place of the motivational-value component in preparing the future teacher for dialogue training. Finally, the synergetic concept involves updating the principles of activity, autonomy, creativity, when subjects of dialogue training become open, free, aspiring to their development and self-development [7].

2.2. PRINCIPLES OF ORGANIZATION OF DIALOGUE TEACHING IN PRIMARY SCHOOL

In modern pedagogical science and practice, considerable attention is paid to the educational dialogue, in contrast to the traditional teaching methods, which are mostly focused on the explanatory-reproductive type of education. Figure 1 shows the main characteristics of the dialogue training used in a typical foreign school.
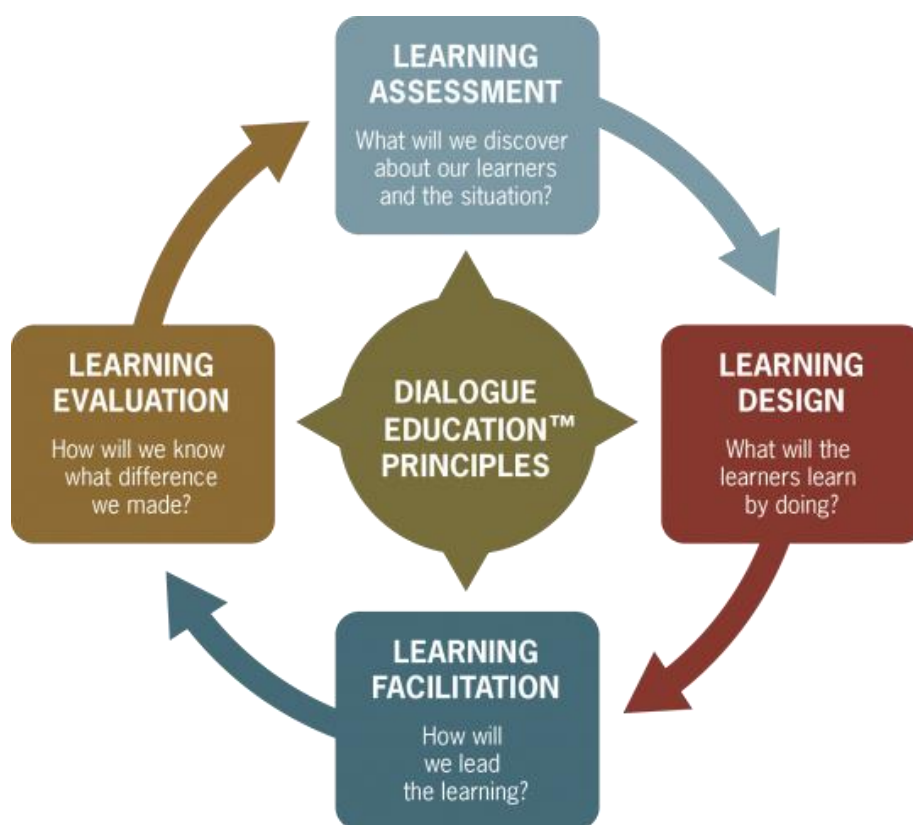
Fig. 1. Training dialogue and other teaching methods [1].

Foreign scholars (P. Freire, M. Knowles, J. Vella) determine10 principles at the heart of dialogue education:

1) learning needs and resources assessment to ensure the workshop is responsive to the learner's specific challenges and objectives;

2) a safe environment and process for all types of learners and learning needs;

3) content sequence and learning reinforcement that continuously support learners in reaching their goals;

4) active learning through praxis: the synthesis of action enriched by reflection, or learning by doing;

5) respect for each unique learner as the focus of their own learning;

6) addressing all three learning domains: cognitive (ideas), affective (feelings) and psychomotor (actions);

7) workshop design that gives learners an immediate experience of their desired learning;

8) collaboration through teamwork, small groups and pairs for lively interaction, discussion and purposeful dialogue;

9) content and methods that keep people immersed and engaged in the learning experience;

10) mutual accountability: the instructor's accountability to the learners, and the learners' accountability not only to the instructor but – most importantly – to themselves [1].

The principles of organization of dialogue training are based on general didactic principles for the teaching of primary school students. However, we have identified some specifics. So let's try to characterize them.

We regard the *principle of humanism* as the main in the organization of dialogue training at the New Ukrainian School, which declares the child as the highest value of society, respect for his rights and freedoms, as well as empathy as the ability to accept the views of other communicants and accordingly regulate their own emotional states.

The *principle of nature correspondence* involves taking into account the multifaceted nature of the primary schoolchild in the process of organizing dialogue training, in particular his psychological, age, social, national, gender and other peculiarities.

The *principle of scientific organization of educational dialogue* involves the scientific and pedagogical search and implementation of teacher's pedagogical activity, taking into account the causal relationships in the selection of material for discussion, analysis, modeling of situations for dialogue interaction.

The *principle of communicative orientation* is the ability to express opinions and beliefs clearly and reasonably, the ability to listen to the interlocutors carefully, and to design situations that take into account the abilities, needs and interests of the educational community, etc.

The *principle of simulation of problem situations* in teaching involves the creation of typical and non-typical situations, each of which serves as a functional unit of speech. At the same time, in the context of dialogue interaction, each participant in the educational process must clearly understand his or her role in the process of solving the problem situation and to improvise it.

The *principle of the relationship between theoretical knowledge and practice* is the comprehension of the significance of theoretical teaching and practice-oriented experience in the content of education, the use of empirical knowledge in the process of dialogue learning activities.

The *principle of anthropological orientation* is the orientation of the content of vocational education into the integrative study of a person, the recognition of the self-worth of an individual as an active subject of the educational process, the consideration of personal peculiarities of his development in the process of mastering professionally significant values on the principles of humanism and spirituality [5, p. 211].

The *principle of verbal ethics* – in the process of dialogue teaching students should follow the basic principles of a person-centered approach and try to create a positive atmosphere for the exchange of information. For this purpose the necessary qualities of the teacher are: politeness, tolerance, restraint, benevolence, etc.

The *principle of a pedagogical partnership* is the collaboration of the school and the student's family in achieving the goals of the educational dialogue, based on: mutual respect, trust and a benevolent attitude towards all participants in the educational process, shared leadership and responsibility for solving pedagogical situations and fulfilling their obligations.

The *principle of pedagogical optimism* in teaching is based on emotional elevation, tolerance, psychological comfort in the appropriate dialogue environment. As a result of the dialogue, the truth must be born, which the participants are looking for together. Actually, the moral and psychological atmosphere promotes the search for this truth in the process of exchange of opinions and ideas that promotes the creative potential of communicants, their intellectual and emotional qualities, and so on.

2.3. THE APPROXIMATE MODEL OF THE EDUCATIONAL ENVIRONMENT OF A HIGHER EDUCATION INSTITUTION IN THE CONTEXT OF TEACHER TRAINING FOR THE ORGANIZATION OF DIALOGUE TRAINING FOR PRIMARY SCHOOL PUPILS

In the opinion of L. Major, M. Brugha, C. Froehlig, S. Walker, R. Higham, and M. Vrikki (2018), the dialogue can be defined in connection with other processes, such as: communication, non-verbal interaction and a set of features of discourse. There is widespread debate about whether the dialogue can be defined as a special form of communication with internal connections to designing knowledge and academic learning, or it is better served as an umbrella term for all human interaction. After all, the consideration of interconnected elements of the dialogue often leads to some difficulties in defining it in practical terms [10, p. 15].

M. Bastun emphasizes that "the creation of dialogically and culturally oriented personally oriented educational technologies is an adequate response to inquiries" [2], which today are facing the educational system of Ukraine. N. Goydosh defines dialogue technologies as: "a set of forms and methods of teaching based on the dialogue thinking in interacting didactic systems of the subject-subject level: student-teacher, student-author, teacher-author, etc." [8, p. 72-73].

I. Todorova and O. Shtepa singled out the main components of dialogue communication in the educational process:

organizational-behavioral (skills to organize a frank conversation with schoolchildren);

interpersonal-reflexive (elements of communication that provide an adequate perception and understanding of the teacher by students, themselves, situations, etc.);

subject-reflexive (factors that provide a substantive, decentralized analysis of the educational material and the process of its learning) [14, p. 51-53].

The training of future teachers of primary education to the organization of dialogue teaching of students is understood as a holistic system that contains the main components in the following areas:

1) *scientific* – aimed at studying the laws of professional and pedagogical formation and development of the future specialist in mastering the methods, means and tools for modeling the educational process at the New Ukrainian school;

2) *applied* – involves the development of educational, methodological and organizational content of the process of teaching / teaching in primary school on the basis of the use of innovative educational technologies, especially the methods of dialogue training.

The effectiveness of projecting the educational environment for the implementation of the idea of dialogue education for primary students largely depends on the level of communicative culture of the teacher, which is understood as "complex socio-pedagogical phenomenon, consisting of several interrelated components (communicative settings, knowledge, communicative skills that are implemented under certain conditions and depend on external conditions and internal factors)" [2].

O. Semenog characterizes the necessary attributes of the teacher's communicative culture, which are necessary for organization of productive dialogic teaching of students. It is "content, accuracy, logic, correctness, conciseness of presentation of ideas, proof, correctness and relevance of the use of terms, purity and stylistic ability" [13, p. 159].

Content, in the opinion of the scientist, means complete expression of the opinion of the statement, observance of the logical sequence, relevance and reasonableness. The correctness of speech is compliance with the norms of modern literary language. The richness of speech is expressed in the ability of the teacher to actively use the linguistic units of various structural levels. Stylistic skill ensures compliance with the specifics of a particular functional style, such as speech, to the purity of speech indicated by the correct normative pronunciation, the absence of non-literary components in the speech, spatial or professional jargon, chancelleries, parasite words, unjustified repetitions [13, p. 159].

In the dialogue training, the installation for an effective information exchange is understood as the readiness of the future teacher to organize the effective communication of students and their motivation to mobilize at the psychological level. In other words, it is a guide to a certain type of activity, which is a dialogue training.

Modern scholars (H. Muhonen, H. Rasku-Puttonen, E. Pakarinen, A. M. Poikkeus, M.K. Lerkkanen) consider the model of formation of students' knowledge in the process of educational dialogue. In fact, in their work, they offer specific episodes of educational dialogues on the three main types of knowledge based on: facts, views and experiences. Scientists pay a lot of attention to the formation of students' knowledge, which reflects the life experience that is the subject of dialogue [11].

According to N. Basyuk, the communicative culture of the teacher synthesizes the following components: knowledge of the evolution of the general theory of communication, the history of the doctrine of pedagogical communication; knowledge of socio-cultural norms and ethics of pedagogical communication; knowledge of psychological and pedagogical regularities of effective pedagogical communication [3].

At the same time, it is impossible to organize a dialogue with children using only theoretical knowledge in this field. Future teacher of a new Ukrainian school must possess a system of *skills*:
 – to organize and manage the dialogue process while studying;
 – to create a positive communicative atmosphere for the exchange of ideas and opinions;
 – it is advisable to pedagogically stimulate pupils' communication;
 – to apply advanced dialogue teaching technology;
 – to motivate students to create or solve a problem-based teaching situation through productive dialogue;
 – effectively to use means of verbal and non-verbal communication;
 – to make emotional contact and listen to the interlocutor, etc.

Regarding the readiness of future primary school teachers to organize productive educational dialogue, attention should be paid not only to the emphasis on communicative abilities, but also to the lesser extent on other qualities such as: intellectual qualities, motivation for pedagogical activity, love for children, emotional balance, empathy, tolerance, professional responsibility, a high level of moral culture, readiness for innovation, a desire for self-improvement and self-education, etc.

In the context of solving the problem under study, in our opinion, there are specific professional characteristics of the teacher (according to M. Chobitko). The scientist introduced it in the form of such blocks: 1) motivation; 2) direction, 3) activity; 4) intelligence; 5) logic; 6) heuristic; 7) morality; 8) aesthetics; 9) communicative; 10) self-government; 11) self-development; 12) individuality and others [6, p. 74].

Therefore, in designing the readiness of the future primary school teacher to organize the dialogue teaching of students, we determine the following components (Figure 2):

The *motivational component* is the interest in the teaching profession as a whole and the need to use the methods of dialogue training in order to improve the educational process in primary school; interest in innovative dialogue technologies; orientation towards achievement of high educational results; identification of creativity in the formation of an interactive educational environment for primary school for professional self-improvement and personal development of students [4].

The *cognitive component* is the awareness of future teachers about the methodology of effective organization of dialogue training at primary school, the latest technologies for the formation of a dialogical educational environment; professional pedagogical competence in monitoring and improving the educational process and activating the dialogue activity of primary school pupils.

Socio-communicative is the ability of the future teacher to organize constructive interaction in the dialogue environment of the participants in the educational process (students, parents, teachers, etc.); communicative and organizational skills, ability to solve problematic pedagogical situations, to create an atmosphere of creative cooperation, co-creation, partnership; to use verbal and non-verbal communication tools to optimize the educational process at primary school.

The *operational-technological component* includes analytical skills of the teacher in organizing and optimizing the educational process in primary school; prognostic skills, which are manifested in the implementation of innovative dialogue technologies in school practice; modeling skills that manifest themselves in the ability to create their own educational content, taking into account communicative skills, cognitive needs and interests, and the experience of primary school pupils.
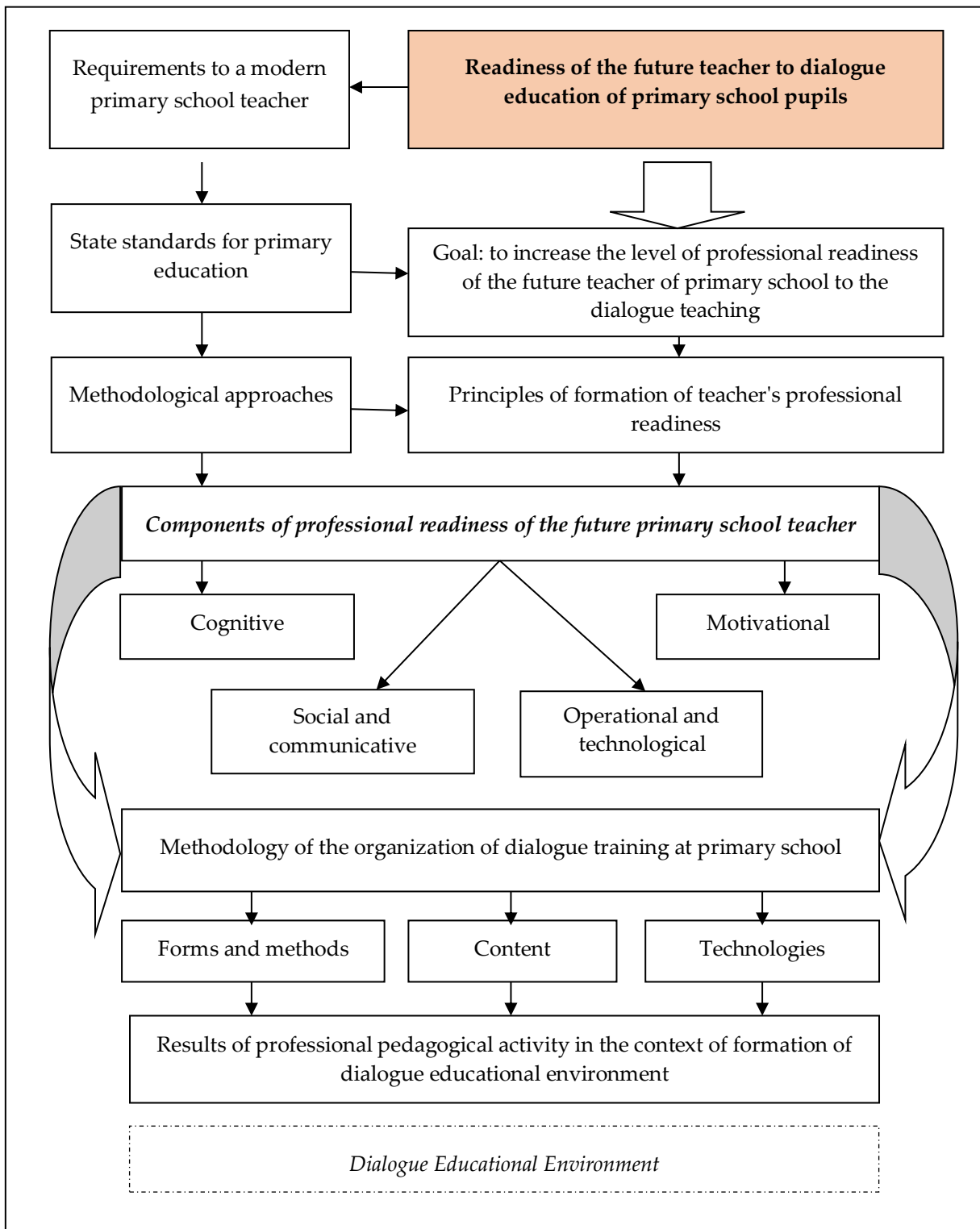
Fig. 2. Approximate model for forming the readiness of the future primary school teacher for the dialogic study of students

In Fig. 2 we summarize the theoretical material on the preparation of the future teacher for the formation of effective dialogue education in the educational environment of the elementary school. In particular, the purpose of the training, the methodological approaches and principles of forming the readiness of students for the relevant activities, the components of this readiness and the methodological principles of the technological tools, which ultimately leads to the achievement of the goal of our study, are presented here.

3. CONCLUSIONS

Dialogue teaching is primarily problem-based teaching. After all, in order to stimulate students to solve educational creative tasks, to actively discuss them in a group, it is necessary to create a situation in which the pupils will be interested, and they will have different views on the same problem. Actually, collision of different opinions, their ability to express, defend, listen to each other, analyze, draw conclusions, show tolerance and restraint will make it possible to create interactivity, effective interaction of learners.

The process of organizing dialogue training is somewhat complex for a young teacher, because he needs some experience in "management" of a class, professional competence. The main difficulty is that the preparation and the very process of dialogue requires a lot of time, it is necessary to clearly identify certain topics of the content of primary education that are to be studied using the proposed method, since not all material can be studied through educational dialogue. However, the use of this method is possible only with proper theoretical and practical training of students.

At the same time, dialogue training has certain advantages, as it contributes to the development of a communicative culture of a teachers and students; motivates active interaction in the group, cooperation, partnership; develops independent creative thinking and intellectual abilities, etc.

Prospects for further scientific research we see in the development of specific methodological recommendations on the practical solution of the problem of preparing future teachers of primary education for the dialogue teaching.

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Address: Kateryna Fomin, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.

E-mail: aerosweett@ukr.net

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Фомін Катерина. Особливості проектування освітнього середовища закладу вищої освіти у контексті підготовки педагогів до організації діалогічного навчання молодших школярів. *Журнал Прикарпатського університету імені Василя Стефаника*, **6** (1) (2019), 67–75.

У статті обґрунтовано актуальність проблеми професійної підготовки майбутніх педагогів до організації діалогічного навчання учнів початкової школи в контексті інтегрування до європейського освітнього простору та концептуальних засад нової української школи. Основними методологічними засадами дослідження визначено: філософсько-педагогічну антропологію, філософсько-педагогічну герменевтику та філософсько-педагогічну синергетику. Обґрунтовано сутність навчального діалогу та його переваги, на відміну від методів традиційного навчання у початковій школі. Визначено зміст діалогічного спілкування та його компоненти. Охарактеризовано принципи організації діалогічного навчання молодших школярів. Представлено орієнтовну модель формування готовності майбутнього педагога початкової школи до діалогічного навчання учнів, в якій виокремлено основні компоненти цієї готовності (мотиваційний, когнітивний, соціально-комунікативний та операційно-технологічний). Автором наголошено, що ефективність проектування освітнього середовища для реалізації ідеї діалогічного навчання молодших школярів значною мірою залежить від рівня комунікативної культури педагога та охарактеризовано складники цієї культури (комунікативні установки, знання, комунікативні вміння та ін.).

Ключові слова: діалогічне навчання, професійна готовність майбутнього вчителя, учні початкової школи, модель професійної підготовки, методологічні підходи, діалогічне освітнє середовище початкової школи.

INNOVATIVE COMPETENCE OF A TEACHER: BEST EUROPEAN PRACTICES

OLENA BUDNYK

Abstract. The essence of the innovative competence of the teacher in the way of integration into the world space of education. The main tendencies of teacher's training for professional innovation activity are described. Best European practices according to the using of innovative studying technologies in the work with students are examined. The author proves the need for partner collaboration, group forms of activities to solve problematic learning problems at school through Problem Based Learning. Especially, the issues of development of creative initiative of children in collective work are highlighted. The content and typical difficulties in the practical using of Blended Learning are described. It is noted that Blended Learning combines traditional and distant models of studying, it can take place not only in the lecture room but outside, in synchronous or asynchronous regimes, and it predicts an extensive using of ICT in work with students. The technology of Inquiry Based Learning in teaching STEAM school subjects is presented, especially in the process of working with remote educational laboratories and Inquiry Learning Space (ILS). Some innovative tools for their practical using according to the work with students are implemented. The importance of using Project Based Learning for integration of educational subjects in the New Ukrainian School is also characterized, which gives an opportunity to form a coherent picture of the world in them.

Keywords: teacher's innovative competence, educational process, pedagogical activity, Problem Based Learning, Blended Learning, Project Based Learning, Inquiry Based Learning.

1. INTRODUCTION

In the conditions of a rapid development of the information society, the reformation of education of different countries in the context of integration into the world, it is important to provide an innovative character of pedagogical activity, which has an important place in the development and self-development of a young generation. Therefore, the problem of formation and development of innovative competence of the teacher today is very actual.

The problems of teacher's pedagogical competence are highlighted in scientific research by H. Vasianovych, O. Dubaseniuk, I. Ziaziun, L. Karpova, N. Kuzmina, L. Pukhovska, O. Savchenko and others.The methodological approaches to the studying of the teacher's innovative competence are defined in the works of I. Havrysh, I. Dychkivska, O. Ignatovych, N. Klokar, O. Podimova, O. Shafran and others.

The innovative competence of the teacher is examining by Ukrainian researchers as a component of general professional and pedagogical competence, the content of which is determined by the peculiarities of innovation activity, its social significance, creative character and the focus on the non-stop creation of a new, the development of the personal and professional potential of the teacher [21].

Let's consider the essence of innovative competence of the teacher in the context of our research. So, according to the point of view of I. Dychkivska, she interprets innovative competence through the system of motives, knowledge, skills, skills, personal qualities of the teacher, which ensure the effectiveness of the using of new pedagogical technologies the professional work [9].

Innovative competence of a teacher is "a system of motives, knowledge, abilities, skills, personal qualities of the teacher, which ensures implementation of all stages of innovative professional activity: from modeling and forecasting to introduction of innovations" [20].

In the pedagogical science, the following characteristics of a teacher training according to the innovation activity are determined [4; 12; 20]:

1. Focus on a teacher training according to the solving the problems of modernizing the education system in accordance with civilization and national strategies for its development respectively on the principles of formative and civilizational approaches in pedagogical education. The essence of the first approach is to take into consideration economic, political and socio-cultural determinants as the system-forming factors of all processes taking place in the educational sphere. Accordingly, a civilizational approach according to the implementation of innovation activities involves the adoption of the idea of the diversity of the world as the formation of individuality in the space of universality to recognize the priority of universal values. At the same time, the world educational systems should function according to the civilization trends of the development of national educational systems.

2. The effeciency of teacher training for innovation activity is determined by the completeness of the implementation of its content, functional and structural links with other components of this training. Therefore, this principle corresponds to the principle of organic unity of general, special and individual in the pedagogical professional activities.

3. The degree of accordance of the teacher's readiness for innovation activity by the objective regularities of professional training. Actually, these regularities correspond to the principles of personal and active approach, in particular: humanism; tolerance; cooperation and co-creation; pedagogical optimism; differentiation and individualization; optimizing the educational process, etc.

4. Degree of accordance of professional preparation of structure and content of innovative professional activity of the teacher. It is primarily about the integrity of this process, and the content of education, according to V. Krayevskiy, is not limited to the assimilation of the foundations of science, the development of the intellectual sphere of the student. The true educated person is able not only to act in the social structure, but also to change it actively [17, p. 6]. In today's university education, the problem of improving content is taken into account, axiological dimensions and practice requirements are taken into consideration, since "the universal knowledge of narrow disciplinary orientation" [24, p. 105] often become unsuitable for using by future specialists because of their inconsistency in the development of scientific and technological progress. An ambivalent situation arises when higher pedagogical education acts as an institution, which is located "on the border between knowledge preserved in libraries and abstracts and computers of teachers, and knowledge that operate in the field of production" [16, p. 21]. Therefore, the rapid socio-cultural, information development of society requires from the teacher of modern knowledge. However, the content of teaching of education needs constant new knowledge, taking into account the principle of scientific knowledge, in connection with life.

Thus, in today's conditions, it is worth emphasizing on the organization of teacher training for innovation based on the principles of the inter-scientific approach, so some basic provisions of the philosophy of education, general innovation, the complex of the sciences of creativity, general psychology, general axiology, pedagogical management, etc., concerning problems of pedagogy innovations [20].

2. ANALYSIS AND DISCUSSION

With the development of digital society in the pedagogical science the newest educational technologies are increasingly resorted in the practical sphere: Distance Learning, e-Learning, u-Learning, m-Learning, Flipped Learning, methods of interactive learning, learning on technology training, using of short videos (Microlearning), Problem Based Learning, Inquiry Based Learning, etc.

In the modern conditions, the issue of diversifying of teaching methods for STEAM subjects, first of all in middle school classrooms, is also relevant. That is why it is important to prepare teachers to integrate math, science, and technology in the teaching process. The American scientists recommend using 3D printing in authentic design projects for this. "... Students are able to tinker in a virtual world using 3D design software and then in the real world using printed parts" [7].

Actually, the innovative competence of a modern educator is seen in his ability to use the best European educational technologies in professional practice. Dynamic changes in education in the conditions of its integration into the world educational space puts new challenges to teachers – to be prepared for the effective performance of their professional functions, taking into account innovation.

2.1. PROBLEM BASED LEARNING: PEDAGOGICAL CREATIVITY

In the context of the problem of the synthesis of science and art in the STEM-education, we have a tendency for the rapid development of creativity, which includes artistic and creative trends (architecture, industrial design, industrial aesthetics, etc.). Therefore, in the field of STEM, which serves as the basis for the training specialists for high technologies, the development of students' creativity and the representation of Arts-disciplines in the content of their preparation is defined as a strategic point. Its evidence is for example the fact that in the state of Massachusetts (MA, USA) Public Schools for Developing an Index of Creative and Innovative Education are conducting the rating. Today it is extremely important in the behaviour of pupils to use the analytical, creative skills in solving the problem in the field of science, mathematics, reading and writing (students apply analytical, creative, and problem-solving skills in science, mathematics, reading, and writing), the development of innovative talent to meet the needs of its business community [18].

In the researches of scientists (A. M. Connor, S. Karmokar, Ch. Whittington; 2015) the minds about the need to integrate STEM disciplines and arts into a broader educational context (STEAM). After all, natural sciences, technology, engineering, art, mathematics as a system of education involves mastering primarily technological competencies and is aimed at the development of scientific and technical creativity of students. Though technological trends cannot be developed today without such skills as teamwork, creativity, global awareness, financial literacy, aesthetic awareness, critical thinking and etc.

A. Armitage, O. Pihl, T. Ryberg (2015) are examining theoretical, philosophical, pedagogical and aesthetical aspects of the contradictions and interactions between the collective and the individual in creative learning processes. However, today, it is important to develop a student's creative individuality, creativity in the practical activities. At the same time, we involve him in collective, partner interaction, work in groups for the searching of solutions to common painful problems in the process of Problem Based Learning. The authors enforce to the discussion: "In the design process there are always many ways and solutions to solve the same problem, so how can we be sure that we choose the right concept to finding the optimum solution to practical problems? What is the role of PBL in this context?" [1]. It is obviously, that for searching of individual creative perspectives educational strategies adequate to specific goals are necessary. Actually, the aesthetic aspect of teaching involves the formation of an educational environment, which would stimulate students to constructive, collaborative and contextual learning and self-improvement; the combination of individual and collective aspects in the solving of difficult situations.

2.2. BLENDED LEARNING IN THE WORK OF THE SCHOOL TEACHER

In many European and American schools of general education, the issue of implementing Blended Learning, which combines the traditional distance learning system, is very important today. According

to C.R. Graham, a model of Blended Learning, includes traditional and computational learning of students [11].

The definition of blended learning is a formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, path, or pace; (2) at least in part in a supervised brick-and-mortar location away from home; 3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience [2].

Blended Learning is a purposeful systemic process of interaction between subjects of learning, in which the traditional and distant learning models are organically combined, mixed learning can take place in the audience and beyond, in synchronous or asynchronous regimes, and involves the wide using of ICT in the work with students. Scientists distinguish the following types of Distance Learning: Traditional Distance Learning (interaction between subjects of learning is taking place with the delay of time (asynchronously), and e-Distance Learning (interaction between participants occurs both asynchronously and synchronously in time, and is based on the using of modern ICTs) [3, pp. 191-193].

Means of Blended Learning: traditional – textbook, manual, laboratory equipment, technical means of training, etc.; computer support – electronic tutorials, video materials, software for qualitative control of education, information retrieval systems, research training environments, virtual training laboratories, animations and simulations, etc. [6].

In the preparation of a modern teacher, the universities in most cases use mixed learning at the level of individual disciplines by managing learning with the help of appropriate systems (MOODLE, Sakai, Canvas, etc.). For the implementation of the innovative model of Blended Learning in high school, models often are offered by K. Kristens (Blended Learning. Retrieved from http: // goo. gl/AL31PN) are often used. Rotation Model is a turn-based interaction between a teacher and a student with the help of ICT. Flexible model is where the basis of the educational process is distance learning. Self-Blend Model or A La Carte Model - through which the traditional students' trainings can be complemented by additional online courses through the Internet. Enriched Virtual Model is the one characterized by self-learning of students of a part of the educational material with the help of electronic courses.

The typical combination and using of both electronic and traditional training without proper technical support, the availability of the developed pedagogical tools and software does not guarantee the high efficiency of the mixed learning methodology. In this regard, the scientists of Vasyl Stefanyk, the Precarpathian National University, have started active work in the framework of the EU program Erasmus + KA2 – Capacity building in higher education with the project "Modernization of Pedagogical Higher Education by Innovative Teaching Instruments (MoPED)" – No. 586098-EPP-1-2017 -1-UA-EPPKA2-CBHE-JP, which will last for 3 years (2017-2020).

The main aim of this project is the modernization of the curriculum of higher educational establishments of Ukraine by the implementation of modern teaching methods using ICT. The project is aimed at improving the quality of higher pedagogical education, the development of the digital and didactic competences of future teachers in the context of reforming the educational system, especially the using of innovative teaching methods / tuition (Distance Learning, e-Learning, Mobile Learning, methods of Critical Thinking Development, Interactive Training, etc.).

The peculiarities of the mixed learning model are that materials for studying are submitted to the student electronically; there is also the opportunity to hand over work electronically; systematic evaluation of work with relevant comments is carried out; opportunities for organizing group work are expanding; electronic tracking progress tools are used; full-time learning is based on a person-centered approach, the principle of interactivity, and so on.

In the modern conditions, there are some difficulties according to the introduction of Blended Learning, which J. Hofmann (2011) distinguishes:

technical (Technology challenges): the providing of the learning process with the appropriate technical means;

organizational (Organizational challenges): overcoming the stereotypical beliefs and convictions about the ineffectiveness of mixed learning, in contrast with the traditional, permanent monitoring of student success and learning management;

teaching (Instructional / design challenges): the presence of an educational environment for achieving the goal; the introduction of online interactive exercises, providing of proper coordination of the mastering of the elements of the course, the sequence of its study, etc. [14].

These problems are also typical for modern school. The main problem is the equipment in the educational process especially innovative computer technologies and development of appropriate training for e-learning, in peculiar, research environments, laboratories, games, surveys and testing systems using smart phones and tablets, interactive tasks, tools for teamwork, recommendations for work in a cloud-based learning environment, etc. In fact, these issues are extremely relevant for different countries, especially in the New Ukrainian school.

2.3. INQUIRY BASED LEARNING IN THE TEACHING OF SCHOOL STEAM SUBJECTS

Today, there is a problem in the training of specialists for the use of information technologies in teaching STEM subjects for elementary and secondary schools (Natural Sciences, Mathematics, Science, Technology), because of such online courses require hands-on activities, laboratory works and live demonstrations. Training of the teacher to familiarize the pupils with scientific and engineering fields, IT technologies and others and it involves the mastering of new concepts such as STEM- & STEAM-education, STEAM literacy, engineering, reengineering, nanotechnology, robotics, online environment, e-learning, m-learning, u-learning, f-learning, blended-learning, creative industry, mechatronics, fundraising, online discussion forum, digital literacy, information culture and others [5, p. 25].

Early involvement of children in STEAM serves not only as a means of developing creative thinking, forming the competence of the researcher, but also contributes to their socialization, helping them choose their future profession. Interactive studying develops such skills as: collaboration, communication, teamwork, creativity. For the development of gifted children, starting with preschool and junior school age, it is advisable to use STEAM's online learning environment to build skills in design, cooperation, communication and critical thinking based on a multidisciplinary approach [5, p. 25].

Today for e-learning you can take advantage of the extensive collection of online labs, interactive inquiry, combine labs and apps into Inquiry Learning Spaces (ILS), etc. (http://www.golabz.eu/). ILS are personalized learning resources for students, where they can conduct scientific experiments, get new knowledge by themselves, and develop research skills. Unfortunately, on this platform, most ILSs are English (232), Portuguese (107), Greek (107) and other languages. At the same time, the GoLab platform is moving in the direction to Eastern Europe. We have the places of a research training in Romanian language – 98, in Ukrainian language – 13, in Polish – 6, in Czech – 2, in Hungarian – 1, in Slovak – 0.

Let's look at some of the online learning space.

ILS "**Humans and Bees**" (Subject Domains: Biology, Chemistry, Environmental Education, Geography and Earth Science) for students 7-16 years old. In this ILS student's will reflect about the relationship between humans and bees and research the possible human factors that affect bees in a positive and in a negative way. Students will use an online simulator that allows for the variation of bee numbers, flower numbers and their relationship. Furthermore, students will learn about the scientific method and the most important things to have in mind when making a scientific research (https://www.golabz.eu/ils/humans-and-bees) (Fig. 1).
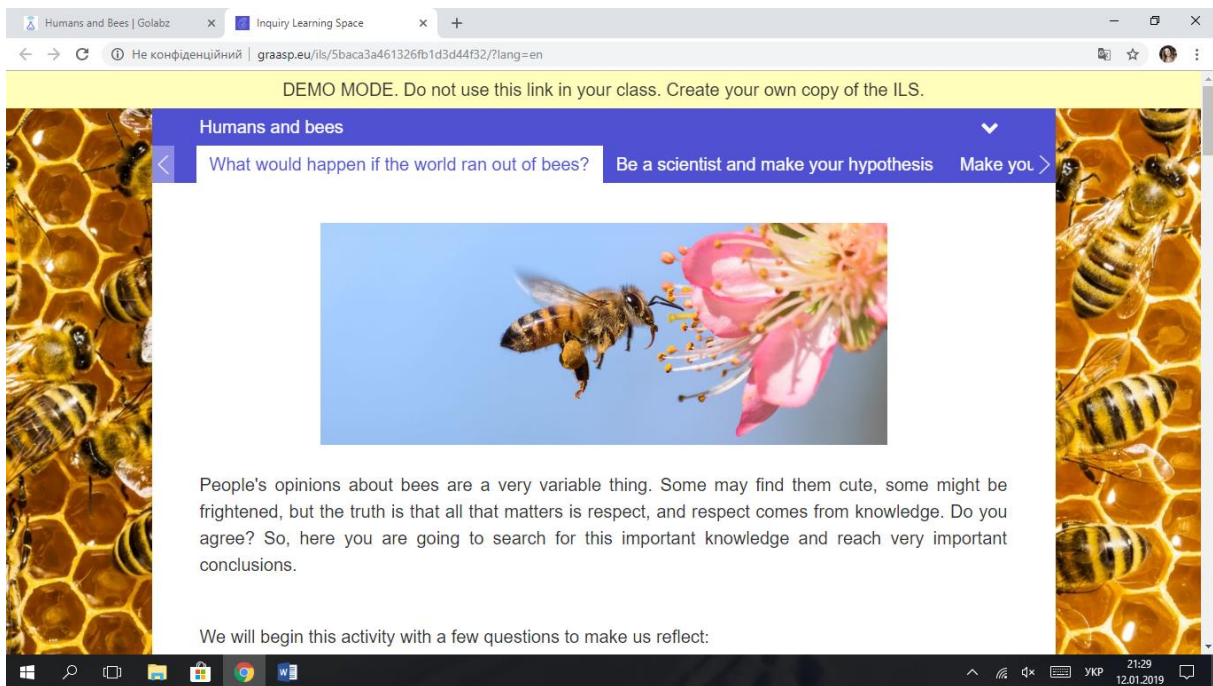
Fig. 1a. ILS "Humans and Bees" (Phase: What would happen if the world ran out of bees?).

Fig. 1b. ILS "Humans and Bees" (Phase: Make your experiments and get results).

After the presented research, the students independently come to some conclusions, use tools to check if their hypotheses were valid at the beginning of working with this learning environment.

It is very important that, in the process of using this method of teaching, the students are encouraged to project work in groups or pairs, since they must take advantage of the knowledge gained and think how to apply them in real life. To do this, use the Phase: Share with your class and discuss! – where they are offered the following task: "Now … what do you think that humans could do to improve their behavior towards bees? Imagine that you were invited by the government to produce an awareness campaign to teach citizens about personal choices that could help protect the bees. What would you create? What advice would you give? Work with your group to create something like this and upload you work below" (http://graasp.eu/ils/5baca3a461326fb1d3d44f32/?lang=en).

It is important that the ILS contains an extremely varied training material: online labs, problem questions, video clips, games, illustrations, rules, etc. Students work on their own according to the relevant instruction. At the same time, the teacher has the opportunity to see the results of each student (the time and quality of continuing their respective phases of training) with the help of platform-specific tools for evaluation.

The next ILS "**Windmill with Science Journal**" (Science Journal from Google has a windmill project where the technology and engineering of an Anduino One and a lightsensor are helping to understand how the windmill works, https://www.golabz.eu/ils/windmill-with-science-journal-google) for students aged 13 and older (Fig. 2).
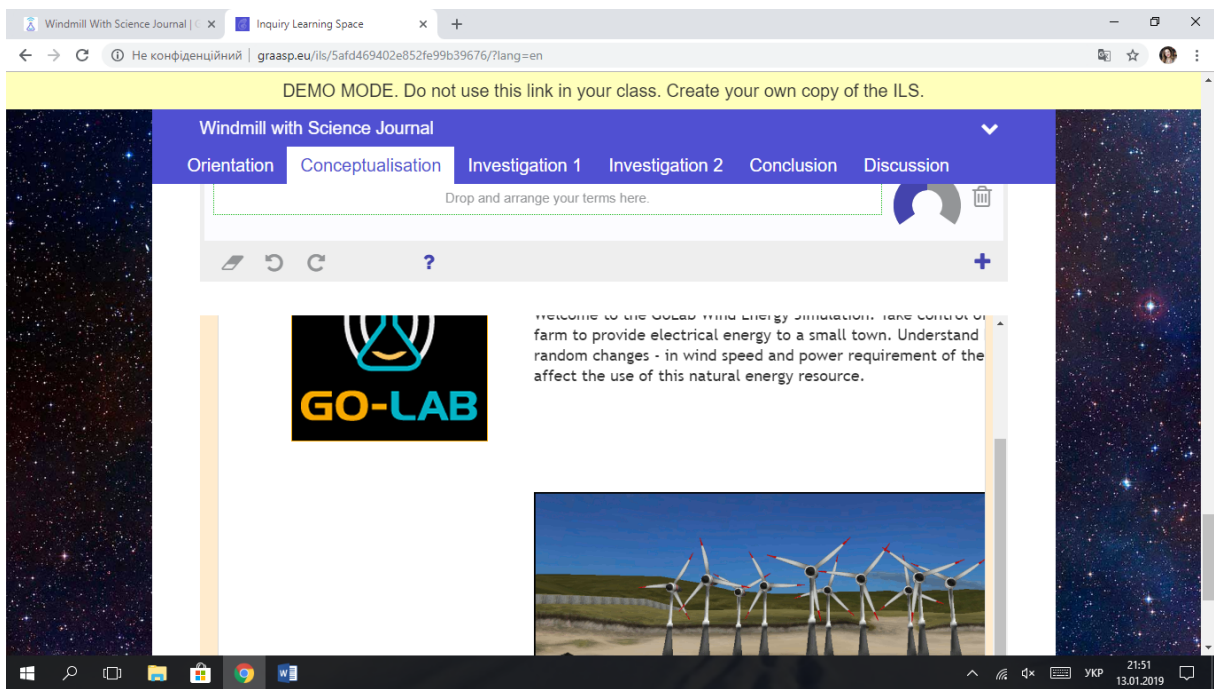
Fig. 2a. ILS "Windmill With Science Journal" (Phase: Conceptualisation).
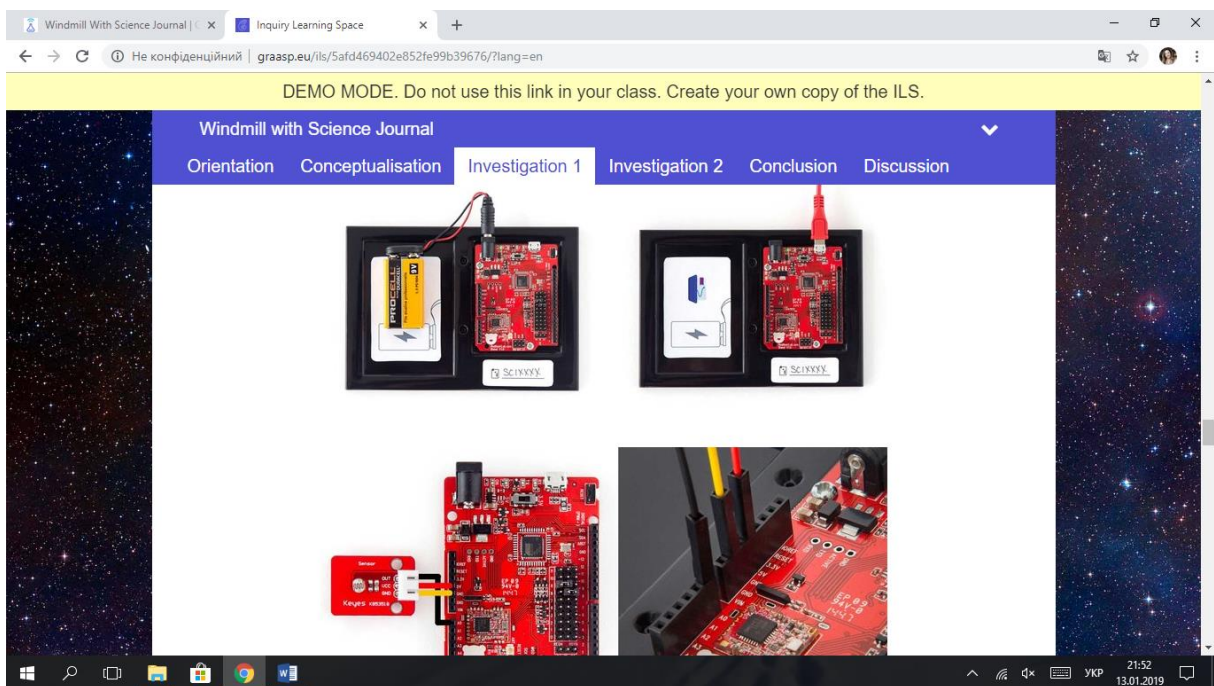
Fig. 2b. ILS "Windmill With Science Journal" (Phase: Investigation 1).

Students have the opportunity to learn, that "windmills usually were used to mill grain, pump water or both… Modern windmills take the form of wind turbines used to generate electricity, or windpumps used to pump water, either for land drainage or to extract groundwater" (http://graasp.eu/ils/5afd469402e852fe99b39676/?lang=en). In the "Conceptualization" section, they get the task of making a Concept Map about the windmill, and also create their hypotheses. For this useful questions are: How can you determine the number of blades that your windmill will need to spin at top speed? How efficient is a wind mill?

The pedagogical value of this type of learning is that students receive practical knowledge that is related to life. Example, in *GoLab Wind Energy Simulation* they will be able to solve "problems" that will require a critical comprehension of the material, the integration of knowledge on various subjects: Engineering, Mathematics, Physics, Technology, Computer Science, Architecture, Design, etc. To do this, they get the following tasks: "Take control of a wind farm to provide electrical energy to a small town. Understand how random changes – in wind speed and power requirement of the town – affect the use of this natural energy resource"; "Learn about the concept of efficiency as it relates to power generation at a wind turbine using our interactive simulation", etc.

At the same time the students can experiment and among them are the following: to create a windmill, to test it, to analyze the principle of its action and applied application, etc.

To solve research tasks, the student needs certain skills of logical and creative thinking. In the process of research teaching the teacher aims to form students the skills that are the basis of their research behavior. It is the ability to determine the problem, ask questions and answer them, put forward and review the hypotheses, explain the nature of scientific concepts and give them the definition, classify the material, observe, conduct experiments, draw conclusions, discuss educational problems, convincingly defend their opinions, etc.

ILS is also interesting because of "**Curved Mirrors**" for the pupils at the age of 13-14 years old (Physics, https://www.golabz.eu/ils/curved-mirrors) (Fig. 3). This ILS is used in the Form 2 (grade 10) Kenyan curriculum. The learners at this stage have already been taught about the rectilinear propagation of light.

The objectives of this lesson is that by the end of the lesson the learners will be able to:

(1) determine experimentally the characteristics of images formed by a concave mirror;

(2) determine magnification for the images;

(3) plot graphs that can be used to determine the focal length of a concave mirror.
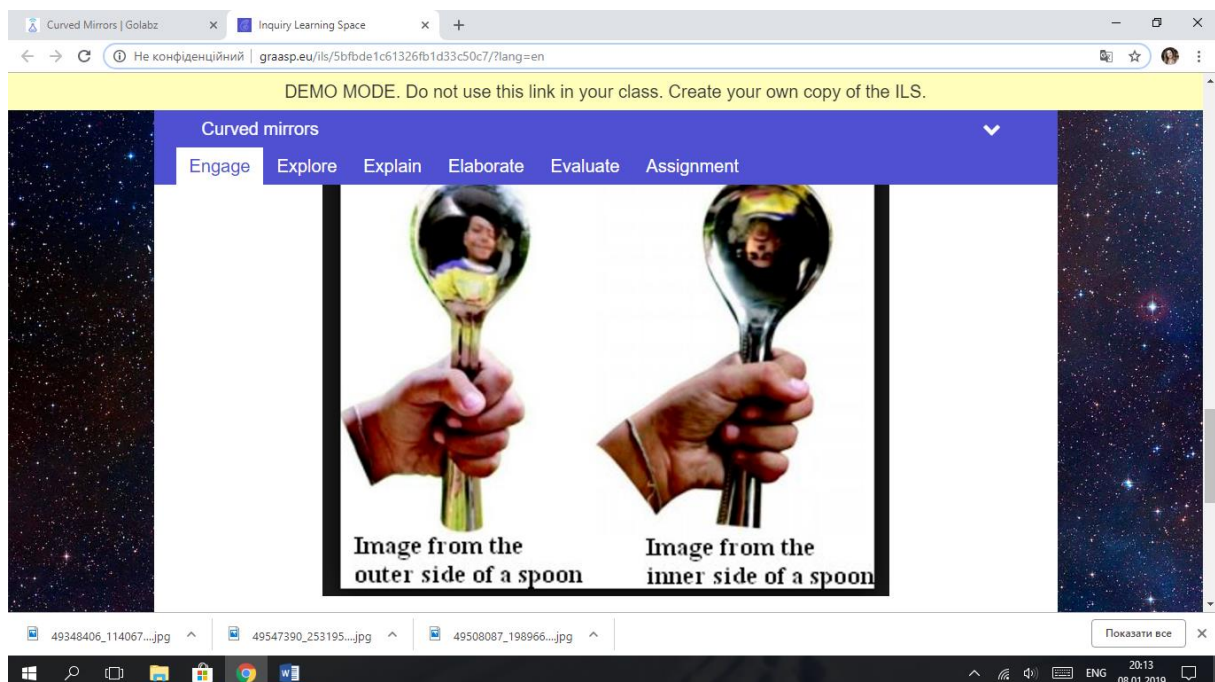
Fig. 3. ILS "Curved Mirrors".

For teachers of astronomy is proposed 25 ILS for using: "*Travelling To Mars*" (https://www.golabz. eu/ils/travelling-to-mars) (In this activity students will work on trajectories by trying to send a spacecraft to Mars. Since Earth and Mars are in constant motion students also get acquainted with the notion of relative motion), "*Craters in the Solar System*" (https://www.golabz.eu/ils/craters-in-the-solar-system) (The lesson use the Impact Calculator lab to investigate what happens when a comet or asteroid hits a solar body. It explains the formation of craters in the entire solar system), "*Interstellar – The Mystery of Nebulae*" (https://www.golabz.eu/ils/interstellar-the-mystery-of-nebulae), where the pupils have an opportunity to find the answer to the question: What is a Star? How is a Star born? Have you ever wondered what happens to the different stars in the night sky as they get older? And other.

For example, during the using of ILS "*Explore the Sun*" (https://www.golabz.eu/ils/explore-the-sun) the students will have the chance to explore the Sun's activity through the measuring of the size and counting of the number of Its Sun spots (Fig. 4).
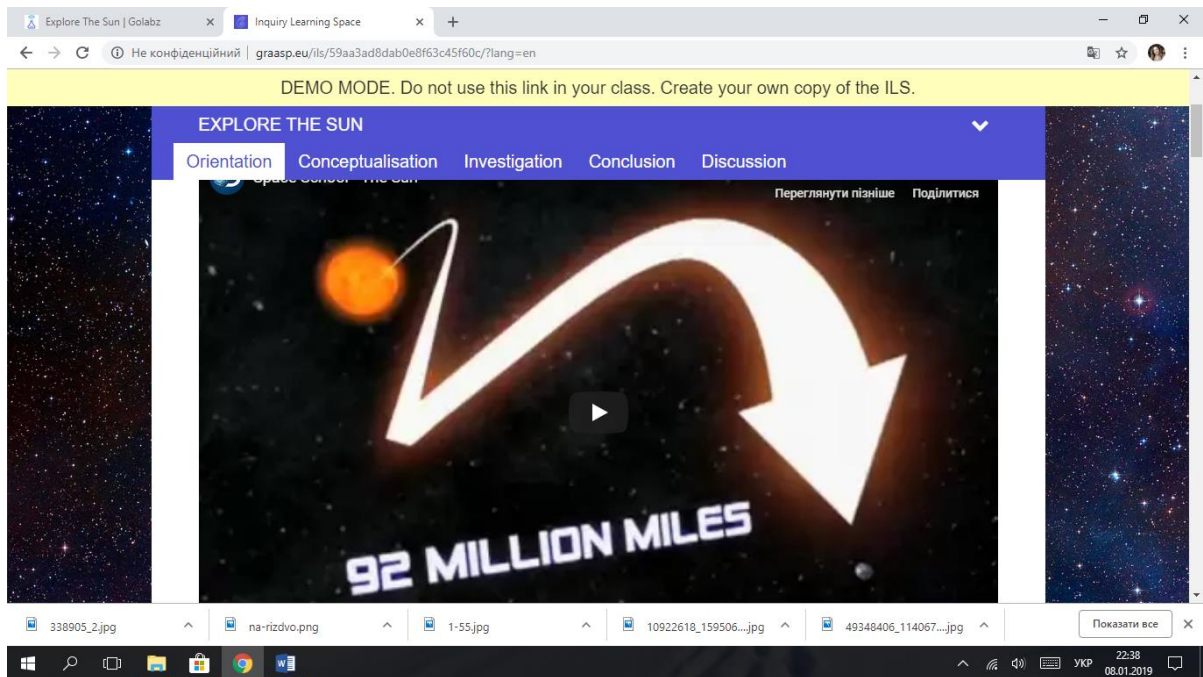
Fig. 4a. ILS "Explore The Sun" (Phase: Orientation).
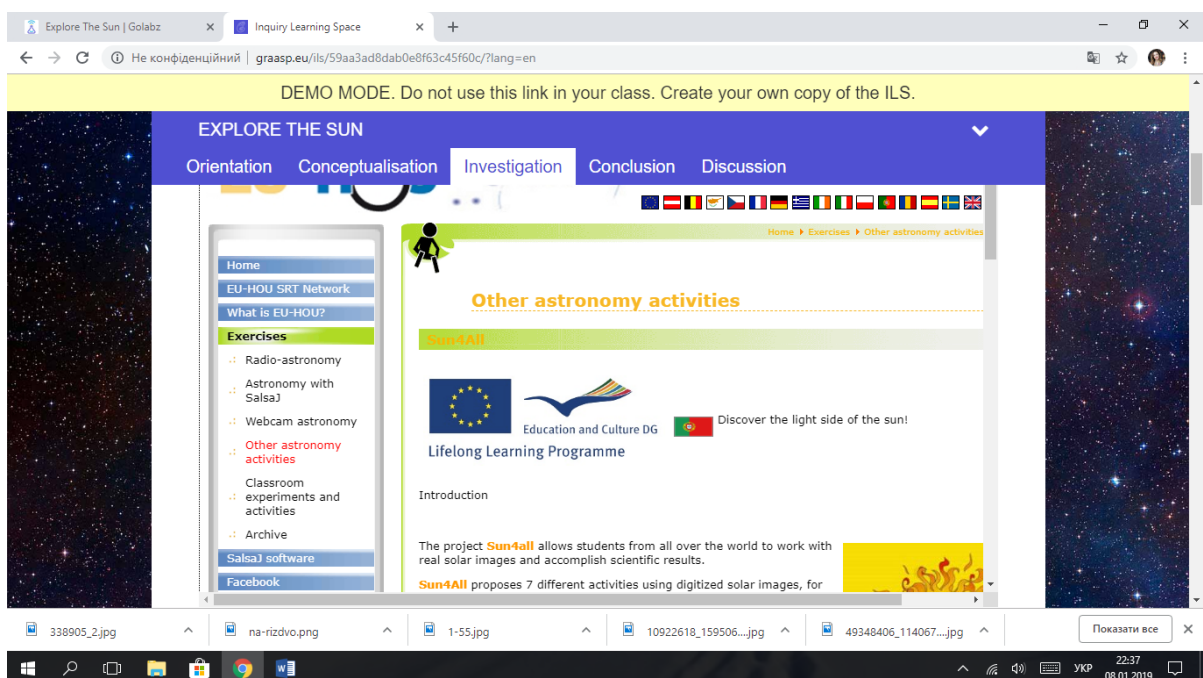
Fig. 4b. ILS "Explore The Sun" (Phase: Investigation).

After a general acquaintance of the students with the problem, they proceed to the next stage of "Conceptualization". Here they are offered research questions: What is solar activity? How Galileo Galilei discover sunspots? Is we can use directly telescope to made observation of sunspots? How many are the sunspots Image? How we can made explorations of solar activity? How we can discover is there are solar activity? And other. To address these issues, you need to go to the "Investigation" stage, then make "Conclusion" and discuss the results in the "Discussion" section.

So, "inquiry requires students to engage in active learning by generating their own driving questions, seeking out answers, and exploring complex problems. Research, though often a component of inquiry, addresses the process of finding answers" [13].

The educational platform GO-LAB is very popular for many countries, therefore, lecturers and undergraduate students of Precarpathian National University are actively working on creating these learning environments in Ukrainian language. It will give an opportunity for the teachers of secondary schools to offer new qualitative tools for teaching (learning) STEAM subjects.

However, in contrast with the traditional learning, where the students during the lessons can gain the learned facts, ILS encourages students to think, solve a difficult situation on their own way, find the answers to questions, and formulate a hypothesis. It helps the students learn through their own investigation. "While research can certainly exist as a stand-alone process, inquiry should ultimately drive students to view research as a means through which they can seek out new ideas, answer new questions, and wrestle with complex problems" [13].

It is important that the elements of online learning enable independent work of students to master or consolidate the teaching material in a convenient place for them, the necessary pace, at any time, etc.

2.4. INTEGRATION OF EDUCATIONAL SUBJECTS IN THE SCHOOL: PROJECT BASED LEARNING

In the New Ukrainian school, the leading principle of its activity the integrated learning is determined as a guiding principle of its activities as one of the ways in which students can create a coherent picture of the world. The interdisciplinary approach is a specific feature of modern education in leading foreign countries (Europe, Singapore, Finland, Canada, Germany, etc.). The reforming the Ukrainian education system involves "overcoming the isolated teaching of subjects, educational themes and problems and creating fundamentally new educational programs where the educational process should be oriented towards a developmental and productive approach towards the development of integrated textbooks, the introduction of integrated courses, the implementation of integrated lessons and the use of integrated systems educational tasks" [15, p. 6].

Integrated study of students in a general secondary education establishment does not mean the rejection of individual subjects: each lesson must address the many-sided aspects of the knowledge of the world, ways to self-search for methods for expanding this knowledge. At the same time, an integrated approach to learning contributes to expanding the social and cognitive experience of students in the process of solving their problem situations in the context of interdisciplinarity.

One of the effective methods for implementing integrated lessons is the project method.

"When confronted with a challenging problem or question, students ask questions, find resources to help answer them, then ask deeper questions – and the process repeats until a satisfactory solution or answer is developed. Projects can incorporate different information sources, mixing the traditional idea of "research" – reading a book or searching a website – with more real-world, field-based interviews with experts, service providers and users" [10].

However, there are some difficulties in the using of Project Based Learning (PBL), and it concerns first of all of multidisciplinary projects. It is very often that projects are not well-prepared, their tasks are not clear for students, teachers spend a lot of time, but the results are upset. Project training should be focused, first of all, at building key skills for life. Its main elements should be clearly planned in accordance with the requirements of pedagogical design.

"Gold Standard PBL teaches students the important content standards, concepts, and in-depth understandings that are fundamental to school subject areas and academic disciplines. In good projects,

students learn how to apply knowledge to the real world, and use it to solve problems, answer complex questions, and create high-quality products" [10].

In modern conditions, there is a tendency when the teachers and students not always show the wish or are interested to work on the integrated teaching methodology. Therefore, there is the notion of "disciplinary egocentrism" [22]. "Disciplinary egocentrism encompasses two factors, a negative relatedness and a negative perspective. The first one is a failure to see connections between a given discipline and an interdisciplinary subject or problem, which limits the ability to incorporate new ideas and practices. The second aspect is not only a rejection of other viewpoints, but often a failure to recognize the differences in perspectives and contributions. It is quite likely that disciplinary egocentrism is as much present in academic staff as a student body and that this may be a factor in the slow adoption of new pedagogies in any discipline" [8].

Foreign practice certifies the effectiveness of integrated training also in university education. Andy M. Connor, Sangeeta Karmokar, and Chris Whittington (2015) emphasize that "the tenets of the STEAM movement can be adopted in tertiary education where modularization and semesterization can produce barriers to an integrative curriculum" [8, p. 37]. The idea of teaching students with the application of interdisciplinary and applied methods is popular. It is no coincidence that many modern researches are devoted to this problem [8], especially the using of project methodology in the study of integrated courses in engineering education.

The authors define three types of projects that differ in the degree of student autonomy:

1. *Task project:* Student teams work on the projects that have been defined by the instructor using largely instructor-prescribed methods. This type of project provides for minimal student motivation and skill development, and is part of the traditional instruction in most engineering curriculum.

2. *Discipline project:* The instructor defines the subject area of the projects and specifies in general terms the approaches to be used (which usually involve methods common in the subject area discipline), but students identify the specific project and design the particular the approach they will take to complete it.

3. *Problem project:* The students have almost complete autonomy to choose their project and their approach to it [8, p. 38].

We consider it reasonable to use this method in teaching teachers to teach STEAM subjects in a secondary school. It is important to involve students in cooperative learning, teamwork, where they can share their thoughts, apply new knowledge for a deeper understanding of the problem [19].

Therefore, an effective form of on-line learning is the *student's project activity*. In particular, "mini projects were found to be one of the most effective strategies to complete the final project. Mini projects allow students time to master specific concepts and skills, such as checking initial data and forming a research question while internalizing learning" [23]. Actually, mini project helps in the real using of gained knowledge and its integral representation.

Thus, the method of projects causes the formation of such skills: critical thinking/problem solving, collaboration, and self-management. Projects may help build other skills, habits of mind and work, and personal qualities (such as perseverance or creativity), based on what teachers, schools, parents and communities value, but we argue that the ability to think critically, solve problems, work with others and manage oneself and one's own work are crucial stepping stones to future success [10].

3. CONCLUSIONS

Innovative competence of modern educator is manifested in the ability to timely react on changes, which takes place in the educational sector and implement innovative technologies in school practice. This will not only increase the effectiveness of learning / teaching, but also will give an opportunity to spread the educational abilities of students, personalize learning, transform the style and image of the teacher. We believe that the current school education reform needs the training of a new teacher who thinks innovatively, who can use digital technologies in working with students who are not afraid to experiment with pedagogical activity. However, move from the traditional learning to innovation,

which encourages the student to analyze and interpret information; ask new questions; create work theories and generate scientific ideas, needs professional teacher skills.

Thus, in the conditions of the rapid development of the information society, the necessity of forming an innovative and modern teacher. Undoubtedly, the using of ICTs and educational innovations (Inquiry Based Learning, Project Based Learning, Blended Learning, Problem Based Learning, etc.) and there performs an interactive interaction between the teacher and students and spread the teaching and educational and scientific and research opportunities of education graduates. This opportunity in some cases stimulates the formation and development of the necessary system of key competencies, the ability to solve various professional tasks.

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Address: Olena Budnyk, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.
E-mail: olena.budnyk@pu.if.ua

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Будник Олена. Інноваційна компетентність педагога: кращі європейські практики. *Журнал Прикарпатського університету імені Василя Стефаника*, **6** (1) (2019), 76–89.

У статті обґрунтовано сутність інноваційної компетентності педагога в руслі інтегрування до світового простору освіти. Охарактеризовано основні закономірності підготовки вчителя до професійної інноваційної діяльності. Охарактеризовано кращі європейські практики щодо використання новітніх технологій навчання в роботі з учнями (студентами). Автор доводить необхідність організації партнерської взаємодії, групових видів діяльності у вирішенні проблемних пізнавальних завдань у школі з допомогою проблемного навчання; зокрема, висвітлено питання розвитку творчої ініціативи дітей у колективній роботі. Описано зміст і типові труднощі у практичному використанні методики змішаного навчання. Зазначено, що в змішаному навчанні органічно поєднуються традиційна та дистанційна моделі навчання; воно відбувається в аудиторії та поза її межами, у синхронному чи асинхронному режимах, передбачає широке використання ІКТ в освітньому процесі. Представлено технологію дослідницького навчання (IBL) шкільних предметів STEAM (зокрема, у роботі з віддаленими освітніми лабораторіями), а також дослідницьких

навчальних середовищ онлайн (ILS). Приведено деякі інноваційні інструменти щодо їх практичного використання в роботі з учнями. Обгрунтовано також важливість використання методу проектів для інтегрування навчальних предметів у Новій українській школі, що дає можливість формувати цілісну картину світу в здобувачів освіти.

Ключові слова: інноваційна компетентність педагога, освітній процес, педагогічна діяльність, проблемне навчання, змішане навчання, проектне навчання, дослідницьке навчання.

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LABOUR MIGRATION INFLUENCE ON THE FUTURE FAMILY LIFE OF LABOUR MIGRANTS' CHILDREN

IVAN KRUPNIK

Abstract. In the article peculiarities of ideas about future family life of children from labor migrants' families are studied and analyzed in comparison with ideas of children from complete functional families and orphan children. It is noted that the reason for differences in family ideas is the influence of family deprivation. The author emphasizes the differences of ideas about the future family life of children from labor migrants' families (functionally incomplete families) in which parents work abroad for a long time from the ideas of orphan children. The children aged 13-14 took part in the research. The survey was conducted in different regions of Ukraine. It is assumed, that children deprived of parental guardianship will have the lowest level of formation of future family ideas. Consequently children of labor migrants, who suffer from parents' absence less than orphan children, will take average positions between children from complete families and orphan children. The comparative characteristic of groups of teenagers was provided by the results of the research.

Keywords: labor migrants' children, concept of the future family, family deprivation, dysfunction of a parental family.

1. INTRODUCTION

Issues of migration have many aspects that influence both the society in general and the lives of individuals. Taking into account that about seven million Ukrainians work abroad, the magnitude of this phenomenon becomes clear. In our opinion the most vulnerable in this situation are children from labor migrants' families (it should be noted that only 5% of the employees have no children). Children from labor migrants' families remain without one or even both parents for a long time. Formally a family exists, but its educational and social potential is significantly weakened by the absence of parents.

Analysis of the recent researches. The research of the family and its impact on the identity of the child has been considered by domestic and foreign authors. Particularities of ideas of an individual about his future family depending on a type of a parental family were highlighted in the works by L. Argenton (2007), A. Berezhnaya (2007), O. Budnyk (2018), N. Mushkevich (2002), H. Mykhailyshyn (2018) and others [2; 3; 9; 10]. The impact of temporary absence of parents on the personality of the child were studied by N. Abdyukova (2000), G. Catholic (2006), N. Kubyak (2010), and others [1; 6; 8]. In particular the following aspects were investigated: characteristics of self-concept, psychological features of socialization of children in conditions of family deprivation, impact of family deprivation on

the personality of the child, including sex and gender identity, emotional sphere and behavior, as well – as features of socio-pedagogical and psychological work with children from distant families and methods of psychological help to functionally incomplete families.

At the same time an important aspect of psychic life of a child, who lives in a distant functionally incomplete family, remains uncovered, namely peculiarities of concept of the future family life. Absence of one or both parents is a deprivational situation in which children get. One of the consequences of absence of parents is a deformation and delay of development of concept of the future family. Underdevelopment of the family concept means the lack of psychological readiness to create a family. Thus, it will lead to many negative consequences in marital and parent – child relationship in the future and it is quite reasonable from a scientific point of view to consider possible problems in the future family life in the context of family deprivation. This hypothesis is supported by the studies of the effect of family deprivation in orphanages. Classic researches of the effect of family deprivation on personalities of children who are deprived of parental care by J. Bolby, D. Vinnicotte, I. Langmeyer, Z. Matejcik, V. Mukhina, G. Prikhozhan, N. Tolstykh, A. Freud, I. Furmanov, R. Shpitz, and works of contemporary scientists by J. Goshovsky, O. Kikinedzhi and others [5; 7] explain difficulties and instability of families formed by orphans by the influence of family deprivation.

2. RESULTS AND DISCUSSION

The purpose of the research is to define peculiarities of ideas about the future family of teenagers whose parents work abroad. *The object* of the research is ideas of a personality about future family life. *The subject* of the research is peculiarities of ideas about the future family life of labor migrants' children. The hypothesis of the research is that family concept of children from labor migrants' families differs from that of children from complete functional families and ideas of children deprived of parental guardianship because the factor of family deprivation affects them episodically. Children who grow up outside the family feel the impact of family deprivation most predictably. Unlike orphans, children from complete functional families are the category, which is outside the sphere of the influence of family deprivation. In other words, between the two poles there are children from labor migrants' families. At first, on formally complete but dysfunctional distant labor migrants' families deprivation begins to affect because of physical absence of parents, but gradually their members accumulate a lot of psychological problems, which are still unsolved for years and become a precondition for the loss of personal mutual understanding that deepens a negative effect of family deprivation. The unique situation of these families is underlined by the influence of not constant but, in most cases, episodic and partial (only a mother or a father works abroad) action of deprivation. When developing the program of empirical research of peculiarities of family concept of children from labor migrants' families the next aspects were taken into consideration:

− **Availability of a factor** of family deprivation in one of the samples priory and absence of this factor in another (comparative). Therefore, in addition to the respondents from labor migrants' families, teenagers from complete functional families (in which the factor of family deprivation is absent) also took part as well as children deprived of parental care (the factor of family deprivation influences constantly.

− **Age category** of the respondents is hypersensitive to the impact of family deprivation and is in the period of the family concept development. Taking it into account the optimal age group is adolescents because during the period of adolescence the individual is quite formed to have his own concept of the future family and, at the same time, this age is supersensitive to the lack of parental attention. An important feature of adolescence is a synthesis of ideas about the family, inherent at the preschool and early school age, and their transition to a new quality level. The feeling of adulthood is the main challenge of adolescence, the essence of which is precisely the moral and ethical norms of behavior, including family norms. An adolescent has a high rate of psychological development and a lot of needs are raised which can be satisfied only by socially intense, friendly to him environment.

–   **A set of methods** and techniques is adequate to the task of revealing peculiarities of ideas of the individual about the future family life. We used an author questionnaire elaborated to obtain the necessary information to define a possible degree of family deprivation, such as the definition of a family type (complete, incomplete or distant) which of the parents leaves for work, what amount of time parents are absent or present in the native country, with whom the child remains; questionnaires "Preventive satisfaction with marriage" by S. Kovalev, "The measurement of a couple's settings" by Y. E. Aleshin, a test "Your need in children"; projective methods of a composition-story "My future family" and a drawing "My future family". While selecting psycho-diagnostic methods, their abilities to cover all aspects of family concepts were taken into account.

The empirical base of the study was the educational institutions: Kozlivska school of I-III stages, Ternopil region; Sokyrnytska school of I-III stages, Khust district of Zacarpathian region, Kherson school №32 of I-III stages and "Educational Complex by T.G Shevchenko of Kherson Region Council". Into the total sample adolescents of 13-14 years in the number of 194 people get. The study has involved 88 labor migrants' children, including 48 girls and 40 boys; children from complete families – 63 teenagers, including 38 girls and 25 boys; children without parental care - 43 children, including 25 girls and 18 boys. Thus the study has covered the areas where the phenomenon of migration has a long story, and those in which this phenomenon has emerged recently.

According to the results of the survey it was revealed that:

–   firstly, more often a mother goes to work abroad or even both of parents together, that, for obvious reasons, is even a more destructive factor for raising a child than when only a father becomes a labor migrant. In 64 teenagers from labor migrants' families, a father works abroad, but in a very large part of labor migrants families', a mother is the labor migrant, or a father and a mother together (10 and 14 families respectively);

–   secondly, the term of staying of migrants abroad is large and the time of staying in Ukraine is very short. This rhythm of family life has negative consequences for interacting with a child, understanding is gradually lost, the importance of parents decreases, short meetings can be filled with conflicts and misunderstanding. Typically, the terms of parents' work the respondents define from two-four to six months.

Analysis of the test results "Preventive satisfaction in marriage" (by Student's t-criterion) showed statistically significant differences between the averages results of preventive satisfaction with future marriage in the samples of children from complete and distant families (Table 1).

Sample	Average	Standard quadratic deviation (σ)	Student's t- criterion	Level of significance
Children from migrants' families	67	13,9	2,31	P ≤ 0,05
Children from complete families	71,9	11,6		

Tab. 1. Significant differences of test rating by the method of "Preventive satisfaction with marriage" by S. Kovaleva.

There is a statistically significant difference (t = 2,31; L ≤ 0,05) between the average level of preventive satisfaction with marriage of the children from migrants' families and the children from families where parents work in their native country. Consequently, in comparison with the children from complete functional families, the labor migrants' children have a significantly lower level of such an important aspect of the future family concept as the desirability of marriage and its positive perception. Also it should be noted the difference in the average quadratic deviation. The adolescents from migrants' families answered less unanimously, that may indicate about a lower integrity of the future family concept in this category of children. As well, according to the φ-Fisher criterion, there is a

significant difference between the figures of high level of preventive satisfaction with marriage which the labor migrants' children have in comparison with the orphan children (Table 2).

Level of preventive satisfaction in marriage (%)	Children from migrants' families (n = 88)	Orphan children (n = 43)	Fisher Criterion	Level of significant
High level	61,4	44,2	1,86	P ≤ 0,05

Tab. 2. Significant differences of test rating by the method of "Preventive satisfaction with marriage" by S. Kovaleva.

The data obtained indicate that the migrants' children in comparison with the orphan children perceive their future marriage more positively, that the influence of family deprivation affects the migrants' children imagination less destructive than in the case with the orphan children. The analysis of the results in the research by the method of "Your need in children" made it possible to define the peculiarities of family concepts of the labor migrants' children. The significant difference in the figures, revealed in this method, between the labor migrants' children and two other samples indicate that the children from migrants' families feel uncertainty about their parenting competence. The following table presents the results of a comparative analysis of ideas about future children of the adolescents with different levels of family deprivation (Table 3).

The child born is ...	Labor migrants' children (n= 88)	Children from complete families (n= 63)	Orphan children (n= 43)	Student t-criterion (labor migrants' children and children from complete families)	Student t-criterion (labor migrants' children and orphan children)
		Average			
the heir of all that is good in me	2,84	3,16	3,42	2,323*	3,928**
the ability to show educational abilities	2,91	3,48	3,79	4,089**	2,183*
the most grateful object for investments of all forces	2,86	3,37	3,53	3,451**	4,087**

Tab. 3. Significant difference of test ratings by the method of "Your desire to have children" of the labour migrants' children, the children from complete functional families and the orphan children.

The analysis of the results by the test of "Measurement of the couple's settings" by Y.E Alyoshina indicates the presence of statistically significant difference in the scale figures of this method obtained in the sample of the migrants' children and the children deprived of parental care (Table 4).

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[*] - probability at the level l ≤0,05
[**] - probability at the level l ≤0,01

The scale of alternatives between a sense of duty and pleasure			
The sample	Average	Student t-criterion	Level of significance
Children from labor migrants' families (n=88)	2,73	2,41	P ≤0,05
Orphan children (n=43)	2,52		
The scale of positive attitude to people			
Children from labor migrants' families (n=88)	2,41	2,85	P ≤0,05
Orphan children (n=43)	2,69		

Tab. 4. Significant differences by the scale of "Positive attitude to people" and "Alternatives between a sense of duty and pleasure" between the indicators of the labour migrants' children and the orphan children.

Peculiarities of family concepts of the children from labor migrant's families have statistically significant differences in comparison with the orphan children by the scale of "positive attitude to people" (t = 2,85; P ≤0,01) and by the scale of "alternatives between a sense of duty and pleasure" (t = 2,41; P ≤0,05). The results by the scale of "positive attitude to people" reflect differences in the attitude to the future family, which is the testament of more real adequate ideas about people and human relations of orphan children. This conclusion is indirectly confirmed by the results of the scale of "alternatives between a sense of duty and pleasure" (t = 2,41; P ≤0,05).Taking into account that this scale characterizes a component of interactions, it is advisable to assume that children of migrant families will behave unlike orphans, more responsible towards other members of the family and domestic duties. It was also found a statistically significant difference between the figures in the scale of "attitude toward divorce" by the high level (φ = 2,86; P ≤0,01) and the average level (φ = 2,81; P ≤0,01) between the samples of the migrants' children and the children from complete functional families that shows quite a harsh negative attitude to divorce of the significant part of adolescents with distant families. It is revealed the dependence between the importance of children in the family and their emotional perception. Taking into account that the role of children in the imagination of children from distant families is not determinative, future families of this category of the respondents may tend to reduce the number of descendants, and the problems related with the children nascence will be considered difficult to solve. Peculiarities of family concepts of the children from labor migrants' families have been also revealed by means of the projective technics. Comparing the obtained results between the samples of children from dysfunctional and functional families for the Student's t-test, it was revealed the statistically significant difference (t = 1,980; P ≤0,05) by the average index score of "presence of both parents".

As a rule, in the drawing of labor migrants' children there is a married couple, that indicates the importance of family integrity and the rejection of divorce for this category. The necessary picture of both adult family members demonstrates the lack of parental presence in the family, the desire to have an ability to be with them all the time, not for short periods. If this criterion index of the children from complete families to be considered as the "standard", thus the extremely high result in the sample of the children from labor migrants' families is an indicator of hypersensitivity to the absence of parents. The differences revealed by the analysis of the composition "My future family" in the samples of the children from complete functional and dysfunctional families, point to the importance of children in the perception of the future family of the teenagers from migrants' families (t. = 2,552; P ≤0, 05), but underdevelopment of practical components of interaction in the family (the criterion of "sharing of domestic responsibilities" (t = 4,026; P ≤0,001).

By the results of the comparative analysis the differences were revealed by the indexes of the projective techniques for the children from distant families and the children deprived of parental care

that is manifested in a more clear picture of the future family ("completeness of the picture, large variety of details" (t = 2,899; P ≤0,01) and "presence of both parents" (t = 2,552; P ≤0,05).The labor migrants' children have higher results by the both indicators. It is pointed the difference in the indexes of the orphan children and labor migrants' children due to the real situation of the last in the family. Emphasizing the importance of both parents for the future family is the result of a traumatic situation in the present time of this category of children. The picture of completeness seems to us as an indicator of a more clear real concept of the future family. The differences by the indicator of "the choice of a spouse not so much by the physical attractiveness, but by the personal characteristics" (t = 2,749; P ≤0,01) indicates that the adolescents from labor migrants' families will be guided in choosing a future marriage partner not by his appearance but by the quality of character. The differences by the indicator of "the detailed composition" (t = 4,548; P ≤0,001) shows that the labor migrants' children have a better formation and completeness of family ideas and the real vision of the future family image. In the emotional attitude to the family life the difference by the indicators of "having children" (t = 3,650; P ≤0,001) shows a more desirability of children in the future family of the respondents from labor migrants' families. In the ideas about cooperation in the future family the differences by the indicators of "the responsible attitude to children" (t = 2,506; P ≤0,05), "common vacation" (t = 3,948; L≤0,001), "sharing of domestic responsibilities" (t = 2,479; P≤0,05), "constructive ways of resolving conflicts" (t = 4,900; L≤0,001), show that the children from labor migrants' families, unlike the orphan children behave toward parental duties more responsible, are focused on constructive resolution of possible disputes in the family and they will perform household duties with other family members more often. The observed difference between the indices of average score (5.01 and 4.18 points for the labor migrants' children and orphan children respectively) by the picture method indicates the difference between the family concepts of the children from labor migrants' families and the children who are the pupils of the boarding school as a whole (t = 2,266; P ≤0,01). The results indicate that the children from labor migrants' families have a better formation of the future family concept in comparison with the children, deprived of parental guardianship.

3. CONCLUSIONS

The comparative analysis of the empirical research of peculiarities of ideas about future family life of labor migrants' children and family ideas of children from complete functional families and children deprived of parental guardianship made it possible to detect significant differences. Primarily the differences are related to the perceptions of the future family in general. In comparison with the children from complete functional families, the future family concept of labor migrants' children is infantile, not complete and contradictory in the aspect of the attitude to nascence and childcare. Incongruence of representations is concerned the compulsory availability of the children in the family and, at the same time, the devaluation of their role importance.The attitude to the own future family is determined at the level of preventive satisfaction with the marriage. It was found out that there were contradictions between the desire of early marriage (in other word desirability of marriage) and relatively low preventive satisfaction with it. There is a significant part of labor migrants' children who have a negative attitude to divorces, especially in comparison with the attitude to divorces of children from complete functional families. The respondents from labor migrants' families have a peculiar opinion about education in the aspects of feasibility of investment of their power in the education and care of their children and the uncertainty in their parental potential.

The prospects for the further research are seen in the study of factors that affect the peculiarities of ideas of labor migrants' children about their future family life and development on this basis of psychological support of teenagers in this category.

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Address: Ivan Krupnik, Kherson State University, 27, University Str., Kherson, 73000, Ukraine.
E-mail: azont@meta.ua

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Крупник Іван. Вплив трудової міграції на майбутнє сімейне життя дітей заробітчан. *Журнал Прикарпатського університету імені Василя Стефаника*, **6** (1) (2019), 90–96.

У статті обґрунтовано актуальність соціально-педагогічної проблеми виховання дітей із сімей трудових мігрантів. Автором представлено результати вивчення уявлень про майбутнє сімейне життя підлітків із родин трудових мігрантів у порівнянні з уявленнями їхній ровесників із повних функціональних родин, а також дітей, позбавлених батьківського піклування. Обґрунтовано комплекс психодіагностичних методик, які були використані у дослідженні. Охарактеризовано вибірку досліджуваних. Описано найбільш значущі відмінності у сімейних уявленнях респондентів. Доведено, що порівняно з дітьми із повних функціональних родин, образ майбутньої сім'ї у дітей трудових мігрантів інфантильний, нецільний і суперечливий. З'ясовано, що зазначена причина відмінностей у сімейних уявленнях – вплив родинної депривації.

Ключові слова: уявлення про майбутню сім'ю, діти трудових мігрантів, батьківська депривація.

DEVELOPMENT OF UKRAINIAN SCHOOL AND EDUCATIONAL AFFAIR AS A BASIS OF PROFESSIONAL PREPARATION OF THE YOUTH OF UKRAINIAN DIASPORA IN THE SECOND HALF OF THE XX-TH CENTURY

Oksana Dzhus

Abstract. The formation and development of the Ukrainian school and educational affair as the basis for the professional training of Ukrainian youth in the Western countries in the second half of the XX-th century is examined in the article. The emphasis was given to the complexity and multiplicity of this process, which was caused by the socioeconomic and educational policies of the states, which became a new homeland for the Ukrainians, geography and compactness of their resettlement, employment in the different branches of the economy, the presence in the diaspora of the professional intelligentsia, its national awareness, the state religious life, etc. Accordingly, in different countries (Germany, Great Britain, Poland, Canada, USA, Australia, Argentina), this process was different, more or less intense and had results, but it still remains an object of interest as an important support of native cultural heritage, an inexhaustible source of preserving its spirituality bearers.

The institutional forms and types of obtaining of pedagogical education by Ukrainians in the Western countries of the second half of the 20th century, the peculiarity of teaching and educational activities in different types of educational establishment and the main tendencies of the development of the Ukrainian school and educational affairs are presented. Among them: an expansion of the network of pre-school establishments, primary, secondary and high schools in connection with the arrival of emigrants to countries of Western Europe, America and Australia; public uniting efforts of leading Ukrainian public associations in preserving the national identity and spirituality of Ukrainians born outside Ukraine's native land; development of scientifically grounded, adapted to the needs and conditions of Ukrainians living in the diaspora of the theory of teaching and national education of younger generations; improving the content of studying and educational process in all types of schools, bringing it to the standards of the existing state education system and the increased requirements of economic and cultural life of the countries that have become a new homeland for Ukrainians.

Keywords: Ukrainian emigration (diaspora), emigrants, teachers, professional (vocational) training, teacher seminaries, courses on Ukrainian studies, contents, methods and forms of education, educational activity, national and civic education.

1. INTRODUCTION

The formation and the development of Ukrainian professional training of youth in the Western countries of the second half of the XX-th century is a complicated and diverse process. It is closely connected with the socioeconomic and educational policies of the states that have become a new homeland for Ukrainians, geography and compactness of their resettlement, employment in various branches of the economy, the presence in the diaspora of the professional intelligentsia, its national awareness, the state of religious life, etc. As a result, in different countries it is different, more or less intensive and productive, but remains an object of interest of Ukrainians as an important backbone of their own cultural achievements, an inexhaustible source of preserving the spirituality of its bearers.

2. RESULTS

New Ukrainian immigration after the Second World War was concentrated in the camps of displaced people of the American, English and French zones of Germany and Austria. As a result, in August 1, 1948, almost 30% of the total number of temporarily settled Ukrainians were children and youth under the age of 20 years old (over 25 thousand people). Therefore, training and education of many thousands was in the center of attention of all civic organizations that appeared in the environment of immigrants [6; 7; 2].

Political, cultural and educational life of Ukrainians in Germany in the second half of the 40s was headed by the Central Representation of Ukrainian Emigration (CRUE), founded in autumn 1945 by the prominent figure of the Ukrainian National-Democratic Association (UNDO), a full member of Taras Shevchenko Scientific Society (TSSS) V.Mudriy (1983–1966). The development of public and secondary schools, with the support of Ukrainian scientific, educational and cultural institutions, was directly engaged in the Department of Culture and Education established under its control.

At the time of its highest development (1947/1948), functioning of Ukrainian schooling in Germany was provided by: kindergartens – 170, public schools – 498, secondary schools – 538 pedagogues.

Accordingly, for the training of educational staff in 1946/1947 in Carlsbad, a teacher's seminary was established, later transferred to Munich. Soon two more teachers' seminaries were opened. By the autumn of 1949 118 pedagogues were trained in them .

In the camps of displaced people, Ukrainian professional schooling developed in 1947/1948 AD. There were 34 vocational schools and 86 specialized courses, which were visited by about three thousand children.

In 1945/1948, in Germany, the oldest Ukrainian scientific institution, Taras Shevchenko Scientific Society was restored and deployed (soon settled in Sarcelles near Paris), the Ukrainian Free Academy of Sciences (Avsburg), the Ukrainian Free University in Munich and the Ukrainian Technical and Economic Institute in Regensburg, who until then acted in Prague, Ukrainian High School of Economics, Ukrainian Catholic Theological Seminary (transfered to Holland), Theological Academy of Ukrainian Autocephalous Orthodox Church (Munich). In general, in 1947–1948, 1893 Ukrainian students studied in high schools in Germany, 495 in Austria.

The Ukrainian diaspora in Germany developed an active professional movement: the Society of Scientists and Professors of High Schools, "Teachers' Community", which united teachers of secondary and public schools. Ukrainian youth was organized in "Plast" and the Union of Ukrainian Youth (UUY). Female from all regions of West Germany joined the Ukrainian women's association, which together with the Department of Culture and Education CRUE founded and ran kindergartens [2; 4; 13].

The significant decrease in the number of representatives of a new emigration as a result of its great resettlement in the late 40-s to other countries of Europe, America and Australia led to the elimination of all types of camp schools and changes in the management system of their activities.

The coordinator of social and public and at the same time including cultural and educational life of immigrants who settled in Germany (about 20 thousand people), Central Representation of Ukrainian

Immigration created together with it – the School Board in 1961.Due to the efforts of the last one in March 1966 in Germany the community "Native school" was founded. According to the statute, the task of the newly established school organization was:

"a) to take care of school education, upbringing and material support of Ukrainian male an d female students;

b) to preserve the Ukrainian culture, paying special attention to the Ukrainian language, literature, history, knowledge of the Motherland, customs, Ukrainian rite ..." [3, p. 32].

The first board of the society "Native school" included Ukrainian public figures and pedagogues known on the territory of Germany, S. Shakh, G. Vaskovich, V. Lenyk, I. Spieh. At various times, its members were professors V. Maksymovych, V. Yaniv.

The society "Native school" organized the Ukrainian boarding school in Munich, the official opening of which took place on September 3, 1967. The newly established Ukrainian institution became an educational establishment, which had not existed in Ukraine or in the diaspora before. It was a daily school with a six-year term of education that set out to teach and educate Ukrainian children and youth in the national and Christian spirit, give it extensive knowledge of the mother tongue and all major subjects of Ukrainian studies, inoculate love and respect for their people, to their church. For decades, this educational establishment has been successfully performing the planned tasks [3].

According to lower schooling, it is limited in Germany to evening classes in the Ukrainian language and a small number of elementary schools. The society "Native School" and the Association of Ukrainian Women of Germany held several native language pre-school establishments.

A unique phenomenon and a great achievement of the Ukrainian diaspora is the Ukrainian Free University (UFU) in Munich, which until 1945 functioned in Prague. The names of its tutors and graduates and their pedagogical work are known to Ukrainians around the world and gradually return to their native land. In UFU, vacancy courses for teacher's training have been acting, reformed in 1990 into a separate pedagogical institute headed by O. Kisilevskaya-Tkach [9].

In Great Britain, which was one of the first to accept Ukrainians with overpopulated tens of thousands of emigrants in Germany, the Ukrainian Schooling School was coordinated by the Union of Ukrainian Teachers and Educators (UUTE), created at a central public establishment – the Union of Ukrainians in Great Britain as its section. The work in pre-school establishments was also conducted by members of the Organization of Ukrainian Women of Great Britain [2; 7].

The main types of Ukrainian educational establishments that functioned in UUTE were Ukrainian schools (mostly Saturdays). At the same time, in large clusters of Ukrainians, their structure included kindergarten, pre-school (preparatory classes) and a ten-year school. The educational and material base of educational and upbringing establishments was formed from the payment of parents, parental committees actively contributed to their strengthening.

The control over the activities of schools of Ukrainian studies and their methodological support were under the supervision of inspectors, who obeyed the head of the State Social Insurance Administration as a leading inspector. The network of schools was divided into three districts: southern, middle and northern. At the end of the 80-s, there were 15 schools under the patronage of the UUTE, with 384 students, 70 teachers. Besides, in 13 schools there were kindergartens and pre-schools, in which there were 100 and 56 children respectively.

The main problems of Ukrainian schooling at the time and, accordingly, the professional education of young people in Great Britain were to curtail the network of schools and preschools, the growing number of English-speaking children and the lack of qualified teachers. The partial satisfaction of needs in teaching staff was carried out through short-term courses for teachers and educators, district conferences of pedagogical workers. A great attention was paid to the development and implementation of advanced teaching methods for the Ukrainian language of English-speaking children [7].

A separate page of the Ukrainian cultural life of the post-war period in Central Europe was the vocational and educational activity of Ukrainians in Poland, where, by 1939, the Ukrainian national minority was the largest – about 6 million people.

Together with the appearance of the Polish People's Republic (PPR) in the ancient Ukrainian lands of Lemkivshchyna and Nadsiannia, which for centuries was discriminated against by the Polish authorities, primary schooling was organized spontaneously, similar to that which functioned at 20-30s of the twentieth century in Galicia. In Przemyśl, which is known for its ancient national and educational traditions, a rhythmic gymnasium appeared. However, after a forced resettlement in 1945-1946 p.p. Polish Ukrainians to the USSR all Ukrainian schools were liquidated.

Because of the brutal military action of the Polish government of 1947, known as the "Wisla", thousands of Ukrainians living in Krakow, Rzeszow, Lubelskie provinces were taken to German lands in western and northern Poland. Only a small part of the inhabitants of Lublin and Lemkivshchyna remained in their native lands [10; 11].

The liberalization of socio-political life in Poland in the early 50-s led to the revival of Ukrainian schooling on the lands of a new and ancient settlement of Ukrainians. The Polish language schools began to open at Polish schools. In 1952/1953 their number was 24 (487 pupils), in 1955/1956 – 82 (1625 pupils) respectively.

The turning point in the political and cultural life of Polish Ukrainians was the organization of the Ukrainian Socio-Cultural Society (USCS) in 1956.

One of the first tasks of its activities was the USCS defined the care for Ukrainian schools, courses in the Ukrainian language. In order to implement it, the headquarters of the company formed a staff of instructors who were in charge of school affairs.

On numerous appeals of Ukrainians, the Ministry of Education of the People's Republic of Poland issued an outlet, which provided:

–   in the larger clusters of the Ukrainian population, at the parents' request, to open elementary and secondary schools with Ukrainian language education or Ukrainian parallel classes in Polish schools;

–   at least 7 students who were enrolled (since 1981 – only 4) to open at the elementary schools places of study of the Ukrainian language as an object (starting from the second form, three hours per week); to open such a place in a secondary school, written applications from parents of 10 students were required.

The circular obliged local school authorities to provide these schools with teaching staff with knowledge of Ukrainian languages. However, in practice, this requirement was implemented very slowly: there were 2,000 teachers who knew the Ukrainian language at the Ministry of Education, but only a few of them were involved in Ukrainian school work. Taking into consideration that the lack of qualified teachers, the so-called "social" teachers-people of different professions who had only practical knowledge of the Ukrainian language and "the desire to incite youth to love their native language" played a leading role in the initial stage of the formation of Ukrainian schooling in Poland [8, c. 144]. By the end of 1961/1962 when the Ministry of Education of the Polish People's Republic ordered to eliminate unskilled teachers of pedagogical work, they were bearing the main burden of upbringing Ukrainian children.

During the 50-s and 80-s, Ukrainian organized citizenship in Poland focused its efforts on the opening of secondary schools and the training of pedagogical staff. The Teacher Training Lyceum in Bartoshitsiah (Ukrainian-language courses at the Bartoshitskiy Teachers' Lyceum), which worked during 1956-1970 produced more than 250 teachers and the only the exception was Bartoshitskiy Lyceum, the training of Ukrainian teachers during of 1957-1963 was practicing in a two-year teacher's studio in Szczecin and a part-time department of the Ukrainian language and literature at the teacher's studio in Olsztyn (1966–1969).

In 1968/1969 the Ukrainian parallel classes were opened at the comprehensive Lyceum in Tórowo Iławeckie. However, the lack of hostels for students led to their low filling capacity.

Only seven years (1957–1964) Ukrainian parallel forms with the Polish lyceum in Przemyśl abstained, which were supposed to begin a Ukrainian gymnasium,: the local Ukrainian population was unable to resist efforts by official authorities to restrict the access of Ukrainian graduates to high school education [8].

A special place in the history of Ukrainian schooling in the NDP is Lignitskiy Lyceum, where Ukrainian courses were opened in 1957, and since 1961 it became a separate administrative unit as the fourth comprehensive lyceum with the Ukrainian language of teaching (although the training was conducted in fact in Polish and Ukrainian was taught as an object - for 4 hours a week in each form). The Lignitskiy lyceum united a capable pedagogical team, whose hard work opened up the Ukrainian youth who had graduated, access to higher educational establishments of different types [8].

By the decree of the Ministry of Higher Education in Poland in the autumn of 1953, at the University of Warsaw, the department of Ukrainian philology was opened, which, by 1983, educated around 180 masters of Ukrainian philology, although most of them were the Poles, since this time candidates for this profession had made an introductory exam not in Ukrainian, but in Russian, which was virtually impossible for graduates of Ukrainian secondary schools. Only in 1983/1984 the examination system was changed and Ukrainian children were granted permission to take the entrance examination from their mother tongue.

Since 1972, the practical course of the Ukrainian language has been introduced at the Jagiellonian University in Krakow, and in 1984/1985 there were created lectures of the Ukrainian language at the high school of pedagogy in Olsztyn.

Despite the progress made by the Ukrainian schooling in Poland, since 1970, the time of the reforming of the education, it is gradually degrading. The reform led to the elimination of small rural schools whose pupils were sent to college schools in larger districts where conditions for further study of the Ukrainian language were not always created, and the difficulties were encountered in accessing children for studying. Along with this factor, the decline of Ukrainian-language education was determined by a low national consciousness of the parents and their frivolous attitude towards their mother tongue. Even in Polish schools where parallel Ukrainian classes were operated, many parents sent their children to Polish. The responsibility for preserving and expanding the network of Ukrainian schooling and a large part of Ukrainian teachers did not fall into this. As a result, the dynamics of the development of Ukrainian schools in Poland testifies in general the regressive nature of this process [8; 11].

The entry of Ukrainian intellectuals was the leading factor in the development of the Ukrainian school and educational affairs on the American continent and in Australia after the Second World War.

Nearly 30% of new arrivals were highly educated, nationally conscious intellectuals. Another important factor was the consolidation of Ukrainian social life, which was launched in 1920-1930 p.p. The result of the previous consolidation measures was the establishment of uniting Ukrainian centers in the massive settlements of Ukrainians: in the USA – the Ukrainian Congress Committee and the School Council established under it; In Canada - the Committee of Ukrainians with the Regional Center of Ukrainian Schools; in Argentina – the Ukrainian Central Representation and its Central Nursing Committee; in Brazil – Agriculture and Education Union and others. The educational life in all the states of Australia was led by the Ukrainian Central School Board established at the First All-Australian Teachers' Congress in Melbourne in 1956. [12]

Together with the mentioned institutions, the issues of training and education of Ukrainians, vocational training for the educational needs of these states are practiced in a number of other social (secular and religious) organizations and institutions: in the United States – the Association of Ukrainian Teachers, the School Council of the Ukrainian Orthodox Church, the Central Guardians of the native schools; in Canada - the Association of Ukrainian Teachers, the School Curator of the Winnipeg Archdiocese; in Argentina - Ukrainian Teachers' Communities; in Brazil - Ukrainian Brazilian Club and others. [5; 12].

The countries of the most massive concentration of Ukrainians after the Second World War were the United States and Canada. Since 1940, the entire social life of Ukrainians in the United States has been conducted under the leadership of the Ukrainian Congress Committee (UCC), with tight cooperation and assistance (including the UN Union), professional, religious, cultural and educational, scientific (Taras Shevchenko Scientific Society, Ukrainian Free Academy of Sciences), women's, youth and other organizations and its grassroots centers of UCC departments in 76 states of America. The

activity of the Ukrainian Congress Committee is based on the charitable donations of the Ukrainian community [1; 12].

The school affairs are coordinated by the UCC School Board established in 1953. In her management in the 50-s there were such general Ukrainian schools: 138 primary schools (28 of them were full-time), 9 secondary schools (four for boys, five for girls) and two high schools.

Outside the influence of the UCCA School Board there are round-the-clock and "complementary" parish schools of Ukrainian eparchies and individual cultural and educational organizations.

The arrival of new emigrants has led to the need for further expansion of the network of Ukrainian schools, improvement of the content of the teaching and educational process, and the attraction of educated teachers to active educational work in new conditions for them. In the relation with it, the main activities of the School Council were:

1) planning of the development of Ukrainian schools and preschool establishments:

2) improvement of the structure of Ukrainian schooling;

3) development of new curriculum and textbooks;

4) establishment of a specialized native-school edition (it was founded in 1965 by the journal "Native school");

5) organization of retraining of the teacher's forces.

The main type of general education establishments in the United States, as in the UK, were Ukrainian schools. As a rule, they included a kindergarten, preparatory schools and a 12-year school. According to the pedagogical community, schools of Ukrainian studies were and remain the most important factor in preserving Ukrainian identity in new settlements of Ukrainians, one of the levers of uniting Ukrainian young people in the United States with the land of their parents. Their main goal is to preserve the Ukrainian language, not to break away from their native culture, because only then the American Ukrainians "will become full and useful citizens of the new Motherland" [5, p. 116].

Education in Ukrainian schools was expensive. The control over their work was assigned to the inspectorate established at the School Board. One of the most important components of the educational process in Ukrainian schools was national education. Before teaching, the task was to not only to know his subject well and be able to teach it, but also be able to "bring up the newly born youth on the nationally conscious members of the Ukrainian community" [5, p. 116]. In this regard, the UCC's School Board focused on both improving the professionalism of teachers and their national awareness through ongoing teacher's seminars and training at the UFU in Munich. The problem remained with the acquisition of funds for the maintenance of Ukrainian schools and the publication of new textbooks, training of the native language of English-speaking Ukrainians, etc. For their solution, the magazine "Native school", the tribune of congresses of the Ukrainian public, the appeal to American Ukrainians and others were widely used. [5; 7].

The Ukrainian schooling in Canada after the Second World War developed under the guidance of a leading non-governmental organization - the Committee of Ukrainian Canadians (UCC) and Orthodox and Catholic churches. From 1971 Schools in Canada have their central governing body under the UCC, the National Center of Ukrainian Schools, which is subordinated to the School Board for each province.

In 1971, the federal government of Canada set up a "multiculturalism" policy at the state level. This enabled provincial governments to pass laws that allowed the introduction of state-level English-Ukrainian bilingual education. On this basis, bilingual programs were introduced in Alberta, Manitoba and Saskatchewan – from kindergarten to 12 years old. The coordinators of these programs were Ukrainians in most of the provincial Ministries of Schooling. Thanks to their efforts, the Ukrainian bilingual program in Alberta was recognized as one of the best in the world. The Ukrainian language is used, in particular, for the teaching of social science, disciplines of the aesthetic cycle, health care, and others. Today, about 1,800 students in Alberta, 1,000 in Manitoba, 700 in Saskatchewan, and 2000 in Ontario, benefit from it. But despite all the efforts of Canadian Ukrainians, a significant proportion of children remained beyond the reach of the Ukrainian school.

With regard to studying in high schools in Canada, in 1971, almost 6% of Ukrainians had high, including university education. Among the 100 universities which were in Canada, 12 of them were in

1985/1986 the Ukrainian studies was taught. The largest are universities in Toronto, Alberta, which at the same time serve as the leading centers of Ukrainian studies. Since 1976, the Canadian Institute of Ukrainian Studies has been operating in Edmonton. The high status of Ukrainian science in Canada is evidenced by the fact that today there is no university where Ukrainians would not work.

In the 60s-80s Canadian scientists and Ukrainian scholars, who were representing the Canadian Association of Ukrainian Teachers (CAUT), founded in 1949, took the floor with a number of initiatives that have become an important pedagogical experience for Ukrainians throughout the Western world. In particular, the Third Education Conference of CAUT, held in 1958 in Toronto, launched the idea of developing a project for the Ukrainian Educational System (UES) – the concept of national education of Ukrainians in the diaspora. In 1965, the idea of establishing a World Council of Ukrainian Pre-Schools was implemented in Canada.

Beginning from the 60-s, the central Ukrainian public organizations in the United States and Canada, with the participation of the Coordination Cell of Ukrainian Civic Central Establishments (CCUCCE) of Europe and the Union of Ukrainian Civic Organizations of Australia, launched work on the creation of a world center for coordinating the activities of Ukrainians in the area of preserving the spiritual and cultural national unity. The organizational ending was found in November 1967, when the First World Congress of Free Ukrainians took place in New York with more than a thousand delegates from Australia, Austria, England, Argentina, Brazil, Canada, Germany, the United States, France and other countries of the world was held the First Congress of Free Ukrainians (FCFU) [6]. In the framework of the conference there were world congresses, conferences, sessions, congresses, among them - the educational session, the congress of free students, the congress of free science, the session of Ukrainian women, the session of children's literature and school textbooks, etc., on which the state of Ukrainian school was analyzed and education, their problems, planned measures to preserve their mother tongue and culture through expanding the network of Ukrainian educational establishments, out-of-school institutions, publishing business, etc.

So the World upbringing and educational session, which worked from November 11-12, 1967, largely approved the project of the Ukrainian educational system in the diaspora, prepared by the educators of Canada and the United States, and initiated the idea of a creation of the World Coordinating Educational Council (SCAF) of 25 representatives Ukrainian central public establishments of different countries of the world. Its first organizational secretariat included members of the presidium of the commission working on the development of the project of the UES (Z. Zeleniy, K. Paliyev-Canada, E. Zharskiy -USA), as well as representatives of the Ukrainian school management bodies in Germany (V. Lenik) and Great Britain (I. Marchenko).

With the creation of the Coordinating upbringing and educational Council in 1968 in Canada (Toronto), since 1971, settled in the United States (New York), Ukrainians from Western Europe, America, Australia have gained a real opportunity to join forces in the sphere of education and upbringing of children at the world level. For this purpose, Coordinating Upbringing and Educational Councils (CUEC) from among the representatives of the leading schools and educational institutions of these countries acting on the rights of the regional centers of the SCAF are represented in the USA, Canada, Australia, the United Kingdom, and Argentina.

Among their most important tasks is the coordination of the activities of all organizations and institutions, "which should lead in any form educational activities ... not to steer, unify, but to organize, coordinate already independently planned and carried out work of sovereign organizations and establishments" [7, p. 112].

The main areas of activity of the SCAF were:

"a) development of general directions of educational work in their establishments or organizations (formation of the educational ideal of a Ukrainian outside Ukraine);

b) working out the common materials necessary for these organizations (textbooks, literature, etc.);

c) holding, with the participation of all interested organizations, "informed shares" of the education area for "non-organized citizens" in order to involve them in the co-operation in the integral education" [7, p. 112].

Though, in 1973, the Executive Committee of SCAF, headed by Professor E. Zharskiy, presented to the II World Congress of Free Ukrainians a report on the work carried out over 5 years of functioning, which included:

- data on the state of Ukrainian schooling in the states of mass resettlement of Ukrainians;
- generalized information on the activities of the World Council of Ukrainians on the preschool;
- finally formed "a rather important document … a day" called the Ukrainian Educational System, completed by the Scientific Research Commission created by the Research Committee of SCAF under the guidance of Dr. I. Golovinskiy, professor of the University of Rugger (USA) [7, p. 112].

The reports on the state of Ukrainian schooling and community preschool education were the first attempt to summarize data on the number of educational and upbringing institutions created for children of Ukrainians in the Diaspora after the Second World War, the content of the educational process in them, the peculiarities and conditions for their functioning.

In particular, Ukrainian schooling in Australia is represented by the following data:

Period	Schools	Pupils	Teachers	Trainees
1968	31	1944	135	-
1969	33	1430	193	6
1970	32	1411	149	5
1971	19	1280	123	10
1972	20	1271	143	
1973	22	1349	153 (together	with trainees)

Tab. 1. Ukrainian schooling in Australia.

The system of Ukrainian schooling in Australia today is kindergarten, pre-school, seven-year-studying Saturday schools (full-time and religious ones are absent here), two-year schools of Ukrainian studies, two-year pedagogical schools. The education at school starts at the age of six years. The school year lasts from the first Saturday of February to the second Saturday in December. All schools have parental committees that deal with administrative matters. The most popular among Australian Ukrainians are M. Diko's textbooks, known far beyond the continent.

In the field of schooling, along with the leading educational and upbringing organization – the Ukrainian Central School Board of Australia, youth organizations "Plast" and the Union of Ukrainian Youth are functioning (UUY).

The main problems of the Ukrainian educational and educational affairs in Australia are due to the growing number of heterogeneous nationally mixed marriages whose children are discouraged from studying in Ukrainian schools, as well as the considerable distance of Australian Ukrainians from the main centers of native schooling in the diaspora [4; 6].

The main type of schools in Argentina in the 60-80-s according to the report of the SCAF, were the Saturday Schools of Ukrainian Studies, organized with the communities "Prosvita", "Renaissance" and in the churches – Catholic, Orthodox, Evangelical.

The activities of all types of schools are coordinated by the Regional School Board. Ukrainian Schooling in Argentina in 1967-1972 looked in the following way:

- at the centers of "Prosvita" society – 8 native schools;
- at the centers of the "Renaissance" society – 3 native schools;
- at the Ukrainian Catholic Church – 3 native schools;
- at the Ukrainian Autocephalous Orthodox Church – 2 native schools;
- at the Baptist Church – 2 native schools.

There were 17 of all native schools. In addition, Higher Courses of Ukrainian Studies operated at two schools. Total number of pupils in schools during 1867–1972 varied within 188–149.

All native school teachers in Argentina are united into the Ukrainian pedagogical community, whose efforts are published by the non-periodic magazine "Native school".

Actively initiated at the turn of the XIX-XX centuries Ukrainian educational and upbringing work in Brazil due to the scattering of Ukrainian settlers in large areas of this country and the unpredictable conditions of their life in the 40-s and 70-s of XX century has not got proper development. According to the information of SCAF in the early 70-s there were 29 four-year studying schools here functioning, and Ukrainian studies schooling functioned under the guidance of Sisters Servants [14].

3. CONCLUSIONS

Thus, the development of Ukrainian school and educational affair as a basis for the training of young Ukrainian diaspora in the second half of the XX century main trends are observed:

1) expansion of the network of pre-school establishments, primary, secondary and high schools in connection with the influx of emigrants to Western Europe, America and Australia;

2) uniting of the efforts of leading Ukrainian public associations in preserving the national identity and spirituality of Ukrainians born outside Ukraine's native land;

3) development of scientifically grounded, adapted to the needs and conditions of Ukrainians living in the diaspora of the theory of education and national education of younger generations;

4) improvement of the content of the teaching and educational process in all types of schools, bringing it to the standards of the existing state school system and the increased requirements of economic and cultural life of the countries that have become a new homeland for Ukrainians.

A new era in the educational work of Ukrainians' diaspora both in terms of its content and in terms of character, came after the proclamation of Ukraine as an independent state. Along with their eternal concern for preserving the national identity of younger generations, the task is to help "our twin teachers to direct school in Ukraine towards radical restructuring on the basis of humanism, democracy and national needs of the people of Ukraine" on the agenda [5, p. 17]. We can state that the first attempts of the progress of foreign Ukrainians in this direction are successful.

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Address: Oksana Dzhus, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.

E-mail: dzhus1.oksana@gmail.com

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Джус Оксана. Розбудова української шкільно-освітньої справи як підґрунтя професійної підготовки молоді української діаспори у другій половині XX ст. *Журнал Прикарпатського університету імені Василя Стефаника*, **6** (1) (2019), 97–106.

У статті проаналізовано становлення і розвиток української шкільно-освітньої справи як підґрунтя професійної підготовки української молоді в країнах Заходу другої половини XX ст. Акцентовано на складності та багатогранності цього процесу, який був зумовлений соціально-економічною та освітньою політикою держав, що стали для українців новою батьківщиною, географією та компактністю їх розселення, зайнятістю в різних галузях економіки, наявністю в середовищі діаспори фахової інтелігенції, її національним освідомленням, станом релігійного життя тощо. Відповідно, у різних державах (Німеччина, Великобританія, Польща, Канада, США, Австралія, Аргентина та ін.) цей процес був різний, більш чи менш інтенсивний та результативний, але й досі залишається предметом зацікавлення як важливий оплот рідних культурних надбань, невичерпне джерело збереження духовності її носіїв.

Представлено інституційні форми та види здобуття педагогічної освіти українцями в державах Заходу другої половини XX ст., специфіку навчально-виховної діяльності у різних типах закладів освіти та головні тенденції розвитку української шкільно-освітньої справи. Серед них: розширення мережі дошкільних закладів, початкових, середніх і високих шкіл у зв'язку з припливом емігрантів до країн Західної Європи, Америки та Австралії; об'єднання зусиль провідних українських громадських об'єднань у царині збереження національної самобутності та духовності народжених поза межами рідної землі українців; вироблення науково обґрунтованої, пристосованої до потреб та умов проживання українців у діаспорі теорії навчання й національного виховання підростаючих поколінь; удосконалення змісту навчально-виховного процесу в усіх типах шкіл, приведення його до норм існуючої державної системи освіти та зрослих вимог економічного і культурного життя країн, що стали новою батьківщиною для українців.

Ключові слова: українська еміграція (діаспора), емігранти, вчителі, професійна (фахова) підготовка, учительські семінарії, курси українознавства, зміст, методи, форми навчання та виховання, освітня діяльність, національно-громадянське виховання.

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INTEGRATED EDUCATION IN POLAND – BETWEEN THE EXPLICIT "LEGAL"/LEGITIMATE AND "APPARENT" DIMENSION

KAROLINA KOŁODZIEJCZAK, KATARZYNA SMOTER

Abstract. An integrated school, like any educational institution, creates a specific field which is a combination of experiences of the people entering its area, the relations between them, attitudes and behaviours that affect both its "open" and "hidden" dimension. In this article the two dimensions are mentioned as: "integrated schools in Poland – formal assumption" and "integrated education in the hidden dimension of the school culture". These different reviews of the problem generate different consequences for understanding these two dimensions. Effective integration of people with disabilities into society should be based on ensuring continuity of activities improving from the moment of disability, to becoming independent, and also to organize a system of broad support for the development of a child with disabilities. It is also important to reflect on the discrepancies that arise between how integration makes itself present in formal records and how to make the postulates look more realistic. Its highest level of social integration is accompanied to a great extent by "being with each other" and not "being beside", the possibility of not only protecting and supporting the weaker, but also mutual exchange between disabled and non-disabled people.

Keywords: integrated education, special needs education, hidden dimension, formal assumption.

1. INTRODUCTION

In the area of education regarding upbringing, the idea of disseminating integration activities towards people at risk of exclusion is increasingly being taken up. When defining the concept of integration, both its individual and social dimensions are indicated. The first of these ("personal integration") involves creating a space in which each individual will be able to feel they belong to a group and respect and accept others [19, p. 19]. From the social perspective, integration is seen as a community action, respecting the principles of equality, reciprocity, and dialogue (based on respect for diversity, observance of individual rights, and support for excluded people in meeting their Leeds) [28, p. 24]. At the core of the integration process is the law of interdependence concerning two or more differing groups and their mutual opening up to one another, the purpose of which is to create a sense of belonging [20, p. 381; 3, p. 93; 8, p. 140].

The integration process is carried out within various institutions and applies in particular to educational institutions. Education is seen as the basic right of every human being, regardless of race, gender, place of residence, degree of disability, and various other characteristics. It is assumed that education should ensure conditions for the social development of each individual [5, p. 105]. This

message is especially directed at integrated schools. Educational integration in Poland is associated mainly with the issue of including students with disabilities in educational institutions, which allows them to "grow up in a group of healthy peers" [7, p. 492]. This is connected with the recognition of the diversity of students resulting from special educational needs and attempts to create a space tailored to those needs. This article reflects the two dimensions of inclusive education. The first is the "official" and "legalized" dimension - available to everyone who can be seen in the documents on which the integrated schools operate for example: Regulation of the Minister of National Education of 9 August 2017 on the conditions for organizing education, upbringing and care for disabled children and Young people, socially maladjusted and endangered by social maladjustment. The second, but no less interesting, is the hidden dimension and the plane of sham activities within the school culture.

1.1. INTEGRATED SCHOOLS IN POLAND – FORMAL ASSUMPTION

The first kindergartens and integrated schools were established in Europe in the 1960s [27]. The beginnings of formally established integrated education in Poland date back to the 1990s and was initiated in 1991 by one of the schools in Warsaw, which started recruiting students with disabilities to ordinary classes [9, p. 158]. In the following years, a legal and organizational framework was created to assimilate the idea of educational integration. This problem was first found in Poland in the textbook on school systems in 2000 [21]. The action of individual elements of the organization which is a school is subject to the legal framework limiting the unpredictability of the activities of the entities operating in it. Regarding the Regulation regulating integration in education, nowadays, children with various difficulties and deficits are admitted to special needs classes: intellectually and physically disabled, manifesting emotional and behavioural disturbances, and children with sight and hearing impairments. In a special needs class group of 15 to 20 pupils, 2 to 5 children with disabilities are taught and two teachers work simultaneously: a teacher of initial (or subject-based) teaching in the older classes and a teacher in support. The learning process is individualized and adapted to the capabilities of each child. In these facilities, different specialists are employed as follows: a psychologist, speech therapist, special pedagogues. All this to ensure optimal conditions for the development of children who are healthy and disabled [29]. K. Barłóg [1], for integration, recognizes the mutual relationship of non - disabled and disabled people, where the same rights are respected, the same values are important, and both groups create identical conditions for comprehensive development. A. Maciarz [16] defines the way of organizing educational situations as arranging the same educational circumstances for non-disabled and disabled people by using identical means and methods. Special methods and measures are used when necessary. The idea of integration, of course, is not realized solely through the formal integration of the fully functional and the disabled. The issue of social integration is essential. In the local environment, the integration of disabled people takes place in mutually conditioned areas: psychological, pedagogical, and sociological. In today's special pedagogy, it is not about integrating in a version of simplified inclusion, but about the process, even the current and a specific view of reality. In this sense, the integrated paradigm means the dissemination of consent for the co-existence of disabled and non-disabled people [13, p. 54]. As a result of such a combination, a new form of social practice arises [23, p. 9]. A. Warnock distinguished three types and functions of integration [2, p. 36]:

 − social integration – based on the fact that both groups develop contacts and understand their needs as important for psychophysical reasons;

 − localization integration – physical or connected with the use of common equipment, consists in placing children with special needs among students participating in the mass education process and using them by all common means;

 − functional integration – includes physical integration but combines groups for certain specific activities that are relevant to both groups.

Educational integration is presented in the literature on the subject as described herein. The dimension of this type of education included here is a theoretical aspect, at the same time "legalized" and "official". It allows children and young people with disabilities to study in public and integrated

schools, full implementation of special educational needs, and functioning in the most optimal environment for the development of non-disabled peers [28].

2. RESULTS AND DISCUSSION

D. Klus - Stańska [10, p. 13] suggests that there is no education outside of culture. In this sense, education can be understood solely through the prism of culture. The school's culture can be regarded as the general views, attitudes, beliefs, relationships, and specific principles that shape the school as an organization, community, and institution [25, p. 1]. School education can be the result of internal regulatory processes, i.e. a resultant of various processes and even those that are visible every day in the institution as well as the impact of external factors in relation to this institution - for example, the financial or formal and procedural dimension of the school's operations can be mentioned [22]. Chomczyńska - Rubacha [4, p. 242] in describing the school, postulates the following assumptions:

1. Relationship between the school and the environment (mission and function of the school and the local community);
2. Knowledge (time-oriented, results of this knowledge);
3. Nature of students and their activities (attitudes towards students, imagining their skills).

2.1. INTEGRATED EDUCATION IN THE HIDDEN DIMENSION OF THE SCHOOL CULTURE

The multidimensional character of the teaching and learning process, its goals and tasks faced by the teacher, makes formal and official aspects connected with what is "unspoken". The "legalized" zone permeates this "implicit" and not planned area. The school becomes the place of contact between these two dimensions. With regard to the issue discussed here, the question arises as to what extent the assumptions of integrated education overlap with the culture of specific educational institutions? Do the parents of children attending schools with integration wards and the teachers who teach in these schools function in accordance with its objectives, do they accept the assumptions of the functioning of these institutions or do they see a discrepancy between what is declared and what is realized? To what extent are activities in these institutions not legalized and counter-planned? At this point, it is worth referring to the concept of apparent actions, which can be applied in various areas of social life, including analysis of integrated education. Sham actions are a consequence of independent factors, J. Lutyński [15, p. 107] gives six basic attributes assigned to them:

– Officially considered to be important for the implementation of an important social goal;
– In a given community, there is no general knowledge about their unsuitability;
– This goal is not actually implemented;
– It is knowledge that is officially unappropriated, private;
– Always contain an element of fiction that relates to their purpose or course;
– Their actual function lies in their very existence.

The author of the concept of apparent actions did not limit himself to presenting their characteristics but also showed the reasons for their formation. Lutyński [15, p. 107] draws attention to four aspects: the organizational and decision-making mechanism, i.e. confirmation and adoption of decisions imposed in violation of the applicable rules. The second – an axiological mechanism related to actions that confirm the acceptance and implementation of values that are not systematically implemented in reality. The third is the mechanism of mandatory performance of non-compliance ordinances, which involves the necessity to perform unworkable tasks and those that are unnecessary in connection with the actual goal being pursued. The last mechanism is allegedly pragmatic and refers to situations in which a given social group notifies about a problem that requires a solution that the principals cannot or will not resolve. In this situation, actions that do not lead to solving difficulties are provoked, only to confirm interest in this problem. These mechanisms, despite differences, often coexist, complement, and trigger specific sham activities.

How can these theatres be present in integrated education? An important example can be schools described in official missions and visas, established so that the integration process would be carried out

in a spirit of tolerance, and students attending integrated schools would be open, accepting, and respectful of other pupils. Undoubtedly, one of the most important conditions that determine the success of integration becomes, apart from preparing pedagogical staff for revalidation work and guaranteeing the appropriate material base, also the attitude towards the handicapped [14].

There are significant reasons to believe that the dimension of "openness and tolerance" of integrative education entities in a legitimate sphere is their own opposite. The research carried out shows, among other things, the apparent peer disorder of disabled students in integrated schools [17] or the diverse level of acceptance of people with disabilities, and sometimes neutral or negative expressions of attitudes towards pupils with this feature [26; 18].

In integrated education as a specific type of education, difficult situations are generated (overload, conflict, impediments, deprivation) [6]. These and other types of threats in the integration process are also observed by ME Frampton who points to:

– a lower position in the classroom for children with disabilities, which increases their sense of insecurity;

– limited social contacts, although integration allies believe that integration is conducive to frequent contact;

– greater leniency of teachers and reduction of requirements for students with disabilities;

– large age range of students in the classroom [children with disabilities are usually older than their classmates];

– maladjustment of school programs to the needs of the child, despite the assumptions of their proper adjustment to the pupils' abilities [11, p. 43–51].

Although the above indicators should not be treated as a full experience of any integrated school, they may show significant aspects of the appearance in these institutions affecting the quality of integrated education. They also become an important aspect of diagnosis that may indicate the directions of important changes that may be taken in resolving them. The mechanisms of apparent actions mentioned above may result from the "implicit" dimension of integrated education and the culture of a given school. It seems to be important to look more closely at how the dimensions: hidden and explicit, interpenetrate and what pedagogical consequences result from this. Is the "entry" into the school culture a cause of virtual reality? This issue requires a thorough analysis of both theoretical and practical approaches to the topic of these two dimensions of integrated education. D. Touhy [24] writes that every school has a soul. The soul can be called the school culture, which is shaped by the multitude of dimensions and their mutual penetration. Therefore, it is important to deepen the study of its problems through multilateral and multistage studies.

3. CONCLUSIONS

An integrated school, like any educational institution, creates a specific field which is a combination of experiences of the people entering its area, the relations between them, attitudes and behaviours that affect both its "open" and "hidden" dimension. The multitude of contexts of special education, the constant requirements of optimizing the activities of people with disabilities, and its interdisciplinarity, all need a proper balance between what is experienced, cultivated, and predicted [12, p.14]. Effective integration of people with disabilities into society should be based on ensuring continuity of activities improving from the moment of disability, to becoming independent, and also to organize a system of broad support for the development of a child with disabilities. It is also important to reflect on the discrepancies that arise between how integration makes itself present in formal records and how to make the postulates look more realistic. Its highest level of social integration is accompanied to a great extent by "being with each other" and not "being beside", the possibility of not only protecting and supporting the weaker, but also mutual exchange between disabled and non-disabled people. The implementation of measures aimed towards this goal, due to its complex and processual character, require constant monitoring and a broad view of the quality of the social functioning of the entities participating in it.

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Address: Karolina Kołodziejczak, Katarzyna Smoter, Institute of Pedagogy of the Jagiellonian University, 12, Batorego Str., Kraków, 31-135, Poland.
E-mail: karolina.kolodziejczak@doctoral.uj.edu.pl; katarzyna.smoter@uj.edu.pl

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Колодзейчак Кароліна, Смотер Катажина. Інтегрована освіта в Польщі – юридичні аспекти та реалії.. *Журнал Прикарпатського університету імені Василя Стефаника*, **6** (1) (2019), 107–112.

Інтегрована школа, як і будь-який заклад освіти, створює специфічне поле, що являє собою поєднання досвіду людей, які знаходяться на її території, взаємодії між ними, відносин і поведінки, які впливають як на "очевидні", так і на "приховані" вияви її функціонування. У цій статті автор виокремлює два аспекти: "інтегровані школи в Польщі – формальне припущення" та "інтегрована освіта в прихованому вимірі шкільної культури". Два різні погляди на проблему інтегрованої школи призводять до різних наслідків у розумінні цих тверджень. Ефективне інтегрування людей з особливими потребами в суспільство повинно ґрунтуватися на забезпеченні безперервної діяльності, що виявляється з моменту інвалідності, до самостійності; а також на організації системи широкої підтримки розвитку інклюзивної дитини. Дослідниця звертає увагу на невідповідності, які виникають між тим, як така інтеграція відображена в офіційних документах, і як зробити постулати більш реалістичними. Визначаючи концепцію інтеграції, в статті вказані як її індивідуальні, так і соціально-педагогічні аспекти.

Ключові слова: інтегрована освіта, інклюзивна освіта, прихований розмір, формальне припущення.

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QUALITATIVE ASPECT OF INTERNATIONALIZATION IN UKRAINIAN HIGHER EDUCATION

IRYNA MYHOVYCH

Abstract. The article represents an attempt to investigate qualitative aspect of internationalization process within the context of Ukrainian system of higher education. Internationalization has been viewed as a reaction to the global transformation processes, as well as a unique possibility for Ukrainian higher education to ensure its integrated transformation according to European and world trends. Based on the research on the theory of internationalization, international education, overseas recruitment and mobility, issues of quality in higher education have been discussed, as well as a number of practical rationales for internationalization of higher education applicable within the context of Ukrainian higher education system have been outlined. Based on the rationales educational outcomes of internationalization in Ukrainian higher education have been substantiated.

Keywords: the process of internationalization, global higher education system, Ukrainian system of higher education, rationales for internationalization.

1. INTRODUCTION

Over the last two decades the systems of higher education (HE) worldwide have undergone the most influential transformation process entitled "internationalization of higher education". The starting point for this process is generally considered to be globalization with supporting factors, such as: convergence of national systems of HE, introduction of international education, formation of multi-national model of life-long learning integrated into the global educational community. Thus, one might say that the process of internationalization has come as a response to this need for an integrated transformation of HE, and it is determined by an increased need to strengthen partnerships and coordinate actions at the national, regional and international levels in order to ensure the quality of HE systems worldwide.

International cooperation is currently being considered as one of the main indicators of the definition of quality in the field of education and science and, at the same time, one of the main tools for its maintenance and enhancement. Therefore, almost all higher education institutions (HEIs) around the world are engaged in international activities and seek to expand them. Internationalization thus has ceased to be casual or specialized, and has become a more centralized, well-organized, and thoughtful component of institutional work [12, p. 45]. According to F. Maringe, over the years it has developed to become the focus of activities by leading HEIs of the world

and regulatory authorities at the national and global levels [9, p. 136]. In line with this J. Fielden identifies three motivations for HEIs to internationalize [4, p. 69]:

1) developing human resources for competitive global markets – preparing students to be able to work in fields that have an international dimension, whether working overseas, for a transnational corporation or in an organization which engages with other countries or other cultures;

2) researching and contributing to the resolution of global problems (health, climate change, food supply, global security, etc.) that require international collaboration with academics, universities, businesses and governments;

3) an educative role in promoting international values – ensuring that students are "global citizens" who understand and value cultural diversity, are engaged with global issues such as poverty, health and environmental change.

2. RESULTS AND DISCUSSION

Many countries and HEIs turn to international education in the competition for global talent. In recent years, with the expanding scale of knowledge-based and innovation-driven economies worldwide, countries are turning to international higher education to provide a pool from which to recruit highly skilled job applicants. Canada, Germany, Japan, and China are among the many countries that have initiated policies to not only bolster the enrollment of international students, but also to retain them in their labor markets. Ever since the concept of internationalization in HE was firstly defined by J. Knight, it has continued to flourish, and the number of international students around the world has been constantly on increase. The reasons are the following: the beginning of the new millennium was characterized by profound changes in society, rapid social transformations and globalization. Political, economic, socio-cultural events became analyzed and understood only in the global context. Globalization has become the most fundamental challenge for HE of the twenty first century. As a response to this the following issues became of greatest importance for HE authoritative bodies: how to teach students to adjust in the world with a fairly diverse range of values and ways of life, how to enhance their ability to keep in touch with people of different cultures who represent diverse cultural and moral values, ability to respond adequately to new demands of changing labor market, be attentive to environmental and social consequences of consumption, make responsible life and political decisions, etc. As such, internationalization trend in HE has started to be looked upon as the answer to these and much more other questions. In many higher education institutions around the world international exchange has become a core value and strength of national HE, and global student mobility has got the status of an important component of the twenty-first-century HE. Multiple surveys prove that employers are constantly in search of new-type-of-graduates who not only have cross-cultural competence and cutting-edge technical skills, but also those who have applied these skills in an international professional environment.

However, recent political developments and global events have led some to question whether international students will continue to view foreign countries in the same way. (For the purposes of this paper, an international student is defined as an individual enrolled for courses at an accredited, degree-granting higher education institution on a temporary visa that allows for academic study, and who is not an immigrant, a citizen, an undocumented immigrant, an individual with deferred action status, or a refugee / asylee). And it is indeed an important question to ask given the impact that international students have on globalizing European, U.S., Asian, and gradually Ukrainian campuses, classrooms and communities, and the amount of income that they bring into foreign economies each year. Internationalization that was thought to be the answer has turned to become the question. As it has been initially defined, internationalization of HE is a process of change through integrating an international, intercultural and global dimensions in the goals, functions and delivery of HE [6, p. 5]. Thus, it is the phenomenon that is constantly continuing to evolve – in terms of priorities, rationales and scope. The growth of cross-border education all around the world (people, programs, providers, projects, policy and mobility) has been unexpected and unprecedented. At the same time, campus-

based internationalization has increased in importance and become strengthened by the emphasis on learning outcomes and multi-disciplinary approaches. Thus, internationalization has brought multiple benefits to individuals, institutions and societies, but at the same time has introduced new risks to HE. These issues are the focus of our research.

Internationalization in general and in Ukrainian HE system in particular has been investigated by N. Avshenyuk, N. Bidyuk, T. Desyatova, N. Zhuravskaya, I. Zadorozhna, T. Klyuchkovich, N. Lavritschenko, M. Leschenko, A. Parinova, A Sbravieva, J. Ainer, M. Bartell, L. K. Childress, J. L. Davies, J. Knight, M. van der Wende, W. de Winter, H. de Wit, D. Van Damme, J, Taylor, J. D. Toma, D. Walters & T. Adams, L. Wilson. The meaning of globalization and internationalization in HE has been analyzed by F. Maringe. N. Foskett has investigated the strategic challenges of internationalization within the context of global markets, national challenges and local strategies. J. Taylor has studied the management of internationalization in HE. Eva Egron-Polak has viewed the process of internationalization as a gateway to a new inclusive global HE space, while Berndt Waechter has looked at this process within the context of student mobility. The future of this process in Asia-Pacific region has been outlined by A. Ruby. All the works mentioned above have presented different approaches to this process, outlined its history, impact on world affairs and other facets of human development and endeavor. However, the practical rationales of its implementation in Ukrainian HE area have not yet been sufficiently investigated.

The purpose of the article is to investigate different aspects of the process of internationalization as a reaction to global transformation processes and a means for Ukrainian HE system to ensure its integrated transformation according to European and world HE standards, to offer an additional point of view on the epistemology of internationalization, as well as on practical reasons for the introduction of this process into the system of Ukrainian HE with ensuring its quality according to world and European standards.

The methodological and theoretical basis of the research is the scientific works on international education, quality and management in HE, growth of entrepreneurial education and the associated managerialism in HE, national and institutional strategies for incorporation of international education into existing curricula. The validity of the obtained results is confirmed using various generally accepted and specific methods: theoretical generalization, abstraction, dialectical analysis, comparison and systematization, system approach.

It is generally acknowledged that the key factor for the emergence of the process of internationalization has been globalization that entails the opening up and coming together of business, trade and economic activities between nations, necessitating the need for greater homogenization of fundamental political, ideological, cultural and social aspects of life across different countries of the world. Such processes have been taking place for a long time, but have been accelerated and intensified in the past decades because of developments in technology, computers and the Internet. The impact these changes are having on universities is profound and, within universities, the key strategic responses to globalization have come to be known as internationalization. It is generally understood to mean the integration of an international or intercultural dimension into the tripartite mission of teaching, research and service functions of HE [1–3; 6; 7; 11; 25].

Table 1 provides a summary of definitions and perspectives of internationalization by some of the most influential writers in this field [27, p. 37].

View of Internationalization	Definition / Perspective	Source
Integration of the international dimension	... internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.	J. Knight, 2004
	The intentional process of integrating an international, intercultural or global dimension into the purpose, functions	de Wit, 2015

View of Internationalization	Definition / Perspective	Source
	and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.	
Enhancing the quality of HE	... increasing focus on international education raises the quality of HE in the global labor market, but equally raises issues about how to measure that, quality.	Van Damme, 2001
Focus on international education	... ranges from traditional study abroad programs, which allow students to learn about other cultures, to providing access to HE in countries where local institutions cannot meet the demand. Other activities stress upgrading the international perspectives and skills of students, enhancing foreign language programs, and providing cross-cultural understanding.	Altbach and Knight, 2006
Growth of enterprise, entrepreneurialism and managerialism in HE	... internationalization as crucial for universities to retain competitiveness through university business models which underpin an entrepreneurial culture ... universities as entirely business entities.	Goddard, 2006
Overseas student recruitment and staff mobility focus	... flows of staff and students in both directions, strategic alliances, joint programmes with external institutions.	Fielden, 2008
Partnership development in HE	... a focus on the development of partnerships to reduce risk, increase competitiveness, enhance image and broaden the knowledge base for research, enterprise and education.	Teichler, 2004

Tab. 1. Conceptualizations of internationalization in HE.

One might say that most universities operate primarily in their own national space and context, and are part of the educational system within their own country. Shaped in many ways by history and legislative / governmental acts and policies in relation to education, their key accountabilities lie within their own national boundaries. However, it is exactly the process of internationalization that is to become their gateway to a global HE system.

For Ukraine the requirements of globalization and European integration for a long time remained rather vague. This fact has influenced the processes of internationalization of HE that has never been viewed as a priority of the state educational policy. Within the implementation of *Joint Declaration of the European Ministers of Education* (the Bologna Declaration) provisions formal aspects related to the introduction of the system of credits and two-level training in Ukrainian HE prevailed. However, while in European countries such implementation considered to be an instrument for ensuring large-scale student mobility, there has been no significant increase in academic mobility in Ukraine over the last decade. The requirements of globalization and eurointegration did not integrate properly into the national strategy for the development of Ukrainian HE. Although in the Law "On Higher Education" (2014) international integration of Ukrainian HE is one of the main principles state educational policy is based upon, the notions of *international cooperation*, *international integration*, *internationalization* have not been mentioned among the basic terms, and in the Law itself there is no mentioning of the term *internationalization* [8].

Insufficient attention to the issues of internationalization in Ukrainian HE system has turned into slow proceeding of the process, which is evident, if to have close look at the following data:

− the number of students taking part in mobility programs rates from 5,000 to 10,000 persons per year, which is 0,5 – 1,0% of the total amount of students of HEIs with the III – IV levels of accreditation (full-time study) and total amount of students of HEIs with the I – II levels of accreditation (full-time

study). At the same time there is practically no participation of Ukrainian teachers and professors in mobility programs [10, p. 130 – 143];

– the percentage of involvement of researchers and university teachers in international cooperation is quite low – proportion of those who have studied or worked abroad is small and number of holders of foreign academic degrees is negligible. Ukraine continues to be the country mainly exporting staff with higher scientific qualifications abroad [26, p. 88];

– professorial staff of Ukrainian HEIs is insufficiently represented on the world scholar arena;

– HEIs of Ukraine are practically not represented, or they have low institutional ranking, in the leading international HE rating systems;

– low activity of national HEIs in establishing partnerships with HEIs and research institutions abroad. As the result, the issue of cooperation of Ukrainian HEIs with foreign leading HEIs has a non-systematic character.

Today, just as well as 25 years ago, internationalization is not perceived as an urgent need that might foster the development of Ukrainian HE. The present article is aimed to give an answer to the question "why internationalize?" in a realistic and sufficiently pragmatic way. The idea of becoming competitive on the world educational market is extremely ambitious for Ukrainian HE – following many researchers in the field it is perceived as a long-term challenge. At the same time the task of improving quality of Ukrainian HE in accordance with world and European standards through the elaboration and implementation of new international educational programs and integration of international elements and educational standards looks more realistic and urgent. As the result, the article supports the following view on the problem – Ukrainian HE system should integrate global and regional dimensions into its national context with the aim to harmonize national, global, regional requirements and conditions. To fulfill this task the following practical justifications have been outlined:

1. *Political justification* is connected with the need to acquire, preserve and strengthen the independence and sovereignty of the nation / state and their role in the international arena. For HEIs political stimulus finds its manifestation in the idea to strengthen autonomy of state and enhance its status on the international arena. This dimension might as well be implemented through internationalization, international cooperation and partnership.

2. *Economic justification* relates to the benefits that internationalization might bring to Ukrainian state economy and HEIs. It becomes of particular importance in the context of the development of *knowledge economy* and strengthening of the need to diversify the sources of financing for Ukrainian HEIs. This process is putting forward such objectives for Ukrainian HEIs: export of educational and research services, enrollment of foreign students. In this context the process of internationalization promotes possibility to receive grants for teachers, students, and HEIs themselves through joint granting schemes and development of strategic partnerships.

3. *Academic justification* provides possibility to enhance the quality of Ukrainian HE by means of internationalization, which might be achieved by: internationalization of educational programs and courses; stimulation and organizational support for foreign internships of teachers, students, researchers; organization and participation of teachers, students and researchers in international scientific conferences; stimulation and organizational support of scientific publications in international journals and their representation in international science-computer databases; organizational support for carrying out joint scientific researches and educational and research projects with foreign researchers; development of international partnership between HEIs and between scientific communities; creation of international educational alliances. These activities can serve as a pragmatic goal for increasing international competitiveness of Ukrainian HEIs and their international reputation.

4. *Cultural justification* is related to the expansion of opportunities for intercultural dialogue, cultural cooperation and partnership, education in the spirit of peace, formation of tolerance, etc. Here the study of a foreign language, first of all, English as a language of international communication and academic cooperation, becomes of great importance. But equally important is the ability to best position the traditions, culture and language of their own country. Social justification is related to the fact that

students and researchers while in the international environment become less provincial, more open to the perception of the other, more tolerant and able to find understanding that can contribute to the improvement of social climate both in society and in the world.

Taking as the basis for the research the works by J. Knight, to these four justifications the fifth – *nationally relevant* one – has been added. It means human resource development, strategic alliances for Ukrainian HEIs, state building and socio-cultural development, mutual understanding among different nations; at the institutional level – international branding and profiling, raising the quality of Ukrainian education in line with international revenue-generating standards, developing strategic alliances and knowledge production [7, p. 25].

3. CONCLUSIONS

Thus, the system of HE in Ukraine can be redefined within the context of the internationalization process be means of the following: deepening, expanding and diversifying contacts with national, regional and global partners; better training of students as national and global citizens and productive members of society; expansion of students' access to educational programs and international mobility schemes; expanding the opportunities for faculty members and researchers to participate in international research activities, in international academic networks, to conduct research on burning international issues, and to use the experience and perspectives of scientists from many parts of the world; increasing institutional efficiency through the enrichment of international experience and partnership; improving of institutional policy, management, service functions through the exchange of experience across national borders; promoting the development of Ukraine at the expense of new financial revenues and multiplication of human, intellectual and innovative capital; contributing to global development and ensuring joint responsibility for it.

Universities have now become key players in the global economy, contributing significantly not only to the knowledge stock of the world, but also to the financial economy of their countries. Different universities will be expected to respond in different ways to globalization trends as much as they are also expected to have different conceptualizations of what it means to internationalize the roles of teaching, research, quality insurance and management. However, a review of the research works on the topic of internationalization in HE suggests that many universities have adopted a two-pronged approach to the internationalization process, encompassing home-based (internationalization at home) and overseas-based (internationalization abroad) activities.

Overall, the system of Ukrainian HE can be redefined within the context of the internationalization process within the five distinct sets of activities (based on the five practical rationales for internationalization outlined above): *international student recruitment; student and staff mobility programmes; collaborative teaching programmes (joint degrees), overseas campuses and distance learning programmes; collaborative research and enterprise programmes; and curriculum reform programmes*. Internationalization for Ukrainian HE system is of significant importance because of the following – people of today live and work in an increasingly interconnected globalized world as professionals, citizens and biological beings, they face a range of situations – challenges and opportunities – that require domestic HE systems and institutions to deliver something more apart from traditional education issues. In case internationalization process becomes more integrated into Ukrainian HE, the outcomes might be: appreciation and leverage of a multitude of international perspectives; ability to operate appropriately and effectively in an array of contexts, to make sense of world complexity. Thus, internationalization is not a goal itself. It means investment (of money and staff) which in the long run might improve some of the core tasks of Ukrainian HEIs – teaching, research, social engagement, efficiency, effectiveness, quality.

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Address: Iryna Myhovych, State Institution Luhansk Taras Shevchenko National University, 1, Gogol Square, Starobilsk, 92703, Ukraine.
E-mail: irina.migovich@gmail.com

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Ірина Мигович. Квалітативний аспект інтернаціоналізації в українській вищій освіті. *Журнал Прикарпатського університету імені Василя Стефаника*, **6** (1) (2019), 113–120.

У статті здійснено спробу *дослідити квалітативний аспект процесу інтернаціоналізації в* українській системі вищої освіти. Інтернаціоналізація розглядається як реакція на глобальні процеси трансформації провідних суспільних інститутів, а також як унікальна можливість для української системи вищої освіти забезпечити інтеграцію відповідно до європейських і світових тенденцій. Досліджуваний процес визначено як фактор, що впливає на трансформацію системи вищої освіти на шляху до модернізації її структурних елементів задля підвищення якості в умовах зростаючих потреб ринку праці, а отже і задля поліпшення іміджу освітньої установи. Зазначено, що реформування системи вищої освіти на сучасному етапі впливає не лише на подальші перспективи розвитку освітньої сфери, а й на застосування університетами нових стратегій у сфері їх позиціонування. На основі *дослідження теорії інтернаціоналізації*, міжнародної освіти, міжнародного рекрутингу та мобільності, питань якості і управління у вищій освіті викладено низку практичних обґрунтувань інтернаціоналізації вищої освіти, які є ймовірними до застосування в українському контексті вищої освіти.

Ключові слова: процес інтернаціоналізації, глобальна система вищої освіти, українська система вищої освіти, обґрунтування інтернаціоналізації.

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AXIOLOGICAL ORIENTATION AS A FORMATION FACTOR OF GENDER TOLERANCE IN STUDENT-AGE POPULATION

LIUBOMYRA PILETSKA, VITALIIA DOBROVOLSKA

Abstract. In the article, we carried out a theoretical analysis of gender tolerance concept and determined external and internal factors of its formation. There were distinguished the levels of our research concept: high, average and low; listed the main principles of gender tolerance, proposed the structure that includes four components: cognitive, emotional, behavioral, axiological; defined the characteristic features that merge in tolerant person. Axiological orientations are inner factors of gender tolerance formation that include instructions, beliefs, needs, objectives, motives, ideals, affirmations and values. The listed components have been grouped into three blocks: cognitive, motivational, operational, and distinguished the indicators of gender tolerance. We have emphasized the importance of study of psychological gender of personality, values, affirmations and beliefs, degree of acceptance of gender stereotypes within the range of research problem that will advance the level of gender culture.

Keywords: gender tolerance, axiological orientations, instructions, beliefs, needs, objectives, motives, ideals, affirmations, values, psychological gender, gender stereotypes.

1. INTRODUCTION

The problem of gender tolerance formation has become a sensitive issue over the last decades. Ukraine has gained independence and formation of free and democratic state provides for equity of citizens irrespective of sex, age or religion. As a counter to it, we have to confront quite frequently the phenomenon of intolerance in modern society and in different spheres of life and interpersonal relations. The crusted gender stereotypes, imposition of "correct" views on behavior, appearance, sexual orientation, of the representatives of certain gender are constantly influencing our consciousness depriving of possibility to form own view on the present range of problems. This is the reason why gender education of school and university students, cultivation of gender equity ideas, provision of successful gender socialization and formation of gender identity are one of the most important tasks of modern education. The mentioned processes are occurring in parallel to the formation of personal axiological system that serves as the original regulator of behavior and determine its purpose; determine their attitude to these or those phenomena and so on.

S. Saharso write that "compared to France, concerns about secularity and state-neutrality, national identity and equality, all find resonance in the Belgian context, but are articulated in a more ambiguous and less `principled' way. This partly explains the paradoxical situation in which, despite a widespread

resistance to a general law banning the wearing of religious symbols in public schools, in practice, headscarf prohibitions are on the rise throughout various regions of the country. Although issues of gender equality and cultural diversity often cut and flow across debates and policies in European nation states, the Belgian hijab question provides a unique case, because of various lines of fracture and processes of increasing diversification that characterize Belgian society" [8]. Gender stereotypes are especially found in multinational states. This problem is also relevant for countries in Africa and Asia. In this context, the value orientations of people are significant. Thereby, we shall consider the axiological orientations as one of the most important aspects of gender tolerance formation.

The aim of the article is to substantiate theoretically the concept of gender tolerance and determine the influence of axiological orientations on its formation.

Different aspects of gender tolerance problem were studied in the scientific context: psychological-pedagogic aspect of the process of personality gender socialization (S. Bem, O. Budnyk, P. Hornostai, I. Klotsyna, T. Tytarenko and others), research in the area of education (O. Bodnarchuk, T. Hovorun, L. Karamushka, O. Kikinedzhi, S. Maksymenko, O. Nezhynska and others); development of gender tolerance in children and young people (H. Bardier, L. Shustova); gender tolerance as an integral characteristic of personality (H. Bardier, H. Verzhybok, M. Matskovskyi, Ye. Chernyshova, J. Schnittker, L. Shustova and others). The problem of axiological orientations is considered in the research works of M. Aleksieieva, B. Ananieva, H. Ball, M. Boryshevskyi, Ye. Holovakha, O. Zdravomyslov, H. Kostiuk, O. Leontiev, S. Maksymenko, V. Miasyshchev, S. Rubinshtein, V. Yadov, A. Maslow, K. Rogers, V. Frankl and others. Diversity of approaches to the research of personal tolerance, in general, and gender tolerance, in particular, stipulates the need of the analysis aimed at the determination of gender tolerance conceptual essence in university students.

2. ANALYSIS AND DISCUSSION

Majority of scientists consider gender tolerance as unbiased attitude to the representatives of other gender and persons that demonstrate the behavior different from the standard inherent to their gender, inadmissibility of gender based attribution of defects to a person, following gender stereotypes, display of discrimination based on both biological and socio-cultural gender features. The concept of gender tolerance is the product of western culture as the concept of tolerance in general. It is connected historically with the process of human emancipation initiated by bourgeois revolutions and formation of new era – era of human rights and revision of power relations in the society: from subject-object they become subject-subject relationships. This is an individual position that reveals affirmations, values and motives of a person, and on their basis is made a conscious choice that is determining in building behavior strategy [7, p. 142–143].

"Female characters are rated as less dangerous to others; this partially accounts for the effect of gender on self-perceptions of social tolerance. This effect does not vary significantly across the different types of problems portrayed. Furthermore, women and men do not differ in their perceived willingness to interact with or ratings of dangerousness of characters portrayed with psychological problems. Finally, gender-symmetry (i.e., when the respondent and the character are of the same gender) influences self-perceptions of social tolerance" (J. Schnittker) [5].

The mentioned interpretation enables us to see correlation between the concepts of gender tolerance and axiological orientations, as the latter includes instructions, beliefs, needs, objectives, motives, ideals, affirmations and values. We shall come back to the concept of axiological orientations somewhat later and distinguish the principles of gender tolerance: collaboration and productive interaction between the representatives of different genders; readiness to accept the opinion of opposite gender partner or partner that has different views on gender behavior; respect to human being irrespectively of biological or socio-cultural gender features, gender self-identification; acceptance of other person the way they are; recognition of individual identity; tolerance to atypical gender behavior; refusal from dominance, harm and violence (moral and physical). Compliance with the listed principles will

contribute to conflict-free interaction between genders and formation of gender tolerance and own opinion on the specified range of problems.

According to the research by O. Voloshyna on the levels of formed tolerance in general, we have distinguished the levels of formed gender tolerance: high, average and low. High level provides for presence of knowledge on gender tolerance, readiness to carry out educational activity in the field, participate in the dialogue and build effective interaction with the representatives of opposite sex or persons with different views on gender related behavior or appearance. High level is characterized by active position and capacity to lead the way in the situations of gender problems discussion, readiness to create the respective situations. Average level provides for presence of knowledge on gender tolerance, however, gaining such knowledge is not initiated by the individual themselves; desire of deeper comprehension or discussion of the problem with other persons is not observed. It would be appropriate to characterize such level as neutral, as the manifestations of sexism or gender based discriminations are not observed, but they are not supported by deep awareness and desire to share knowledge with others having as a purpose reduction of such phenomena manifestations in the society. Low level of formed gender tolerance means absence of knowledge on the mentioned concept or presence of superficial knowledge that forms erroneous idea on gender tolerance, passive position when discussion takes place, unavailability for interaction, and misunderstanding of value of another person.

Based on afore-cited, it is important to distinguish the features that are combined in a tolerant person, namely:

- empathy (capacity to show compassion and understanding of another person);
- lability (flexibility in views, capacity of action with consideration of the situation);
- liberality (non-critical perception of other person's beliefs that contradict ours, understanding of variety of thoughts and models of behavior);
- humanity (refusal from any form of violence, recognition of human being value irrespectively of sexual belonging);
- self-regulation (control of own emotions, behavior and so on).

Next, there originates the need to form gender tolerance structure. In our opinion, gender tolerance includes the following components:

- cognitive – presence of knowledge on gender tolerance, comprehension of its principles, acquisition of the concepts of gender identity, socialization, gender stereotypes, recognition of equity of all people;
- emotional – empathy, discretion, benevolence and emotional stability;
- behavioral – behavior that does not violate the rights of other person, refusal from violence (physical or moral), sexism and discrimination of others based on gender features;
- axiological – recognition of other person as a value irrespectively of their sexual orientation or inherent form of gender identity (for example, queer identity that includes transgender, homosexual and lesbian identity).

After discussion of the principles, levels and structure of gender tolerance, it is expedient to consider the factors that influence its formation. It is clear that there exist a big number of such factors. For example, general social situation (quality of people's life determines their tolerance, capacity to understand others, benevolence; social tension determines aggression and intolerance), quality of interpersonal relations, satisfaction with work conditions, family relations, conditions of socialization, degree of gender stereotypes influence [1]. We can define such factors as external, however, we should not forget about internal factors, namely: individual-psychological peculiarities, formed beliefs, interests, values, objectives and motives or axiological orientations of an individual.

In our research, we make an accent precisely on internal factors of gender tolerance formation, on axiological values to be more exact. There are many approaches to the study of the problem of axiological orientations, and that is why the unanimous definition of this concept does not exist. In Soviet psychology, the system of axiological orientations was determined through the concept of personality orientation (S. Rubinstein, H. Andrieieva and others) [4]. Axiological relations are formed in

the process of social interaction, and then are transformed into social affirmations, and after some transformations – into axiological orientations (N. Frolova) [2]; result of reflection of the existing social axiological relations in person's mind (R. Shulha) [6]. Many scientists deem the axiological orientations as the most important elements of personality's internal structure that are consolidated by life experience of an individual (A. Furman) [3].

In the basis of our research lies the psychological structure of axiological orientations developed by P. Ihnatenko, where are distinguished the following components: needs, instructions, interests, motives, objectives, ideals, consciousness, beliefs, choice, values. Based on the study of mentioned components, we have proposed to group them into three blocks, namely: cognitive, operational and motivational, that will be useful in correct statement of gender tolerance indicators. Cognitive block includes personality's values, ideals and affirmations. This is a system of knowledge on gender tolerance, readiness to perceive information within the range of mentioned problem, awareness of own psychological gender (according to S. Bem – femininity, masculinity and androgyny). Within this block, we divide values into terminal and instrumental (M. Rokych). Characteristic feature of formed gender tolerance will be the presence of such terminal values as will, happiness of other people and life wisdom, and respectively, instrumental: good breeding, diligence, independence, tolerance, liberality and tactfulness. Operational block includes instructions and beliefs and provides for personality's readiness to make a conscious choice of behavioral pattern that is not manifested by sexism and discrimination. Motivational component includes needs, objectives and motives and is characterized by the desire of conscious behavior regulation that is not based on acquired gender stereotypes. Therefore, in this field of research grows the topicality of both theoretical and applied research. The study of psychological gender of personality, values, affirmations and beliefs, degree of gender stereotypes will enable further study of practical influence of the axiological values on gender tolerance formation.

3. CONCLUSIONS

Thus, the analysis of the problem ascertains that gender tolerance is an unbiased attitude to the representatives of opposite sex and persons with inherent behavior that is not characteristic for their sex, inadmissibility of gender based attribution of defects to a person, following gender stereotypes, display of discrimination based on both biological and socio-cultural gender features. Formation of gender tolerance is influenced by many factors, in particular: general social situation, quality of interpersonal relations, satisfaction with work conditions, family relations, degree of gender stereotypes influence, individual psychological peculiarities, formed beliefs, interests, values, objectives and motives or axiological orientations of personality. Axiological orientations represent a steady structure that determines personality orientation and includes instructions, beliefs, needs, objectives, motives, ideals, affirmations and values. There were singled out three blocks (cognitive, operational, motivational) that include the listed components; indicators of gender tolerance; three levels of formed gender tolerance (high, average and low); principles of gender tolerance, compliance with which will promote a conflict-free interaction, formation of own position on the given range of problems and gender tolerance, in particular.

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Address: Liubomyra Piletska, Vitaliia Dobrovolska, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.

E-mail: piletskalybomyra@gmail.com; vitalina802@gmail.com

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У статті здійснено теоретичний аналіз поняття "ґендерна толерантність", визначено зовнішні та внутрішні чинники її формування. Виокремлено рівні досліджуваного феномена: високий, середній і низький. Обґрунтовано основні принципи та структуру ґендерної толерантності, що включає чотири компоненти (когнітивний, емоційний, поведінковий, ціннісний, які згруповано у три блоки: когнітивний, мотиваційний, діяльнісний, а також виокремлено індикатори ґендерної толерантності. Виокремлено характеристики, які поєднує в собі толерантна особистість. Відзначено, що ціннісні орієнтації є внутрішнім чинником формування ґендерної толерантності, які включають в себе настанови, переконання, потреби, цілі, мотиви, ідеали, установки й цінності. Наголошено на важливості вивчення психологічної статі особистості, цінностей, установок і переконань, міру прийняття ґендерних стереотипів у межах досліджуваної проблеми, що дозволить підвищити рівень її ґендерної культури.

Ключові слова: ґендерна толерантність, ціннісні орієнтації, настанови, переконання, потреби, цілі, мотиви, ідеали, установки, цінності, психологічна стать, ґендерні стереотипи.

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HIGHER EDUCATION OF SWEDEN: EUROPEAN STANDARDS AND SCANDINAVIAN STYLE

DMYTRO ZHELANOV

Abstract. The article analyzes certain aspects of the development of higher education in Sweden in the context of modern globalization and integration of socio-economic processes in the countries of the European Union. The article studies the position regarding the features of modern higher education, connected with its output beyond the limits of individual states and transformation into an international institution. It is proved that this circumstance determines significant achievements in the integrated development of the European higher education, leaving, at the same time, the risks of losing its national features and dropping the level of higher education in countries that are not well targeted for the welfare of the population. The necessity of taking into account the essence of these risks has been substantiated in order to increase the competitiveness of Ukrainian higher education institutions in their interrelation and cooperation with universities of Europe. The expediency of studying and introducing the best foreign experience in the national higher education system of the Scandinavian countries in particular and, namely, of Sweden, has been proved.

Keywords: Bologna Convention, globalization, European educational space, higher education in Sweden, universities, colleges, summer schools, countries of "welfare", "education throughout life", risks of Bologna reform.

1. INTRODUCTION

The fundamental changes in the socio-economic structure of our state place a fundamentally new task before the system of higher education in Ukraine. Education is becoming a strategic resource for improving people's well-being, ensuring national interests, strengthening Ukraine's credibility and competitiveness on the international arena. Such global functions of education need the improvement of its quality and the improvement of the education management system in order to create modern educational services of high quality, with maximum application of European experience. Taking into account the current European integration tendencies that are penetrating into all spheres of the modern society, it is expedient to analyze the essence and possibilities of using in the domestic educational space the achievements in the field of higher education of the leading countries of the world, and, in particular, of Sweden as one of the most developed Scandinavian countries.

The purpose of this article is to provide a critical analysis of the achievements and risks of implementing the Bologna reforms in Sweden.

2. ANALISIS AND DISCUSSION

Different aspects of comprehension and borrowing of the positive ideas and achievements of higher education in Scandinavia, which contribute to the search and comprehension of the ways of reforming higher education in Ukraine, taking into account the world tendencies, are presented in the works of I. Burgun, N. Ivanyuk (general analysis of the education system of Sweden); L. Mozhayeva (modernization of the higher school of Sweden); N. Kosharna (education management in Sweden); T. Logvynenko (professional training of social pedagogues in Sweden); A. Ageycheva (peculiarities of distance education in Sweden); G. Vaskivska (humanistic principles of education in Norway); V. Vakhstein (higher education system in Norway); V. Stynska (Norwegian experience of forming a system of higher education in the context of the Bologna system); L. Volynets (artistic and cultural education in Norway); T. Grabovska (educational reforms in Norway); O. Matviyenko (educational system of modern Denmark). The strategies for the development of educational systems of the Scandinavian countries have been analyzed in the works by D. Kucherenko, O. Martynyuk. General questions of the functioning of the education systems of the Scandinavian countries were disclosed in the writings by M. Gromkova, V. Isayev, B. Yordan, L. Pesokhina, E. Sugrobova, L. Shkorkina. Higher education of the Scandinavian countries is the subject of scientific research by A. Kulikova, O. Ogiyenko, L. Filippovets, E. Kokkerservold, R. Lappen, T. Logvynenko, R. Lungstad, Ya. Peterson, R. Rasmussen, N.E. Svensson, V. Cyupaul, V. Tevlin, T. Hussen, T. Jensen, P. Sherkwist, S. Juliusdotyr, D. Jacobson.

The main areas of modernization of the European higher education were declared in the Bologna Declaration (June 19, 1999) and studied in the works by N. Abashkina, O. Vaulina, T. Desiatov, M. Dmytrychenko, O. Lokshyna, A. Sbruyeva, G. Khoruzhyi. Among the provisions of the above-mentioned normative document, the following are more fundamental: for example, the inclusion in the national higher education systems of the European countries of a two-level (two-cycle) structure of the educational process with the levels of bachelor's and master's degrees; introduction of the accounting of the training load in the credit units (credits); the expansion of the opportunities for the implementation of the mobility of students and teachers of European universities in the format of international cooperation; strengthening of the single European dimension of the educational process, the creation of a holistic evaluation and quality assurance system for higher education in Europe; broad use of information and communication technologies in the educational process; improving the quality of teaching foreign languages. Thus, the leading tendencies and features of the Bologna system of education are its globalization, internationalization, humanitarization, humanization, democratization, continuity, mass character, technologisation. It is obvious that these positions are consonant with the main directions of modernization of the national higher education, declared in the Law of Ukraine "On Higher Education" (2014), which actualizes the expediency of studying, generalization and introduction of the experience of the European countries in the practice of modern higher education institutions.

It should be noted that in spite of the above-mentioned directions of the scientific discourse on the Scandinavian countries education and of Sweden, in particular, there is a certain narrowing of research topics, given that these "welfare states" position themselves outside the general course of "Europeanization" and have obvious national development peculiarities systems of university education, which sometimes contradict certain provisions of the Bologna Declaration. At the same time, modern systems of higher education in Scandinavia have reached a high level of development, ranking on many indicators of leading positions in the world rankings. Is this a paradox? Let us try to figure it out.

It is worth noting that the Swedes are learning almost all their lives. Continuing education is a part of the philosophy of the "lagom" (from the Swedish "lagom" - sufficient), according to which this Scandinavian country lives. It is the Swedish concept of life, the philosophy of harmony, which is based on the balance of only the most necessary things ("Moderation is the best of all", "Lagom är bäst") [3].

Let us consider the general "landscape" of the higher education system in Sweden. In our opinion, the research project "Education in 2000" (headed by Torsten Hüseen, a renowned Swedish professor, a leading theorist in the field of education and its reformation), highlighted the strategic guidelines for the modernization of the Swedish higher education, is of a considerable scientific interest.

As you know, the authors of the project have developed variants of forecasting models of education of Sweden at the end of XX – beginning XXI centuries and held discussions on this issue. Significant positions of this project were the following ones:

– democracy and economic development should ensure equality in the realization of the right of citizens for education;

– improving the education quality level;

– increase in the number of educational institutions;

– expansion of the list of professions and the emergence of new professional sectors coherent with rapid technical development;

– increase in the number of secondary and higher education students;

– compulsory schooling for young people under the age of 18;

– full technologicalization of school education;

– an increase in the number of students at universities (40% of the total number of young people aged from 20 to 25 years [12].

According to the estimation of a well-known researcher of the problem of education in the Scandinavian countries, T. Logvynenko, these and other forecasts expressed by scientists in the project have indeed gained a real incarnation in the European educational space, including Sweden and other Scandinavian countries, which demonstrate a high level of responsibility for the condition of higher education at different levels, namely: 1) legislative; 2) in financing; 3) in participation in international associations; 4) ensuring cooperation between higher education institutions and entrepreneurial structures in research and development [6]. It should be noted that in these countries, the level of allocation of budgetary funds for education (7.8%, with an average of 4.9%) is high (compared to other European countries).

We will analyze the peculiarities of the functioning of higher education system in Sweden, which is defined as unitary. In the process of reforms carried out from the 80's to the middle of the 90's, a united holistic system of higher education was created in this country. It is based on 15 universities (13 state and 2 private) and 25 university colleges. At the same time, older and more powerful are the universities in the city of Lund (founded in 1666, 42 thousand students, the largest in Northern Europe), in the city of Uppsala (founded in 1477, about 40 thousand students), as well as in Gothenburg, Stockholm. Relatively young are universities in Karlstad (1977), Luleå (1971), Orebro (1977). Two higher education establishments specializing in scientific research are Caroline Medical Institute (founded in 1819) and Royal Institute of Technology in the city of Stockholm (1827), tantamount to universities [9].

A fairly well-established and widespread form of education in Sweden are Summer School at universities. We should note that they function mainly on the territory of the University of Lund, Helsingborg, Umeå, Veksje, Malmö, Haparang and others. Their goal is to attract foreign students, teachers and researchers to study various problems of social development in Sweden, in the European community and in the whole world in a format of wide discussion [7].

Another sector of university education, which is relatively new, since it began to develop only in the 1990's, is presented by university specialized colleges. There are 25 of them in Sweden. They all have the right to issue general university diplomas, with the exception of doctoral ones.

It should be noted that about half of the students in the higher education system study humanities, one third of the students study engineering technologies and natural sciences. The teaching staff is about 30 thousand (on average, one teacher per 10 students). In general, about 50 thousand people work at higher education establishments in Sweden.

An essential feature of the educational process in higher education institutions in Sweden is the emphasis on the so-called responsible education, based on the slogan "Freedom and Responsibility!"

This means that students have less study time than other countries and study mainly individually or in groups. The atmosphere in higher education institutions is characterized by a relaxed, informal relationship between students and teachers.

An example of a university that accumulates the best features of the functioning of higher education in Sweden is the University of Lund. As of 2012 - 2013 academic year, it (according to the results given in the doctoral thesis by T. Logvynenko) [7] included 47,000 students and 6,300 teachers from around the world. The structure of the university includes eight faculties, several research centers and specialized institutes. It implements cooperation with 680 partner universities from more than 50 countries of the world. Lund University has always implemented innovative approaches to organizing the educational process, providing international contacts, raising the level of education and quality of knowledge.

This is the only institution of higher education that is a member of two prestigious international networks: the "League of European Research Universities" and "University 21", in which it collaborates with leading universities – leaders of Europe and the world. As you know, "University-21" unites 20 leading research powerful universities from 12 countries. Within these networks, students' mobility is intensified when they have the opportunity to study abroad for a certain period; doctoral students - to spend some time in scientific training at a foreign educational institution; teachers - to work abroad.

Lund University focuses on the development of joint projects, such as joint educational programs, joint international summer schools. In this context, Lund University offers more than 300 English language courses for students from abroad who are studying in exchange programs.

It should be noted that in modern conditions, an important task of higher educational institutions is interaction with the society, which is realized in cooperation with industrial enterprises, as evidenced by the organization of "innovation parks" in southern Sweden, through which projects of subjects of various activities are carried out, students have different types of internships at profile enterprises [6].

A significant feature of the universities of Sweden is a significant opportunity for scientific research, that is, they are centers of science. The bulk of state-funded research work is carried out at universities. They have permanent funds for research. The country allocates more finance on education and science than on defense [8].

It should be noted that one of the components of the educational system of Sweden is "life-long education". Known are such vectors of educational policy in this area:

– formal education (child care, school education, higher education, adult education, adult education associations);

– labor market and workplace (vocational training in the labor market, training in the workplace);

– civil society (family, local societies, educational organizations, volunteer non-governmental organizations) [5].

3. CONCLUSIONS

In general, the Scandinavian adult education, while preserving its national specificity, in its development adheres to the European tendencies.

Consequently, the higher education system in Sweden has its own national peculiarities due to the mentality of the population of these countries, which sometimes "do not bind", on the one hand, with other systems of the European educational space and, on the other hand, with the implementation of certain provisions of the 1999 Bologna Convention, which have certain negative consequences in the European educational space and which are being tried to localize in the countries of Scandinavia.

1. Let us pay attention to the problem of financing higher education institutions, which is the subject of constant international discussions. It is essential that in Sweden, Denmark, Norway, the state priority is to provide free education based on the introduction of the so-called anti-market model, aimed at blocking market relations in the field of higher education. The position of its supporters is that, for the further development of the welfare of the society, the state must assume all responsibility

for the financing of higher education, albeit at the cost of introducing new taxes (first of all, by increasing the taxation of large property). The idea of an anti-market model is to ensure equal conditions and opportunities for higher education for all citizens. In addition, student personality development should be the concern of the whole society and be free from the dominant influence of the market [8].

2. In our opinion, essential for understanding the specifics of the Scandinavian and, in particular, the Swedish system of education, is the point of view that it should develop only in the format of the state sector of the economy, outside the private sector. Otherwise, the logical result will be the inevitable transformation of higher education institutions into educational businesses, in which knowledge will be exchanged exclusively for money. Such logic of movement will lead to the total commercialization of the sphere of higher education, separation of unwealthy people from it and its subsequent polarization.

However, returning to the general European format of the Bologna Convention, it should be noted that functioning of the anti-market model, closed for any privatization of institutions of higher education, is possible only in developed countries, which are the Scandinavian countries, which choose the need for a conceptual definition of the development of the higher education sector only thanks to state institutions of higher education, thereby limiting the functioning of private institutions of higher education. Such countries fully provide funding for the higher education sector at the expense of the state. In addition, the population, in particular, supports this position by students (ibidem), sometimes, let us emphasize, by quite radical means.

So, in the autumn of 2013, the students from Swedish universities protested against plans of the Swedish government to privatize the country's universities and reduce the state subsidies for the faculties of the humanities and social sciences, as well as the introduction of paid studies at the universities of Stockholm, Lund, Goteborg and Uppsala. The students through social networks distributed the information with appeals to take part in the demonstrations. Some initiators suggested that the scale of protests could be compared to the student's revolution in 1968.

We would like to explain that the students' protest was caused by the government proposal, which was the attempt to make Sweden's universities more independent of the state by converting them from administrative departments to funds. It is known that today there are two higher education institutions in Sweden that are administered by private foundations, namely: the Higher Technical School - the Chalmers Foundation and the Higher School Foundation in Jonkoping. The change in the organizational structure was offered on a voluntary basis to ten largest higher education institutions in Sweden [10].

3. A significant aspect of the "mismatch" of higher education in Sweden with the Bologna Convention is the standardization of approaches, regulated by its format, to the organization of the educational process and the functioning of higher education in the European Union, which led, in the eyes of individual researchers, to the loss of distinctive national, mental, historical, cultural, demographic characteristics of each separate education system. That is, one of the most valuable features of Europe was lost - the balance of unity and otherness.

One cannot but agree with T. Zhyzhko's assertion that under the pressure of globalization, in fact, national education systems all over the world are put forward before their choices - whether to try to maintain their own traditions and standards, or to concede the expansion of more dynamic and competitive educational models, risking to lose a significant portion of their own identity. In general, globalization in education leads to its internationalization, standardization of knowledge and the formation of a unified system of values [2].

4. A critical analysis, for example, is required for such a phenomenon in modern higher education in Sweden as the phenomenon of competition among European countries for attracting the best students to study from different parts of the world, that is, the phenomenon of accelerated development of higher education transnationality in the format of the rapid growth of international academic mobility of students. A this it should be noted that in the ranking of more prestigious institutions of higher education in the world in recent years, there has been only one Swedish, namely,

Caroline Medical Institute. Universities of Lund and Uppsala are no longer among the top 100 rated by the Times Higher Education. The first lines of the list are permanently occupied by such American universities as Harvard University, Massachusetts Institute of Technology and Stanford, followed by the British Cambridge and Oxford [10].

Therefore, these positions update the need for an adequate response to the current challenges and a thorough understanding of all possible risks to the Ukrainian economy. A significant problem in the context of modern processes of globalization of education is the sharp competition of higher education institutions, which leads to the outflow of the youth abroad. The result of this policy has become a significant increase in the number of Ukrainian students enrolled in education in Poland (more than 5 times in several years), which in total exceeds 10 thousand people and makes up more than one third of the entire foreign student contingent of Poland. Higher education institutions of Western Ukraine already experience the consequences of this phenomenon and, along with the general negative dynamics of demographic trends in our country, it poses serious risks for the national system of higher education [13].

Consequently, there is a clear negative assessment of the phenomenon of youth attraction to obtain higher education abroad, but there should be taken into account the right of young people to free choice in obtaining education. In addition, this mobility of the Ukrainian students will lead, if it is organized reasonably, to development, strengthening of cultural, scientific, and other ties between the countries and the saturation of the Ukrainian labor market with highly skilled professionals.

It is appropriate to recall the remarkable maxim: "Risk is an event that has not taken place yet but which activates the action" [1]. The dominant in this approach it is to the point to consider the "action" as a complex of measures for reorientation from the residual principle of financing higher education, reference to the lack of budget funds, the search for various opportunities for reducing costs, including the loss of intellectual potential to the priority financial support for higher educational institutions on the basis of the combination of budget and private sources of financing, industry and business, etc.

As the well-known diplomat, scientist and educator G. Khoruzhyi said justly, universities should have the right to develop their strategy, to choose certain priorities in studying and conducting scientific research, to spend their resources accordingly, to profile their programs and to set their criteria for the admission of professors and students. Nevertheless, while higher education institutions should be given autonomy in their internal affairs, such autonomy must be accompanied by clear and transparent accountability to governments, parliaments, students and society as a whole [11].

The same opinion is shared by other well-known analysts (M. Dmytrychenko, D. Kucherenko, T. Logvynenko, O. Martynyuk, L. Myrgorodska). The realities of Ukraine's economic development (first of all, the lack of budget funds) require the implementation of the principle of multi-channel financing of education with the involvement of extrabudgetary sources. These include not only the funds already received from individuals and legal entities at the expense of the contractual system of training, but also funds from sponsors and public and international organizations within the framework of assistance programs and the promotion of the education sector [4].

In this aspect, the experience of the developed countries of the world, including the Scandinavian countries, with the reform and systematic modernization of higher education is of considerable scientific interest to us. In Ukraine, as in Sweden, social infrastructures – institutions and agencies of culture, education, science, and public health – have been preserved. However, they are easy to lose, if their existence is not financed and supported. It should be remembered that the national intellectual aristocracy - the scientific and spiritual, and its successors – the youth, students – must be under the unceasing patronage of the state. Moreover, that education, science, culture are the most significant signs of the level of civilization of any state.

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Address: Dmytro Zhelanov, G. S. Skovoroda Kharkiv National Pedagogical University, 29, Alchevskyh (Artema) Str., Kharkiv, 61000, Ukraine.

E-mail: zhdv91@gmail.com

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У статті розглянуто певні аспекти розвитку вищої освіти Швеції в контексті сучасних глобалізаційних, інтеграційних соціально-економічних процесів у країнах Євросоюзу. Проаналізовано позицію щодо особливостей сучасної вищої освіти, які пов'язані з її виходом за межі окремих держав та трансформацію в міжнародну інституцію. Доведено, що ця обставина детермінує значні досягнення в комплексному розвитку європейської вищої освіти, водночас, залишаючи ризики втрати її національних особливостей і падіння рівня вищої освіти в країнах, недостатньо орієнтованих на добробут населення. Обгрунтовано необхідність урахування сутності цих ризиків задля підвищення конкурентоспроможності українських закладів вищої освіти у їх взаємозв'язку та співпраці з університетами Європи. Доведено доцільність вивчення й упровадження у вітчизняну систему вищої освіти кращого зарубіжного досвіду, зокрема країн Скандинавії, а саме Швеції.

Ключові слова: Болонська конвенція, глобалізація, європейській освітній простір, вища освіта Швеції, університети, коледжі, літні школи, країни "загального добробуту", "освіта впродовж життя".

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ORGANIZATION OF EDUCATIONAL WORK ON THE FORMATION OF VALUABLE ATTITUDE TO OWN HEALTH OF CHILDREN AGED 6-7 YEARS OF LIFE IN INTERACTION OF PRE-SCHOOL EDUCATION INSTITUTION AND PRIMARY SCHOOL

Larysa Pyechka

Abstract. The article highlights the results of the approbation of the method of forming the basis of valuable attitude to the health of children aged 6-7 years of life in the interaction of the institutions of preschool education and primary school. The stages of organization of experimental work are presented in the paper. The basic forms and methods of formation of the basis of valuable attitude to the own health of children 6-7 years of life are determined. The achievements of pre-school childhood with the purpose of their enrichment at the junior school age and ensuring the consistent growth of the child's personality are determined. The necessity of taking into account the principle of continuity in the work of the institution of preschool education and primary school is proved in relation to the formation of healthy lifestyle habits of children. The work with teachers, parents is analyzed in the context of the problem under investigation.
Keywords: children of the senior preschool age, first-graders, interaction, institution of preschool education, primary school, valuable attitude, health.

1. INTRODUCTION

When substantiating the methodology of the formation of the values of the valuable attitude to the own health of children aged 6-7 years of life, we took into account all its components: the purpose, the task; didactic principles of the educational process; component structure of the fundamentals of valuable attitude to health, their functions, pedagogical conditions, forms and methods of work with children, teachers of the institution of pre-school education and teachers of elementary school, parents; stages of implementation. The disclosure of the essential connections and relationships that exist between the state of health of a person, the level of knowledge about health, lifestyle, mood, relations with other people envisaged a method of forming the basis of valuable attitude to the own health in children 6-7 years life. Educational activity in the general system of work was a priority. Its main task is to develop of awareness of the value of health, healthy lifestyle, which contribute to the formation of active personality.

6-7 year old children's formation of life on the basics of valuable attitude to their own health was carried out in the context of a holistic pedagogical process, taking into account the various activities of children, their needs, interests, and their own experience of each child. In order to ensure continuity in

the work of the institution of preschool education and elementary school, appropriate planning of the educational process based on implementation of the achievements of pre-school childhood with the purpose of their enrichment at the junior school age and highlighting the consistent growth of the child's personality is envisaged.

2. ANALYSIS AND DISCUSSION

One of the leading pedagogical conditions for the formation of valuable attitude to the personal health of children 6-7 years of life is the organization of appropriate subject-space educational environment.

Taking into account the principles of the modern educational environment, we have elaborated and equipped mobile centers for the realization of the right of the child to freely choose a type of activity, interaction with others, provided maximum psychological comfort. Pupils flexibly, variably used the space, being involved in the process of knowledge and learning, the formation of skills and abilities for a healthy lifestyle: independently initiated games, observations, experiments; there were included before self-massage; organized physical-cultural pauses with the use of necessary accessories and, upon completion of their conduct, came to a conclusion about the consequences of health-improving tasks. Given the accessibility of the didactic material, designers, the children consolidated knowledge about the structure and functioning of the human body. In the sports area, gymnasium there are conditions for active motor activity: there is a necessary equipment, equipment for sports games, exercises, climbing stairs, balls of different sizes, fit balls, massage mats and mats for the prevention of flatbed etc. The use of non-traditional inventory, natural material: pebbles, chestnuts, cones, seeds, grains allowed to maximize the level of health-saving activity, and game techniques helped to show interest, perform movements in an interesting, accessible form.

One of the most important tasks of the teacher is the "mediation" between the pupil and the environment in order to maximize the use of opportunities for the environment and the disclosure of the child's potential. The created conditions of environmental design have contributed to the formation of a valuable attitude to the own health and the preservation competence of pupils. They are determined by the clear design of the objects. Children have the opportunity to simulate and play health-related scenes using attributes, costume elements, sporting material and equipment (gymnastic sticks, ribbons, balls, cubes, etc.). In a relaxed way, children consolidated knowledge about a healthy lifestyle.

At sports grounds rationally placed the necessary equipment on the whole plane. It was convenient for children to use simulators in their own games. Classrooms at the school tried to equip all necessary materials and equipment for implementing projects of electives forming value attitude to their own health. School performances of puppet theater "Learning to be healthy", organizing exhibitions in libraries - the concepts of "healthy mind - healthy body", "Alphabet of Health" contributed to the formation of knowledge about healthy lifestyle.

In the canteens, the valeological culture of nutrition has increased: in the diet of students there appeared fresh vegetable salads, fresh and dried fruits, herbal tea, juices. The optimal color-lighting design helps to create a psychologically comfortable environment, develops the imagination and ability to creativity of children, especially in the organization of health and conservation activities. V. Bekhterev argued: "A skillfully chosen range of colors can have a more beneficial effect on the nervous system than other medicines" [1]. A single complex of color, kinesthetic modalities was created.

Consequently, the relevant subject-spatial environment is an integral part of the educational environment in the institution of preschool education and elementary school, where the purposeful, meaningful activity of the teacher is aimed at the formation of a healthy personality, the disclosure of its unique personality, creative potentials. At the first stage of the implementation of the methodology, we attached great importance to the formation of knowledge about the health of children. At the same

time, we took into account the results of the research of teachers, scientists. Knowledge should be systematized, consistently lead the children to the formation of generalized ideas of ideological nature.

Work in this direction included assisting children in understanding the content, the social significance of health, the rules for strengthening and maintaining health, familiarizing with healthy lifestyles, the structure and functioning of the body through the conduct of conversations, techniques of unfinished sentences, drawing test "Healthy", "I am ill", samples of literary works and the formation of a system of value orientations on the basis of this knowledge; development of abilities to analyze and evaluate actions of fairy tale heroes, to distinguish motives of actions, to argue their estimations, to find adequate estimations of their solution, to express their impression of read works. At the final stage, the task was to formulate in children a differentiated system of knowledge, representations about health, be able to argue the chosen mode of health.

In accordance with the Basic component of preschool education, the "Child" program, the State Standards for Elementary Education, we have identified a list of skills and abilities that a child should learn in the course of classes. Work with children on the formation of the basis of valuable attitude to the own health was carried out in the process of a specially developed system of classes. For children of the senior preschool and junior school age, we used the same subject, but with the complication of practical tasks, theoretical material for first-graders. Different games, exercises, problem situations, creative games, etc. were offered to children.

The first lessons were aimed at forming in children ideas about human health, the possibility of its preservation and strengthening through its own efforts, the creation of positive relations in relation to the value of health, the promotion of active action to preserve it. The purpose of the exercise "Health - the highest value" was to expand knowledge about health as a vital value, to discover knowledge of the rules of preservation and strengthening of health, to develop the ability to express emotions by their own motives.

In order to clarify the concept of health, the components of physical, mental and social health, it was suggested to observe the surrounding people to determine the appearance of their health, suggested to answer the question: "Why is health important?", "What should I do to be healthy?", "How does a healthy person look?", recall familiar proverbs and sayings about health and explain their significance. As a result of this conversation, they realized that health is one of the important values of human life, without which it is impossible to attain other good and to realize their own plans. Attention was focused on the fact that worrying about your own health should be preparation to an active, creative, adult life. At the same time, work on strengthening and maintaining health should be consistent, have a certain system. The instructor supplemented, clarified the answers, talked about the state of health, their influence on the mood manifestation of different feelings in order to update knowledge about health, a healthy lifestyle.

The next block of classes was aimed at familiarizing with the main components of health: personal hygiene, proper nutrition, sleep, motor activity, etc. The content of the classes included tasks that ensure active perception of the cognitive component. The children analyzed poetic texts and formulated their basic ideas. For example, in classes on their own hygiene for children of the senior preschool age they were offered to analyze the poems of G. Boyko "Healthy Bee", I. Kul's "Health is the basis of everything in the world", children of junior school - poem by Yu. Tuvima "Letter to all children on one important matter". During the work on these texts, children independently determined and formulated the basic rules of personal hygiene: it is necessary to brush the teeth in the morning and in the evening, wash your hands, face, neck, as well as after walks, games with pets, cleaning the room.

Creative tasks play an important role in shaping the fundamentals of valuable attitude towards health, knowledge about the strengthening and preservation of health. Children were invited to draw vegetables, fruits, various products that are healthy and explain their choices; to draw a picture of "How do I imagine health" with the following commentary. In the process of carrying out this task, an exhibition of children's creative works was organized, in the process of which deepened and systematized the representation of children about the ways of life, useful food, etc. Children actively offered various solutions to problem situations during the discussion of read texts, using their own life

experience, the actions of fairy tale heroes who they were familiar with. Considerable attention, in the process of work, was given to the development of children's ability to put himself or herself in the position of another person.

Thoughtful conversations, observation, narration, application of the acquired knowledge provide emotional perception of new information about diseases of the body, methods of prevention, first aid for damage, vitamins and food products that increase efficiency methods of quenching and strengthening the body, the effect of mental state on a health condition of a person, means of formation of social health. Largely, to realize the importance of health works of folk art such as proverbs, sayings help a lot.

Among the effective forms of organizing the educational process, one can select an elective "From fairy tales to deeds". The purpose of the course is purposeful familiarization of children with the basic norms, rules of a healthy lifestyle. We tried to help children to understand the actions of fairy-tale heroes, to analyze their behavior and to help to understand the importance of good deeds for human health, to form the need to independently select the examples, to argue the way of strengthening and improving the organism.

The faculty consisted of several sections: "In the world of fairy tales", "School of health", "Values of a healthy lifestyle" (play of health situations of preservative content: reproduction of the dialogue of actors in dramatized games, dramatized games, plays, movable, folk games, in imaginary story situations, creative use of language means; use of desktop, finger theater). Given the higher level of development of junior schoolchildren, the second year of the experiment complicated the topic and added new: "We are familiar with the ethics of preservation and strengthening of health", "Feeling and reason in our behavior". Classes with specific subjects are developed for each section of the elective. The fairy-tale has a health-saving effect, most in line with the internal needs of the child, its essence, so it was chosen as the main genre of the used works.

In accordance with the above work, the discussion is aimed on solving the following tasks:

1) to contribute to the formation of the child's attitudes to the problems being discussed;

2) to pay attention to the usefulness of some actions, personal qualities of heroes and harm, the ugliness of others;

3) in order to form knowledge, skills to adequately assess actions, to assist in conducting an analogy between characters and their own.

Discussing the readings, the children differently solved the problem situations, applying their own life experience, the actions of fairy-tale heroes of well-known fairy tales. In working with children, we used the simulation game method [2, p. 17]. Considerable attention was paid to the development of the ability of being able to put himself or herself in the position of another person, to assess the situation with the eyes of the hero.

Playing in different situations required the children to find the right way out, applying in pairs to each other with good words. Children with an interest fulfilled tasks, explaining their choices, variants of behavior in one or another situation, the possible consequences of their implementation. For example, children of the senior preschool age were asked to play the following situation: "You offended your friend. Try to make peace with him". Younger schoolchildren were offered to visit the place both the abuser and the offender, and then find the most successful options for each side of the exit from this situation.

Our work was aimed at raising the attention of children, sensitive attitude to other people, fairly assessing the positive aspects. For this purpose, elder preschoolers were asked to make a story about the good deeds of their friends. For example, "Nadiika is very good and sensitive. She found a little puppy and took care of him. Sasha and Vova are very courageous, smart. Our team at sports entertains with their help becomes the winner".

Children of junior school age offered other tasks. For example, in the game "I By the Eyes of Friends" it was necessary to draw up a descriptive portrait of a child that is not among them. Mandatory condition - to name only the positive sides. Then the teacher voice the description already

in the presence of the child. Thus, during a relaxed playing environment, children showed a conscious attitude towards others, marked the positive sides and expressed their feelings and feelings.

Pupils begin to realize that they need to appreciate the health of others. The systematic work of teachers in this direction allowed the children to learn how to compare the actions of people with the results, to distinguish their motives. In solving different situations, children are formed by the most important values.

To consolidate the emotional sphere: impressions, feelings, and attract children to various activities. Children were offered to practice with facial expressions, pantomime, to play an excerpt from a fairy tale, to reveal a story line, to show the characters of fairy tales; draw a picture for a specific theme of the class. We have encouraged children not only to pass on the individual features and properties of fairy tale heroes, but also to empathize with them. For example, drawing on the topic "Santa Claus got sick, asked for help" contributes to the formation of the basis of value attitude to their own health, caring attitude to other people, animals; the ability to respond to various life events and situations. In order to enhance feelings, during the drawing included music.

Before performing various game tasks, children were involved not only in classes, but also in the walk to understand the motives of others, finding the best ways to solve problems. As a mechanism of influence on the child, we used this method as a suggestion, thus inducing the children to certain conclusions, actions, used the statement of something like: "if you ..., then ...". With the suggestion in the mind of the child, certain optimistic formulas are rooted: "I am healthy", "I am happy".

Of course, the system of knowledge about health, healthy lifestyle, rules for strengthening and preserving health cannot be the only indicator of the formation of the basis of value attitude to health. The second stage involved the development of children's emotional and value sphere. The development of positive emotional attitudes towards others, surrounding is crucial in the formation of personality.

I. Bekh, O. Bilobrova, L. Lokhvitska and others defined the main conditions for the cultivation of the cognitive process: the formation of a positive attitude to the subject and methods of activity that provide an experience of success; creation of situations of emergence of the need for knowledge; organization of activity that contributes to the deepening of cognitive interest [3, p. 14-21; 4, p. 41-50; 5, p. 23].

The development of children's emotional response to health-improving actions contributed to the conduct of psychological and pedagogical training for the formation of a culture of relationships. Special attention was given to children who need correctional influence on the emotional sphere. In defining the work with children, they emphasized the following tasks:

1) creation in the children's community an atmosphere of benevolence, mutual assistance;

2) formation of the value of health as a leading one;

3) development of basic knowledge to adequately express their emotions, feelings about their own health and health of others;

4) awareness of the relationship of self-esteem with real achievements and estimates of authoritative adults;

5) assistance in the establishment of causal, semantic links between the events of life, their experiences, to respond adequately to different life situations, restraining negative emotions.

The work was aimed at familiarizing children with different emotions, peculiarities of their discovery, awareness for a good state of health, motivation for a healthy lifestyle.

First-graders were offered a game-quest "The Steps of Health". This is an interesting and, at the same time, an effective way for students to learn the necessary knowledge, skills and skills that motivate children to have a healthy lifestyle. The game provided the creation of favorable psychological conditions for effective interaction in the group, self-knowledge of the participants in the game. Interactive exercises, stimulated the interest of students, ensured the active involvement of all participants, contributed to the unity of the team of students. The results demonstrated that children in the game-quest mastered the ability to experience the emotional state of characters, learned knowledge

about tempering and strengthening their own body, other people, able to withstand the difficulties and negative factors of the environment, expressed their desire to be healthy.

The theatrical circle "Carnival of fairy tales", where children staged fairy tales, was defined as an effective form of forming the foundations of valuable attitude towards the own health in children. The need to transfer the characters of the characters, the characteristics of their relationships, caused the children the greatest difficulties. Children so admired their own actions that they tried to accurately convey the essential features of fairy-tale heroes, their characteristic features of behavior.

During the organization of joint entertainments, the children tried to play the plot so that the spectators gained joy and pleasure. Because of this, children were interested not only in the fulfillment of their role, but also in their partners. During the rehearsal they gave each other instructions, advice, learned to support each other, when someone was mistaken, tried to help remedy deficiencies. Thus, fairy tales helped to understand the feelings of peers, to consider them in their behavior, they contributed to the development of empathy, and also contributed to the improvement of the child's body in a relaxed atmosphere.

Kinesiotherapy (motor activity) as a form of dance therapy also has a positive effect on the child. M. Berstein, R. Enok noted that kinesitherapy affects the general tone, motility, mood, promotes the training of the mobility of processes of the nervous system, activates the activity of the cerebral cortex [6; 7].

The organization and carrying out of musical-rhythmic movements (games, dancing) contributed to the development of emotional response to health-improving actions. Scientists claim that physical health and mental health are interconnected. It is the living movement that materializes the movement of thought, feelings, and representations. Children through the movements demonstrated a different mood: joyful, outgoing, happy and vice versa, angry, annoyed, gloomy, thus allowing them to independently analyze the manifestation of not only their own emotions, but their peers. Teachers did not direct influence on what they saw, commented upon (if necessary) correction, helped to strengthen their feelings.

Music therapy is a method of regulating the mental state with the help of music [2, p. 23]. Properly selected music positively affects the emotional development of children, increases the overall tone of the body. Our proposed sessions of practical music therapy contributed positively to the emotional development of children.

After the sessions, the children expressed their feelings with pleasure, noticed that music gives strength, enthusiasm, creates a good mood. Musical-rhythmic movements restore vital forces, energy, awaken creativity, the ability to improvise, cultivate the natural movement that stimulates the development of expressiveness, rhythm, coordination, smoothness of the motor function of the body, and thus strengthens the child physically.

In order to develop an emotional component with children, psychological gymnastics was conducted. Meditation games were accompanied by musical accompaniment, called "Sunny", "Flowers", "Life of the Sea". For example, children stand in circles, stretching to the sun, turning to it verbally poetic text. The sun gives each child a sunny bunny, and then they independently perform motor actions with him, inventing a certain plot. The other tasks are the expression of feelings of the amount and compassion caused by bad health. Senior preschoolers were offered to imagine and demonstrate the state of the child, who cannot go on a walk with friends for a cold. Younger schoolchildren need to recreate not only the child's experiences, but also the anxiety of their parents caused by their child's illness. The result was the conclusion about the need for daily care of their own health and health of others.

At the end – they turned to the children with a question: "What is most memorized, will the knowledge be useful, when they can be used?" The third stage of the experiment envisaged the transformation of knowledge, representations of children into real behavior. N. Bibik emphasizes the necessity of transition in the training "from the process to the result in the activity measure, to have the appropriate potential for practical solution of life problems ..." [8, p. 45]. In the preschool age, the leading activity is the game, in the junior school – there is a new kind of activity - training. However,

first-graders are not yet able to properly build relationships with peers, a teacher, to realize themselves as a student. It is worthwhile to hurry to replace the kind of activity important for preschool children at a certain age, and to take care of the amplification of the child's development, and therefore do not try to immediately teach the child for some reason deliberately.

Among the forms of organization of the educational process a circle "Step to health" was created. It provided for the purposeful familiarization of children with traditional and non-traditional methods of healing. During the circle work, we not only tried to get acquainted with different ways of improving the children, but also to help children to understand the value of health for human life, to form the need to independently carry out exercises and apply in everyday life to strengthen and improve their own organism. The main direction of clutch work is health-saving activity.

During the circle work, various mobile tasks, exercises and games of traditional and non-traditional forms of conducting, which aimed at the education of physical qualities, the development of motor skills, and emotional expression, were widely used. Such physical exercises have contributed to the formation of a value attitude to their own health. In particular, the children performed movements on fit balls, the task of game stretching, which involves the use of complexes of interrelated game situational exercises, aimed at developing the flexibility of the body, increase the mobility of joints and stretching the muscles, strengthening the spine, preventing flat foot. Positive emotions, cheerfulness are important factors in recovery. The established forms of conducting morning gymnastics are organically combined with the fitting for children of the practice of hatha yoga. Self-massage of biologically active zones of an organism, various kinds of massage; subject exercises, gymnastics after sleep with elements of correction; psychological exercises; vitamin therapy; aromatherapy; the use of dynamic and static exercises, etc. - Contributed to the strengthening, hardening of the body.

It should be noted that in the classroom lessons, in addition to new information on mobile tasks and physical exercises, there were repetitions. Thanks to the organized work, the children fixed the material, remembering it better. Accordingly, in the future children could implement them at home. Participation of children in events involves their activity, which allows you to overcome weakness, indifference, quarrel, improvement of the surrounding world.

An important means of involving children in the formation of the fundamentals of valuable attitude towards their own health was the well-thought-out cooperation of an adult with children. At the same time, we tried to encourage the child to realize himself as a subject of activity, the creator of his own ideas. To this end, children developed the ability to adequately assess their own behavior, rejoice in their own successes, implement plans in concrete actions; adjusted in the ability to verbalize feelings, impressions from their actions about a healthy way of life.

The systematic holding of preschool education and elementary school of physical culture and recreation activities: entertainment, holidays, and health days contributed to the formation of stable positive attitudes towards the environment among children, feelings of responsibility, responsibility, strengthening of the skills of observing a healthy lifestyle, the ability to empathy.

The content of the work with the pedagogical staff was aimed at raising the level of knowledge and ideas about health, awareness of the specifics of education of the health culture of children aged 6-7 years of life, the essence of continuity in the upbringing of a healthy child, deepening knowledge about the psychological, physical development of 6-7 year old children, determining the main directions of work. The experience of primary school teachers was enriched with the necessary substantiation of the means, forms, and methods of organizing the educational process aimed at preserving, strengthening and shaping the health of children, which determined their responsibility for the formation of a physically and spiritually healthy personality.

An agreement on cooperation between school and the institution of pre-school education was concluded. It included the annual plans of the chapter "Formation of the basis of value attitude to own health: continuity and perspective in the work of the institution of preschool education and school"; a list of joint activities is defined: 1) holding of joint workshops; 2) mutual learning (lessons) with the aim of sharing the accumulated pedagogical experience.

The author created a collection of scientific and methodological recommendations "Step to health" for active use by teachers in the practice of work [9]. The recommended exercises in a rational combination with other organizational forms of health-saving activity helped create the optimal motor regime, contributed to improving the functional capabilities of the body, able to improve the working capacity of children, and contribute to the preservation of their health.

No less important direction in the system of work on the formation of the basis of valuable attitude to the health of children is cooperation with the family. Depending on the interests and wishes of the parents, the work of the teachers with the family was conducted individually, with the staff of the parents, informationally. The parents held group consultations, "round tables", trainings, general meetings, as well as lectures, conferences, consultations with the involvement of specialists; thematic exhibitions.

Information forms of work included the use of thematic folders-transcripts with a selection of practical recommendations, the placement of materials in monthly health bulletins, albums, parent corners, "corners of health", oral journals, information stands, sites; preparation of media presentations for the reporting period "The best experience of hardening in the family", "Most active", etc. Such activities have attracted the attention of parents to the behavior of their children in the complex. They have an interest in the achievements of the child in relation to her attitude to health, her possession of skills, behavior skills during the conduct of regime processes, in everyday life, in building relationships with peers, to notice problems and achievements, to find out the failures.

As the information on the formation of the basis of valuable attitude towards the own health of children 6-7 years of life, the interest of parents increased. It was expressed in increasing their activity in the work of the educational institution.

3. CONCLUSIONS

Thus, the results of the forming experiment allowed to make the following conclusions: effective formation of the basis of value attitude to their own health is possible under the condition of a comprehensive impact on the cognitive, emotional and value, behavioral and activity spheres of the growing person.

The effectiveness of the formation of the basis of value attitude to their own health depends on the realization of the unity of requirements in educational institutions and the family. Cooperation was focused on the formation of knowledge about them about the forms and methods of raising children in the family from the standpoint of personality-oriented approach. For this purpose, the following methods of studying the family were used: conversation, communication, their assessment, visits to families of pupils, questioning of parents, interaction with peers, etc. Depending on the interests and wishes of parents, the work of teachers with the family was conducted individually, collectively, informatively, with observance of certain principles.

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Address: Larysa Pyechka, M. P. Dragomanov Kyiv University, 9, Pirogova Str., Kyiv, 01601, Ukraine.
E-mail: lara_ppp@ukr.net

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Пєчка Лариса. Організація освітньої роботи щодо формування основ ціннісного ставлення до власного здоров'я дітей 6-7 року життя у взаємодії закладу дошкільної освіти і початкової школи. *Журнал Прикарпатського університету імені Василя Стефаника*, **6** (1) (2019), 133–141.

У статті висвітлено результати апробації методики формування основ ціннісного ставлення до власного здоров'я дітей 6-7 року життя у взаємодії закладу дошкільної освіти і початкової школи. Представлено етапи організації експериментальної роботи. Визначено основні форми і методи формування основ ціннісного ставлення до власного здоров'я дітей 6-7 року життя. Визначено здобутки дошкільного дитинства задля їх збагачення в молодшому шкільному віці й забезпеченні послідовного зростання дитячої особистості. Доведено необхідність врахування принципу наступності у роботі закладу дошкільної освіти та початкової школи щодо формування у дітей навичок здорового способу життя. Проаналізовано роботу з педагогами та батьками в контексті практичного вирішення досліджуваної проблеми.

Ключові слова: діти старшого дошкільного віку, першокласники, взаємодія, заклад дошкільної освіти, початкова школа, ціннісне ставлення, власне здоров'я.

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PEDAGOGICAL PSYCHOLOGY IN THE RESEARCH ACTIVITIES OF STEFAN BALEY

Mykhailo Podoliak

Abstract. The article is dedicated to the revealing of the problem of pedagogical psychology in research activities and works of Ukrainian and Polish researcher, pedagogue, psychologist, philosopher Stefan Baley (1885-1952). The relevance of the theme is conditioned by the active reforming processes of Ukrainian educational system, in which ideas of the scholar can be widely used as well as his thoughts, ideas and research of child psyche. The article gives biographical data of the scholar and emphasizes his field of work as well as main works. The principles, subject and aims of pedagogical psychology according to Stefan Baley are presented in the article. The article analyses the notion of education and educational relations according to the researcher as well as the process of education and its types, namely: analytic and empiric education, systematic and global education. The problem of a child education in a group is presented in the article i.e. school class. The author emphasized the actuality and expediency of practical usage of ideas and research activities of Stefan Baley at the current stage of Ukrainian school system reforming, according to the results of comparison between the problematics of Stefan Baleys' research activities in the sphere of pedagogical psychology and K. Seifert and R. Sutton.

Keywords: pedagogical psychology, Stefan Baley, education, learning, child, school.

1. INTRODUCTION

It has been stated that the modern Ukrainian educational system currently is being under the active stage of reforming that presupposes its humanization and orientation for child centric education [6]. These processes presuppose taking into account physical, psychical features of children, their interests, individual possibilities and needs. The similar orientation is seen in some legal acts in the educational sphere of Ukraine, such as: Law of Ukraine "About education", "About childhood protection", National strategy of Ukrainian educational system development for the period till 2021, "About the social work with children and youth" etc. These legislative acts focus on the full and comprehensive development of a child; the necessity and importance of childhood in the process of a personality formation; main tasks in the content, forms and methods of educational process organization that are based on the principles of child centrism. One should use not only pedagogy, but also psychology as well to perform these functions with the maximum effect. These two fields of science show full image of the development processes of a child, describe this processes and influence on the education of useful for society personality. Pedagogy and psychology, in the context of a child development, are

interconnected and complementary subjects, with the help of which pedagogue or educators effectively perform and control educational processes of a child.

It has been noted that the importance of pedagogical psychology in educational process of a child was underlined by the famous global scholars, such as: E. Thorndike, J. Herbart, H. Rice, G. Hall, V. James, D. Dewey, L. Vygotsky and others [5]. The modern development of pedagogical psychology can be divided into certain trends, among which can be singled out the following: the research of teaching; educational psychology; psychology of school subjects; methodology; evaluation etc. Stefan Baley (1885-1952) belongs to the list of prominent scholars of pedagogical psychology as well. He was one of the first to begin researching this field of science on the territory of the Eastern Europe. The works of Stefan Baley are useful for modern Ukrainian scholars and can be actively used in conditions of current active reforming processes and improving of Ukrainian educational system, especially school.

The aim of the article is to present and interpret pedagogical psychological ideas of Stefan Baley and determine of notional and categorical apparatus of pedagogical psychology according to the scholar; describe ways of practical usage of his ideas in the current process of Ukrainian educational system reforming.

2. ANALYSIS AND DISCUSSION

The prominent Ukrainian and Polish scholar was born on February 4th, 1885 in the village of Velyki Birky, Ternopil region. He studied psychology and philosophy at the Philosophical Faculty of Lviv University, where he was able to listen to the lectures of Polish philosopher Kazimierz Twardowski (1866-1938). Having graduated from the University, Stefan Baley began to work as a teacher of psychology and logics in Ukrainian gymnasiums of Lviv, Ternopil and Peremysl. He obtained the degree of Doctor of Philosophy, under scholarly supervision of K. Twardowski in 1911 in Lviv University. He received a government grant for further education of scientist and headed for Germany, France and Austria to study and conduct research on the basis of this degree. He attended lectures of the professor Karl Stumpf in Berlin and he worked in psychological and physiological institute of Berlin University. Stefan Baley studied in Paris, Sorbonne and in Vienna as well.

Upon returning to Ukraine, Stefan Baley wrote several works of psychology and philosophy and after the study (1917-1922) he obtained the Doctor's degree. Stefan Baley actively worked in Polish scientific circles and publication houses. He took an active part in the activity of Polish Philosophical Society in Lviv. He worked in the Secret Ukrainian University in 1922-1924 and due to that fact, he received a refusal of employment at Lviv University. However, Stefan Baley got a job at Warsaw University in 1928 with the help of K. Twardowski and became a head of the department of pedagogical psychology in Warsaw University. He was the member and organizer of philosophical, psychological and pedagogical state and public institutions and organizations, such as: director of the Institute of Psychology of Education at the University of Warsaw; Head of the State Teachers' Institute; the Pedagogical Institute of the Union of Polish Teachers; the psychological office and many other professional institutions. The scholar was elected a member of the Warsaw Philosophical Society; the Warsaw Scientific Society; the chairman of the Commission of the Pedagogical Scientific Society; awarded the Order of the Renaissance of Poland. He was a member of the Polish Academy of Sciences.

The scholarly heritage of Stefan Baley consists of numerous works, written in Polish, Ukrainian and German from medicine; psychology; philosophy; logics; pedagogics; the works on the psychology of creation of Taras Shevchenko personality; the first printed books on psychology and logics; theoretical articles on philosophy and ethics; scientific research of global philosophy etc. Marat Vernykov noted that the scholarly works of the professor cannot be counted by the number of his works, but their fundamentality and information saturation. He said that the works of Stefan Baley consist of great number of pages and combine theoretical and experimental experience [3]. The most significant works of the scholar include: Psychology of the age of ripening (1931); Essays on psychology in connection with the development of the child's psyche (1935); Essay on the psychology of education (1938);

Characterology and typology of children and young people (1946); Essay of Psychology (1922); Essay of Logic (1923) and many others.

Polish scholarly literature writes about Stefan Baley as a co-creator of Polish pedagogical psychology or psychology of education. However, while staying and working in Poland, the professor did not cease to maintain ties with Ukrainian scholars.

The scholarly activity of Stefan Baley is characterized by the psychological and pedagogical studies. The clear division between pedagogical and psychological views of the scholar cannot be found. The scholar used knowledge on pedagogics, psychology, sociology and medicine while researching a child and its development. The key object of Stefan Baley's scholarly activity of is child and childhood. He researched them in a complex, emphasizing the interdependence of psychological and physical development of a child.

Stefan Baley singled out its aim i.e. psychological analysis of educational processes while researching pedagogical psychology. Moreover, he stated that pedagogical psychology conducts research of the psychological structure of education. It has been noted that the subject of this science is not only a child, but also the process of its education [1, p. 11]. The principles of Stefan Baleys' pedagogical psychology takes into account the individuality of a child, its interests, needs in the process of its education. Pedagogical psychology according to the researcher is not only theoretical science, but also practical, since theoretical results can be used in the practice and practical activity should be based on a certain theoretical basis [1, p. 16].

Stefan Baley did not provide clear differences between pedagogical psychology and pedagogy while analyzing the relation between them. He noted that they are closely interconnected and study a child as a complex: "Pedagogue, which study the theory of education should often use certain psychological notions and address to the psychological rules and notions and thus, he switched in his researches from the pedagogical sphere into pedagogical psychological." [1, p. 16]. The same way a psychologist can switch from the psychological sphere to pedagogical psychological while researching educational influences.

Stefan Baley claimsd that the process of education takes place in the close connection with psychology: "Thus, there is no doubts that in educational phenomenon takes place certain phenomena and psychological dispositions. And so, talking about the sources of education we understand here intellect, imagination, memory, interest etc. i.e. certain psychological dispositions." [1, p. 7–8]. Moreover, the scholar noted that during the process of physical education of a child psychological education played a great role: "Taking into account the fact that the managers of bodies exercises have hope with their help to elaborate in their fosterlings certain psychological properties, such as courage and discipline." [1, p. 8]. The notion of education Stefan Baley understood as the form of education resulting in knowledge and skills.

Stefan Baley emphasized the educational relations while describing the process of child's education. The example of such relations are the relations between a head person with a subordinate person or school teacher with a student. Educational relations are very often connected with other social relations and that is mentioned in the works of the scholar as well. For example, one can spot such social relations as: friendliness or hostility, leadership and submission, love or struggle, etc. in the relations between a teacher and pupil. Stefan Baley states on the independence of educational relations from other social relations and the subject of these relations, i.e. educator and fosterling: "The educator combines with the fosterling some relations which means that educator conducts certain educational actions that should be independent from other types of social relations." [1, p. 340].

The other type of relation, Stefan Baley emphasizes on, is outside educational relationship. Such kind of relations should be united, so that they can help each other the scholar claims [1, p. 343]. Educational relations can be both, separated from the social ones and should rely and use them. Managing and restriction of some social relations could have negative effect in the process of child education, since some psychological dispositions would be better developed and other could be weaker. Stefan Baley treated educational relations as the combination of certain social relations, which

have constant influence on the process of personality formation. Thus, his ideas can witness that the scholar gives one of the leading role to the society and environment in the process of a child education.

Stefan Baley treated education in a group not only as the improvement of certain qualities of a human, but as the adjustment of the human's psyche to the collective or social life. The preparation to this working environment should take place in young age, when small children gather together in certain groups since a human should work in his future inside some social group. Education in a group adapt psyche of a child to the further social life. The important component of a group is introducing some work or activity that should be done to all children at the same time. The thoughts, interests and feeling of other members of this group should be respected and taken into account by other members and teachers as well during such work or activities. The organization of group's own work and its usefulness for such group is also of great importance. Education in a group should develop leader qualities of a child's psyche from one side, and obeying rules and executing orders – from the other. This information can be used by the teachers and educators, while managing the working process in their class or group. As it is seen from the ideas of the scholar, teachers should pay attention not only to the material they should present to children, but they should actively participate in the process of a child's personality development as well. Teachers should educate and promote such behavior and qualities in a child that will be useful in modern society states Stefan Baley.

It should be mentioned on the Stefan Baleys' research of the problem of child education in school in the context of the child's education analysis in a group. His research presents the most important structural elements of the school education, i.e.: composing of the school program, the role of school psychologist and conducting of him the psychological guardianship of pupils, teacher and their functions, education in a school class, evaluation of pupils, notion of education and its types etc. It is important that the scholar provides not only the results of his own research activities, but also the methodical recommendations which still remain actual, and in particular in the current time of the Ukrainian educational system reformation. The scholar, for example, stressed upon the importance of the school psychologist in a school. His aim is to conduct psychological analysis of the school program, affiliation of the materials and methods to the psychological state of a pupil and his interests and needs. If in an Ukrainian school had been conducted in an appropriate way the psychological affiliation of a pupil, proposed by Stefan Baley, the unpleasant results or the activity of so-called "Death Groups" (blue whale, silent house etc.) could have been omitted.

The evidence of the actuality of Stefan Baleys' works is observed while comparing the content of his main works on pedagogical psychology with the book of the famous scholars Kelvin Seifert and Rosemary Sutton "Educational Psychology", which was published in 2009 [5]. One can notice the similarity of the topics of research and methodic recommendations to teachers while comparing these woks. The authors of the book emphasize on the importance of taking into account the psyche of pupils, their interests and needs, and it is similar to the child centric model of children education, formed by Stefan Baley, despite the fact that his ideas were mentioned more than 70 years ago.

The psychological pedagogical ideas of child education in family can be widely used by parents nowadays. His famous table of the psychological development of a child, divided according to the age principle can be of great use for teachers, parents, scientists, educators and many other professionals. A parent or some other interested person can easily adapt his educational process to the child psyche, so that to have the maximum effect while reading and analyzing Stefan Baleys' works. Stefan Baley described a child psyche and its development in detail, mentioning at the same time its physical development. He treated education as certain actions that produce and form certain child psyche peculiarities.

Stefan Baley included the ability of a human to education, heredity, intellectual dispositions, emotional and will dispositions, instincts, interests, instinct of self-education and imitation to the sources of education.

The ability for education manifests in each person individually. In this context, such psychological dispositions take part: intellect, attention, memory, fantasy, ability to work etc. They include all psychological dispositions, which general psychology divides a human psyche: "It is all kind of

psychological dispositions, which general psychology divides a human psyche. They are relevant correspondences in the mind and together with feelings, needs, aspirations and instructions they are marked as source, from which education is beginning and as a material, which it forms as well." [1, p. 72]. The research of other scholars show that the ability of a human to be educated is decreasing, in average, beginning from 20 years of age.

The heredity, as a source of the educational process, the scholar explained using psychology, namely he researched the possibility of some psychological features of character inheritance from parents to children. He stated that some psychological features in children are not well developed at the moment of their birth, but they can be in a form of makings, from which all skills, psychological features will be developing in the process of child's education [1, p. 76].

While researching intellectual and emotional will dispositions as sources of education, Stefan Baley explained and described the role of each of them in the educational process. He emphasized the importance of intellect development in a child and gave useful ideas for teachers and parents in his works on educational psychology.

Instincts can have different influence on the educational process according to the scholar. One of them has stronger influence while the other is weaker. Instincts differ according to the sphere of influence in the educational process, i.e. ones are more important for coeducation of boys and girls and others for self-education. The instinct of interest as a component of human instincts, plays crucial role in education, since it determine tempo and the direction of the educational process; for example, a small child is interested in the language of adults, but he cannot talk, and the more he is interested in the process of speaking, the faster he will learn it. The interest of children is observed in games and here one can track the development or presence of certain instinct.

The main component of interest is interest in learning something new. If one can stimulate this interest, the interest for education could occur and thus, for self-development as well. Thereby, the instinct of interest is in close relation with the instinct of education and learning. The scholar mentioned that these games are in close relations and supplement each other: "Truly it is known, that a child game and education remain in close relations between each other. A game gives a child ability to study, but the wrong would be the statement that education of a small child in any case is collateral product of a game." [1, p. 134].

Stefan Baley researched and published the notion of education of children and its types in the work: "Educational psychology in writing". He worked out and published the explanation of this term, given by many scholars. The very notion of education, Stefan Baley said, has broader meaning than the notions training and exercises execution. Training and education he explains the following way: "About the training it is first of all where the execution of exercises for increasing of the efficiency of some function, thus the developing and improving of something that the person has already reached; the notion of education also includes attempts that allow to reach some results in general." [1, p. 173].

While researching the process of education, the scholar propose to pay attention on its product and qualitative component of this product and for the duration of the very process of education. While researching qualitative and quantitative indicators of education and the necessary time for its achievement, Stefan Baley composed diagrams of the processes of education and training. These diagrams consisted of different kinds of processes of education and time that was necessary for such kind of processes.

Stefan Baley divided the forms of education into: scientific education, education with the help of mistakes, movement education, education through understanding, education through imitation, collateral education. Stefan Baley in detail described each form of education and provided samples of such educations. Moreover, he described in detail the way he did such experiments, so that a scholar could do it by himself. As the best example can be taken the education through mistakes. Stefan Baley showed labyrinths, which children were solving and this that the way he explained how the education through mistakes helped educate children.

Stefan Baley emphasized the importance of the educational process through imitation, which, according to the scholar, had sometimes character of collateral or unintended learning. In this form of

education he presented education through mistakes, since a certain person wants to reach the same success as the collateral person and he makes mistakes and attempts to reach such kind of success. The education through imitation, according to the scholar is harder than reaching such kind of result by a child himself.

This information can be used in the modern process of Ukrainian education reforming. Scholars, teachers and educators can learn the forms of education made by Stefan Baley and use some into practice. They can adjust their educational process to elaborate useful features of character in a child. However, still teachers use some abovementioned forms i.e. when they are conducting lessons and ask pupils to repeat after them, and this is education through imitation.

Besides the forms of education and training, Stefan Baley researched types of education and divided them as follows:

1. Empirical – the education through different experiments and experiences. This type of education can be of great use in teaching such subject as: biology, chemistry, physics etc. Modern teachers of these subjects should use more visual and practical experience in the teaching process than theoretical;

2. Systematic – education with the help of understanding. This type of education can be used by teachers of humanities and sciences, because every presented material needs to be not crammed by pupils, but understood, so that to make it useful;

3. Analytical education takes part when a person tries to learn by thinking and analyzing presented information;

Global education takes part when pupil learn information in general, without taking into account details of the material or subject.

3. CONCLUSIONS

Stefan Baley treated the notion of education using psychology. Learning is a complex element of the process of education, the results of which are gained through knowledge and skills according to the researcher. The scholar explained the relations between psychology and pedagogy and stressed on the relevance of pedagogical psychology study. The aim of this science is to conduct psychological analysis of the educational process and the psychological analysis of a child. The researcher in detail described the examples of educational relations, which he explained as a part of social relations. The important part in the process of education is sources of education. Stefan Baley divided them into: intellectual dispositions, emotional will dispositions, ability of a human to education, heredity, instincts, interest, instinct of self-study and imitation. The scientist divided education into empirical, systematic, analytical and global. The perspective of further research is in describing and analysis of psychological ideas of Stefan Baley and singling out his psychological concept.

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Address: Mykhailo Podoliak, Stepan Gzhytskyi National University of Veterinary Medicine and Biotechnologies Lviv, 50, Pekarska Str., Lviv, 79010, Ukraine.

E-mail: misha.podol@bigmir.net

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Стаття присвячена представленню педагогічної психології в науковій діяльності та роботах українського та польського дослідника, педагога, психолога, філософа Степана Балея (1885-1952). Актуальність теми обумовлена активними процесами реформування української освітньої системи, в яких широко можна використовувати ідеї вченого, пропозиції та дослідження дитячої психіки. У статті наведені біографічні дані вченого і підкреслюється його сфера діяльності, а також основні наукові праці. Автором представлено принципи, предмет і цілі педагогічної психології Степана Балея. Проаналізовано поняття виховання та виховних відносин, наведено поділ виховних відносин на такі типи: аналітичне та емпіричне виховання, систематичне та глобальне виховання. Висвітлено проблему виховання дитини в групі, а саме у шкільному класі. Наголошено на актуальності та доцільності практичного використання ідей та дослідницької діяльності Степана Балея у контексті сучасного реформування української шкільної системи. У статті здійснено порівняння проблематики дослідницької діяльності Степана Балея у сфері педагогічної психології і К. Сейферт і Р. Саттон.

Ключові слова: педагогічна психологія, Степан Балей, виховання, навчання, дитина, школа.

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PHILANTHROPY IN ANCIENT TIMES: SOCIAL AND EDUCATIONAL ASPECTS

Leszek Aftyka

Abstract. The article presents the data of ancient times philanthropy that stemmed from community life and was a consequence of the social nature of man; in Rome, for the first time, social and educational activity was formalized, which resulted from moral and legal norms; in the Judaic religion, help to the needy was treated as one of the most important religious practices. The article discusses the most important forms of social aid in the Western antiquity. Charity, volunteering presented as important components of the social and educational activities of modern institutions. The author emphasizes the need for the formation and development of humanistic consciousness, spiritual and moral consciousness of citizens. Therefore, cooperation between educational institutions, families, non-governmental organizations, volunteer movements, charitable foundations for the expansion of active charitable activities, and the creation of a humanistic society is required.

Keywords: philanthropy, social and educational activity, antiquity, Rome, Greece, Judaism, charity, volunteering.

1. INTRODUCTION

Charitable activities in Europe have been taking place since antiquity. For the rich and the poor have always been living side by side. For various reasons, the first ones helped the latter. However, these activities were not properly formalized [11].

The first and the oldest form of help for people in need of support was care provided in large, multi-generational families. There was an unwritten law at the time to look after their relatives, especially when they were orphans, handicaps, at old age etc. [6]. Mutual neighbourhood help also existed to a certain extent. Rex Austin Skidmore says that "even in the time of cavemen, neighbourly help in personal and family problems took place on a daily basis. Almost certainly to the places where the wisest of them lived, led the paths trodden by people who wanted someone to hear them and help them" [10].

The problem of charity is extremely relevant in philosophical and socio-pedagogical science. Such well-known philosophers as Seneca, Hegel, P. Lafarg, J. Mill, A. Carnegie, G. Ford, V. Franklin and others, studied some aspects of charity work. The aforementioned scholars considered charity mostly in the context of its implementation, social influences. In the twentieth century, the so-called private

philanthropy, with representatives of R. Bach, T. Broadhead, K. McCarthy, B. Sivers, J. Soros and others, became widely distributed in the USA.

V. Andrushchenko, I. Bekh, H. Vasianovych, A. Gerasimchuk, V. Kremen, P. Saukh, and others studied the humanistic, spiritual and moral aspect of social and educational activity [13]. In the socio-pedagogical aspect these problems are reflected in the writings of modern researchers – G. Biesta, A. Bezpalko, A. Brozmanová Gregorová, O. Budnyk, T. Blyznyuk, X. Vainola, P. Mazur, N. Seiko, M. Stachoň, etc. [1; 2; 3; 4]. An example of high spirituality and philanthropy was the Polish-Jewish educator, children's author, and pedagogue Janusz Korczak. After spending many years working as director of an orphanage in Warsaw, he refused sanctuary repeatedly and stayed with his orphans when the entire population of the institution was sent from the Ghetto to the Treblinka extermination camp, during the Grossaktion Warsaw of 1942 [5]. The teacher devoted all his life to the children he loved very much. His humanism and kindness turned out to be concrete actions. He decided to be with his children to the end, even knowing that they are going to die.

2. RESULTS AND DISCUSSION

In ancient Greece, the term "philanthropist" meant "loving humanity". Myths and their heroes have formed patterns of knowledge and norms of behaviour for the ancients. Mount Olympus was the patron of all philanthropy. The archetype of the philanthropist was the Prometheus, who for the love of the people stole fire. Hercules has devoted his entire life to protecting people from misfortune. Hermes was depicted as a defender of peace and who saves the Greeks from destruction. Eros and Dionysus gave solace to all human problems in love and fun [12, p. 4].

Greek philanthropy was a consequence of the social nature of man and stemmed from community life. Aristotle explained this point in this way: "Nature gives beings of equal origin, especially people, the instinct of mutual love and that's why we praise philanthropists". The help given to others was above all an expression of love for a human being [8].

The Greeks considered themselves worthy of "doing good". Others, on the other hand, were mostly barbarians, over whom the ancient Greeks were supposed to exercise power. Charity for them had many meanings. Plato pointed to three of its types: the first one shows up at the welcome greetings, the second – when we are in a hurry to help, the third – when it likes to organize games and parties. In this approach, charity, apart from "doing good", also included politeness and being sociable [12, p. 4].

The philosophers had a great influence on the attitudes and behaviours of the ancient Greeks. They can be considered as creators and promoters of charity. The purpose of their activities was the idea of selfless service to humanity through the dissemination of knowledge. As a result, some authors consider them the first professional social activists. These authors prove that the philosophers wanted through their activities to contribute to the improvement of the conditions and standards of human life [6].

In ancient Greece, some solutions were introduced that allow us to speak and think about the existence of the first social welfare sources, for example: state care for the wounded in wars and families of those killed, giving money to the poor in theatres and maintaining state health care [6].

People of various social positions and professions performed charitable works. For example, the judges, thanks to their understanding and pity, have softened the harsh law. Demosthenes stated, "in the war you must be dangerous, and in the court be philanthropic". Politicians, most of them were rich aristocrats, through the phenomenon of "liturgy", that is, benefits for the public; they spent large sums of money on social activities for society. Their money improved the lives of poorer people [12].

The rulers by virtue of office were philanthropists, and they tried to win over people by being good to them. Philosophers, especially stoics and cynics, set Heracles as a role model. He was a hero who sacrificed his life to help people. Isocrates explained to Philip of Macedo: "I am not saying that you will be able to imitate the deeds of Heracles (because even some gods would not be able to do that), but the character, philanthropy and kindness which he showed to the Greeks, you could copy his actions".

Similar words were addressed to his pupil Nikocles – King Salamis in Cyprus: "Who wants to reign should be a philanthropist and love his country and his people" [11].

The Agesilaus spartan king won cities not by violence, but by philanthropy. Xenophon for the "philanthropy of the soul" praised Cyrus the Elder, who won over everyone with love, gifts, and good advice and help. During the feasts, he gave his best friends the best dishes, and the absentees sent what he liked best. Among the rulers, the greatest fame of the philanthropist was Alexander the Great. In the consciousness of later generations, he was a philosopher of the deed, and many tribes he taught the principles of life. He became known as a "reconciliation" of all nations with true love. Thanks to his marriage, in a sense he joined Europe with Asia [8].

In ancient Rome, more formal manifestations of activities related to social activities appeared, which resulted from moral or legal norms. There was a transformation of Greek philanthropy into Latin humanitas. Cicero, who perceived people as one and only kind deserving of any favour, brought this understanding of the concept. In everyday life humanitas was to appear as politeness, modesty, and sensitivity towards others [12].

For the Roman Empire, we can already see the first legal acts regarding social assistance. Emperor Marcus Cocceius Nerva (30-98) introduced alimony, or state benefits for poor parents for children. This provided material support for boys under 18 and girls up to 14 years of age. Originally, the landowners paid them, and in the interests of rich people lay the maximum population growth treated as a cheap labour force. The next goal of the ruler was to increase the strength of the army. Only then, they can also see the need of charitable activities [12, p. 4].

In Rome, the most popular form of help was the frumentation – Cura Annonae, or the distribution of grain. Gaius Gracchus introduced the custom to sell to proletariat grain at prices lower than the cost of production. However, the tribune Publius Clodius Pulcher (in the times of Cicero) obtained the dedication of twentieth part of all state revenues for these surcharges. The Roman citizen received a voucher for which he was given five-grain potions from the state magazines a month. Several hundred thousand people received this form of assistance. To acquire these rights, one had to have citizenship and settlements in Rome. It was not necessary to be a poor or a pauper. Hence, many Roman citizens could buy a certain amount of grain every month [12].

People occasionally also got other gifts, for example wine, olives or salt. Opportunities for this type of gifts were joyful state events or ordinary state games. During the various holidays, the rich gave gifts to the slaves. High officials issued feasts for populis romanis. The Emperor Trajan summed up, saying that the people can be kept in order with the distribution of grain and public spectacles [12].

An important event was the Saturnalia Festival, which lasted for a week during the December period. The patron of the holiday was Saturn, the ruler of the earth, when humanity experienced a golden age. At that time, the carnival mood prevailed, and during the feasts, the happiness of the equality and community of the beginning of humanity was considered. All inequality and riots ceased during the holiday season, the activities of courts and the execution of judgments were suspended. During this time, games and performances were organized, during which money and gifts were scattered between the audience [8].

In Roman tradition, an important institution was clientele – plebeian citizens. Under the protection of rich families and wealthier citizens were poor citizens. One of the basic duties of the plebeian citizens was the daily greeting of the sponsor, accompanying him in the processions and giving support during the elections. In return, the patricians invited them to feasts; they defended them in court or supported them with clothing, food, and money. The protection of the Roman state over the poor was strongly associated with politics, and specifically with the concern of the rulers to keep the people in a relative peace [8].

The concern for lower levels of society took various forms, which can be confirmed by the laws issued. Such rights include decrees restricting food, limiting the issuance of feasts and their pompousness, which were aimed at countering the waste of money at the expense of the poverty of their fellow citizens. It should also mention the legislation of Hadrian who abolished the basic problem in Lazio, namely the general indebtedness of citizens [8].

Many ancient religions emphasized the obligation to give alms. Judaism considered as one of the highest religious practices to help the needy. Alms, as a gesture of man's goodness towards his brother, it is first of all imitating God, who was the first to prove his goodness towards man [7]. From the beginning, the Jewish religion proclaims alms as a duty of love to brothers and the poor. In the Bible, we find codified forms of alms: the obligation to allocate a certain portion of the harvest for workers who collect grains or pick up wine grapes fallen to the ground (Leviticus 19, 9; 23, 22; Song of Songs 24, 20; Ruth 2), a three-year tithe for those who have no land – priests, foreigners, orphans, widows (Song of Songs 14, 28 n; por. Book of Tobit 1,8) [6].

According to the Bible, charity should not be mere philanthropy, but above all a religious gesture. Generosity for the poor was often associated with special liturgical celebrations. Alms was a normal component in the celebration of religious events (Song of Songs 16, 11. 14; Book of Tobit 2, l). The above gesture gives the right to receive God's forgiveness of sins (Book of Daniel 4, 24; Sirach 3, 30). By sharing his goods with others, man collects treasure for himself (Sirach 29, 12). Old Tobias, with all his zeal, teaches his son: "Do not turn your face away from any poor man, and God's face will not turn away from you. If only you have enough, give your alms according to your abundance. You will have little – give less, but do not refuse to give alms even from a small amount of what you have... Give your bread to those who are hungry, and your clothes to those who lack clothing. Of whatever you own in plenty, devote a proportion to almsgiving; and when you give alms, do it ungrudgingly" (Book of Tobit 4, 7-11. 15) [7].

In the Old Testament, charity is more valued than fasting and sacrifice. The prophet Isaiah teaches: "They seek for me day after day, they long to know my ways, like a nation that has acted uprightly and not forsaken the law of its God. They ask me for laws that are upright; they long to be near God: 'Why have we fasted, if you do not see, why mortify ourselves if you never notice?' Look, you seek your own pleasure on your fastdays and you exploit all your workmen; look, the only purpose of your fasting is to quarrel and squabble and strike viciously with your fist. Fasting like yours today will never make your voice heard on high. Is that the sort of fast that pleases me, a day when a person inflicts pain on himself? Hanging your head like a reed, spreading out sackcloth and ashes? Is that what you call fasting, a day acceptable to Yahweh? Is not this the sort of fast that pleases me: to break unjust fetters, to undo the thongs of the yoke, to let the oppressed go free, and to break all yokes? Is it not sharing your food with the hungry, and sheltering the homeless poor; if you see someone lacking clothes, to clothe him, and not to turn away from your own kin? Then your light will blaze out like the dawn and your wound be quickly healed over. Saving justice will go ahead of you and Yahweh's glory come behind you. Then you will cry for help and Yahweh will answer; you will call and he will say, 'I am here.' If you do away with the yoke, the clenched fist and malicious words, if you deprive yourself for the hungry and satisfy the needs of the afflicted, your light will rise in the darkness, and your darkest hour will be like noon" (Isaiah 58, 2-10).

God is the one who first of all wants mercy from man. The prophet Hosea teaches: „Let us know, let us strive to know Yahweh; that he will come is as certain as the dawn. He will come to us like a shower, like the rain of springtime to the earth. What am I to do with you, Ephraim? What am I to do with you, Judah? For your love is like morning mist, like the dew that quickly disappears. This is why I have hacked them to pieces by means of the prophets, why I have killed them with words from my mouth, why my sentence will blaze forth like the dawn- for faithful love is what pleases me, not sacrifice; knowledge of God, not burnt offerings" (Hosea 6, 3-6).

These ideas have been to a large extent affected by educational and social work. For example, "after 1989 in Slovakia there is a significant development in both spheres – in the sphere of social work and in volunteering. Social work starts to develop quantitatively and qualitatively, on all perceived levels, as a practical activity and profession, as a science, and as a field of study. At the same time, there is a development in volunteering and voluntary activities. The development of civil society brought with itself the development of the volunteering phenomenon. In some areas, such as humanitarian or charitable work, the space for full implementation had just opened up, but in the majority of civil and voluntary activities a new tradition emerged" [4, p. 104].

According to the authors, the following processes were particularly important for the formation of the reciprocal relationship between social and voluntary work:

– elimination of national paternalism from social policy and transferral of responsibilities to the citizens;

– transformation of the social security system and the system of social services;

– transformation of public administration;

– de-institutionalisation of social services;

– development of new types of social services and social work in the field [4, p. 104].

Today, philanthropy is also a form of social and educational activity, which manifests itself in love of neighbor, sacrifice, kindness to the whole world, assistance to the needy, which is directly reflected in the concrete actions of a person.

Humanism, charitable relations is often referred to as the focal point of social pedagogy. "…In the social pedagogical approach there are some concepts that keep returning and that therefore work as landmarks or bearings – concepts such as the individual, autonomy, democracy and relationship. This is both in relation to children and to the social pedagogical work with marginalised adults" [9, p. 13].

"The implementation of this activity takes place in the following areas: socio-educational prevention, diagnosis and collaboration with the student's family, social and educational activity with gifted students, social and educational activity with deviant students, work in terms of inclusive education and socio-cultural animation in schools" [1].

While teaching universal values, we should recognise such factors as the priority ones: focusing primarily on the study of our own historical experience for the development of high civic culture; combining the family and regional-national traditions, customs and rituals for filling the living space with the elements of spirituality; providing conditions for enriching the socio-cultural experience towards teaching progressive ideas of European nations and peoples to young students [2, p. 65].

3. CONCLUSIONS

Societal processes related to the modernisation of society change the attitudes of people in relation to volunteering, and they present new challenges for social and educational work. Over the past two decades, the area of social services has changed significantly. Responsibility for the provision of social services is shifting from government to private and non-profit sectors at the local level. Along with this shift, there is an effort to encourage volunteers to participate in fulfilling social needs [4, p. 110].

Charitable activity today should become the basis for the formation of a new axiology of humanity. For this purpose, it is necessary to develop the humanistic consciousness of society and to form spiritual and moral self-consciousness. Due to the abundance in various spheres of life, including education, social work, manifestation of man. Therefore, it is important to eliminate the psychology of consumption, selfishness, and to introduce spirituality, morality, starting with family education, school environment, etc. This requires the cooperation of educational institutions, families, non-governmental organizations, volunteer movements, and charitable foundations to promote active charitable activities, creation of a humanistic society.

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Address: Leszek Aftyka, Catholic University in Ružomberok, 1A, Hrabovská cesta, Ružomberok, 034 01, Slovakia.
E-mail: aftyleks@gmail.com

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У статті обґрунтовано, що в давнину філантропія виходила з громадського життя і була наслідком соціальної природи людини. У стародавньому Римі вперше формалізовано соціальну та освітню діяльність, що випливає з морально-правових норм; в іудейській релігії допомога нужденним трактувалася як одна з найважливіших релігійних практик. У статті розглядаються найважливіші форми соціальної допомоги в західній античності. Благодійність і волонтерство представлено як важливі складові соціальної та освітньої діяльності сучасних інституцій. Автор наголошує на необхідності формування та розвитку гуманістичної свідомості та духовно-моральної самосвідомості громадян. Для цього необхідна співпраця освітніх закладів, сім'ї, громадських організацій, волонтерських рухів, благодійних фондів для поширення активної благодійної діяльності, створення гуманістичного суспільства.

Ключові слова: філантропія, соціальна та освітня діяльність, античність, Рим, Греція, іудаїзм, благодійність, волонтерство.

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FORMATION OF ETHNIC CONSCIOUSNESS OF THE FUTURE PEDAGOGUE IN THE CONDITIONS OF THE EUROPEAN EDUCATIONAL SPACE

MARYNA VASYLYK

Abstract. The article is devoted to modern approaches of formation of ethnic consciousness of future teachers of primary school in the conditions of the multicultural society and their education as citizens of Europe. Multicultural competence is a factor of a successful professional activity. In the article, the author analyzed the problem of forming of future specialists' multicultural competence in connection with the globalization processes and integration of Ukrainian higher education in European educational community. The research stresses that formation of students' outlook, their value orientations, modern social and humanistic thinking in an educational process are important. It is emphasized that the multiculturalness must become an integral part of every national educational system. The multiculturalness is a key principle of making totally new educational system of Ukraine. Respect and acceptance of cultural variety in the society coexistence of dialogues without loss of the national and cultural identity of the representatives of the society leads to its spiritual and cultural enriching.

The article is an author's translation of the text published in the Journal of the National Academy of the State Border Guard Service of Ukraine, series: Pedagogics, 5 (2016) (in Ukrainian).
Keywords: pedagogical education, ethnic consciousness, teacher, multicultural education, European educational space, European identity.

1. INTRODUCTION

Modern pedagogical education of Ukraine, as a component of the European educational space, is designed to form a specialist (Bachelor / Master) who has a solid scientific knowledge, the ability to transfer it to the subjects of the pedagogical process and is capable of active and effective livelihoods in a multinational and multicultural environment, has a developed sense of understanding and respect for other cultures, is able to live in peace and harmony with people of different nationalities, races, beliefs. Such a teacher, being a citizen of Europe and adhering to universal human values, at the same time remains the bearer of his own ethnic culture, able to provide students with the culture of different peoples living in one country and on one continent (Europe), creating the conditions for the emergence of a sense of trust and solidarity between them, ability to interact. Meanwhile, the analysis of the activity of the pedagogical universities of Ukraine gives grounds to assert that in the training of future teachers for the formation of ethnic consciousness as a factor in preserving their ethno-cultural identity

and the ability to provide multicultural education and upbringing so far, despite the challenges of the time, insufficient attention is paid in scientific literature [2; 3; 8; 9].

The paper examined the latest researches and publications in which the solution of this problem was initiated and which the author relies on. Actually, the researchers of this problem O. Budnyk, T. Blyznyuk, L. Golyk, T. Klinchenko, M. Krasovytsky, K. Levchenko, S. Martynenko, L. Khomych, L. Horuzha and others considered different aspects of preparing future teachers, for the professional activities in the multicultural society.

The article contains materials that were published by the author in Ukrainian in the "Bulletin of the National Academy of the State Border Guard Service of Ukraine", series: Pedagogics, 5 (2016).

2. ANALYSIS AND DISCUSSION

Today, in conditions of the development of the Ukrainian state and the reformation of its educational system, deeply wise, very prophesied words of the titan of thought and work of Ivan Franko "School is standing by a teacher" become especially relevant. But, due to the current situation in Ukraine, we could change this idea a bit and proclaim: "The state is a teacher". It was such a teacher's role that the German Chancellor Bismarck was well aware of at the time, saying: "Give me two thousand good teachers and I will make a new Germany in a few years". Since we also are striving to build new Ukraine, we must give a priority to the preparation of nationally conscious pedagogical staff.

Retrospective analysis shows that with the proclamation of Ukraine's independence, certain steps have been taken in this direction. The basic legislative field of the education sector was created, the legal and regulatory framework for the development of the national education system was developed, in particular, the Laws "On Education", "On Pre-school Education", "On Extracurricular Education", "On Vocational Education", "On Higher Education", The National Doctrine of the Development of Education of Ukraine in the XXI Century, the State Program "Teacher" was approved.

We emphasize that formation of the national education system is undergoing a significant change in the spiritual space of society that requires sower "good, wise, eternal" rethinks and refines own ideological position, and makes certain prospects in the goals, objectives and content of educational space.

In the new philosophy of education, the student (pupil) is a socio-cultural personality that is constantly evolving along with socio-cultural space. Student (pupil) – this is the result and the process of development of the socio-cultural system. Therefore, the main feature of modern pedagogical thinking is not only the adoption of certain provisions and ideas, but primarily on the basis of designing integrated educational models that reflect the public as a single system, and purely psychological and pedagogical views and beliefs. The foundation of these models is the modern philosophy of education, that is, socio-philosophical approaches to the student (pupil) [3; 4].

Since a student (pupil) has become the center of attention, then the important function of the teacher is the ability to assist in the effective and creative development of information, in the development of its critical thinking. In the world educational environment, in connection with the change in the paradigm of pedagogical functions, the term "facilitator" means the one who facilitates learning, promotes it, helps to learn. It should be emphasized that, subject to the use of state-of-the-art computer systems, high telecommunication technologies, which, without any doubt, stimulates the effectiveness of the educational process, yet nothing and no one can completely supersede and replace the art of direct pedagogical dialogue "teacher-student". Therefore, it is especially important to train high-professional pedagogical and scientific and pedagogical workers who meet the integration criteria "pedagogical skills + art of communication + the latest technologies".

Equally important is the relationship between man and the world. The fact is that the modern world and the future of the world differ considerably from one another. This is due not only to geopolitical changes. Along with the creation of the best prerequisites for personalization of the individual, the tendency to awareness of the integrity of the world, its interconnectedness is increasing. The state is modern, and even more, the future, cannot be separated, closed, so that it has no permanent

connection with another part of the world. And it requires the preparation of such a person, a citizen, a person who would be able to interact organically with humanity, with citizens of other countries and in the field of production, in the sphere of political relations, and in the spiritual sphere, at the individual level. It requires formation of a specialist who would understand the need for such communication, as well as capable of such communication. That is the question of studying as many cultural models and images of culture as possible with the "pictures of the world" – all of its diversity, without absolute or accepting the ideal of a particular culture (moral and ethical, religious system, social order), students' beliefs in the relativity of any value hierarchy, any representation of the necessary, of the true, etc.; formation of tolerance and tolerance in relation to foreign cultural existence as an instrument of interethnic communication, belief in the inadmissibility of racist, chauvinistic and nationalist manifestations in any sphere of cultural life; study of democratic values, which is the only possible system of values, the guarantor of the preservation of diversity in the interests of equality and free development of all cultures.

"Globalization is inseparable from ethnization. Ethnic education is based on a thorough coverage of the background meanings of the various branches of scientific knowledge for the development of ethnic culture, literature, art, world culture achievements, and education on life examples of famous people, representatives of one's own people… Multicultural education is a way of thinking of a modern man, based on the ideas of freedom, tolerance, justice, equality and peace" [13, p. 94–95].

In this context, the problem of patriotism, ethnic consciousness and self-consciousness becomes a matter of special urgency. Often contrasted: patriotism vs non-patriotism. Now and in the future, in conditions when the state is open and must act in connections with other countries, and in the educational process it is necessary to prepare a person for being a patriot of one's homeland and at the same time a citizen of Europe, the world. Ukrainian researchers point out that multicultural education and upbringing should not be a national one, but should be considered together as part of a single process. In their opinion, such a combination will contribute to a deep assimilation and understanding of both national and universal human moral values. At the same time, it should be born in mind that each person may have different feelings about belonging or not belonging to a particular ethnic community. This is called the ethnic competence of the individual. There is also ethnocultural competence of a person – this is the ability of a person to freely navigate the world of values of the culture of own ethnic group, to freely understand the language, "codes", "ciphers" of this ethnic culture and to freely create this language [6].

Ethnic competence is closely linked to ethnic consciousness: these two categories are in close proportional proportions: the higher the ethnic competence of the individual, the higher the level of its ethnic consciousness.

Ethnic identity of a person is a set of knowledge and ideas about culture, traditions, ideals, values of one's ethnic group, as well as awareness of a member of an ethnic group and of the place of its people among other peoples.

Ethnic (national) self-consciousness of individuals has different levels:

1) persons of low ethnic (national) awareness, almost or completely assimilated by a stranger (dominant, imperial) ethnos, are not only indifferent, but often hostile to their ethnic group; they do not add energy to their people, on the contrary – act as centrifugal forces of disruption and the collapse of ethnic integrity;

2) persons with a moderate national consciousness also give little benefit to state creation, because their national consciousness is not so strong that it actively manifests it;

3) a high level of national consciousness (maximal ethnicity) unites people who are actively involved in the activities of their ethnic group in securing its political, economic, social and other interests.

The ethnic identity of the person, as well as the collective ethnic consciousness, preserves the memory of the old kinds of occupations, sanctified and glorified in the myths, folklore of the people, that is, preserves and reproduces culture in the forms of ethnic existence. Ethnic self-awareness can realize oneself in the acts of cultural creativity, which they call to call "cultural nationalism".

Thus, it is a question of preparing a teacher with a high level of ethnic consciousness, capable of interacting with the multicultural world and at the same time retaining their ethnic identity, their patriotic feelings and beliefs.

It is impossible to raise education without paying tribute to its key figure – the teacher. Teacher is the main factor in reforming education. He must not only have command of the subject, but also be able to navigate the relevant field of knowledge, integrate within the framework of related disciplines, build curricula, and form students' self-education skills. All this is about the teacher who is a creative personality. A teacher of such level of professionalism sees a high personal meaning of everything that is happening in the process of professional activity. Communicating with children is a personal significant value, the teacher has the breadth of enthusiasm, empathy, professional intuition, the will and purpose in achieving goals. Therefore, the teacher's training must first of all ensure the growth of his creative personality.

Particular attention at the present stage of the development of pedagogical education deserves the problem of training teachers of dual specialties and specializations. You can cite many arguments for and against. But the truth, obviously, is on the side of those who take into account the real situation of the school and relies on domestic and foreign experiences.

Obviously, such a combination is necessary, but it needs to be carefully and scientifically substantiated.

Experience has shown that, in the first place, are those who are close to the content of the specialty education, that is, those that complement each other, may be combined. Pedagogical specialties are introduced on the same principles, which include the preparation of teachers for the teaching educational subjects of the variable component of the curriculum and the conduct of extracurricular and extracurricular work.

It should be immediately warned that the concept of "pedagogical specialization" in this sense is somewhat different from its generally accepted interpretation as an in-depth professional training within the given specialty. The content of education in pedagogical specialization should also be normalized, that is to enter the industry standard as its component and facilitate the formation of a teacher capable of successfully self-asserting in the European educational space, based on the principles of harmonious own ethnic culture and multicultural education, aimed at the formation of a European identity.

3. CONCLUSIONS

Based on the investigation the process of future primary school teachers preparation the methodological foundations concerning the formation of their ethnic consciousness in the context of modern European requirements have been revealed.

Students' readiness for professional activity in the ethno-cultural environment is manifested in the ability to apply professional knowledge and skills in a particular ethnic surrounding. Pedagogical innovations in education serve as a means of forming students' abilities to direct social contacts in an external environment, to critically evaluate negative trends in the society, to respect representatives of other social spheres and cultures.

The analysis of the activity of Ukrainian pedagogical institutions in the context of the Bologna process [5] suggests that they actually have the necessary opportunities for the formation of a patriot of the native state and, at the same time, a citizen of Europe with a high level of ethnic self-awareness and collective ethnic consciousness.

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Address: Maryna Vasylyk, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.

E-mail: vasilikmarina6@gmail.com

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У статті актуалізуються сучасні *дослідження* формування полікультурної компетентності у майбутніх фахівців у зв'язку з глобалізаційними процесами та інтегруванням вищої освіти України до європейського освітнього простору. Важливим є формування у студентів світогляду, їх ціннісних орієнтацій, сучасного соціально-гуманістичного мислення в навчальному процесі закладу вищої освіти. Наголошено, що полікультурність слугує невід'ємною частиною кожної національної системи освіти. Полікультурність є ключовим принципом формування абсолютно нової освітньої системи України; адже повага і прийняття культурного різноманіття в суспільстві, співіснування діалогів без втрати національно-культурної ідентичності представників суспільства призводять до його духовного і культурного збагачення.

Ключові слова: педагогічна освіта, етнічна свідомість, учитель, полікультурна освіта, європейський освітній простір, європейська ідентичність.

ABOUT THE AUTHORS

Aftyka Leszek – PhD Student, Catholic University in Ružomberok, Slovakia.

Blyznyuk Tetyana – Candidate of Pedagogical Sciences (Ph.D), Associate Professor, Vasyl Stefanyk Precarpathian National University, Ukraine.

Budnyk Olena – Doctor of Pedagogical Sciences (Ph.D, Ed.D), Senior Research Scientist, Vasyl Stefanyk Precarpathian National University, Ukraine.

Dobrovolska Vitaliia – Master of specialty "Psychology", Vasyl Stefanyk Precarpathian National University, Ukraine.

Dzhus Oksana – Candidate of Pedagogical Sciences (Ph.D), Associate Professor, Vasyl Stefanyk Precarpathian National University, Ukraine.

Fomin Kateryna – Post-graduate student of Vasyl Stefanyk Precarpathian National University, Ukraine.

Gribovych Anna – Master of the Department of Management and Business Administration, Vasyl Stefanyk Precarpathian National University, Ukraine.

Jakubczak-Chodźko Magdalena – Doctoral student, Institute of Pedagogy of the Jagiellonian University, Poland.

Kołodziejczak Karolina – Doctoral student, Institute of Pedagogy of the Jagiellonian University, Poland.

Kondur Oksana – Candidate of Physical and Mathematical Sciences (Ph.D), Associate Professor, Vasyl Stefanyk Precarpathian National University, Ukraine.

Krupnik Ivan – Candidate of Psychological Sciences (Ph.D), Associate Professor, Kherson State University, Kherson, Ukraine.

Matveieva Natalia – Candidate of Pedagogical Sciences (Ph.D), Associate Professor, Vasyl Stefanyk Precarpathian National University, Ukraine.

Melnyk Yaroslav – Candidate of Philology (Ph.D), Associate Professor, Vasyl Stefanyk Precarpathian National University, Ukraine.

Myhovych Iryna – Candidate of Philology (Ph.D), Associate Professor, State Institution Luhansk Taras Shevchenko National University, Ukraine.

Piletska Lubomyra – Doctor of Psychological Sciences (Ph.D, Ed.D), Professor, Vasyl Stefanyk Precarpathian National University, Ukraine.

Podoliak Mykhailo – Candidate of Pedagogical Sciences (Ph. D), Associate Professor, Stepan Gzhytskyi National University of Veterinary Medicine and Biotechnologies, Lviv, Ukraine.

Pyechka Larysa – Lecturer at the Institute of Postgraduate Pedagogical Education, Borys Grinchenko Kyiv University, Ukraine.

Smoter Katarzyna – Research Assistant, Ph.D, Institute of Pedagogy of the Jagiellonian University, Poland.

Varetska Olena – Doctor of Pedagogical Sciences (Ed.D), Associate Professor, Public Educational Institution "Zaporizhzhia Regional Institute of Post-Graduate Pedagogical Education" Zaporizhzhia Regional Council, Ukraine.

Vasianovych Hryhoriy – Doctor of Pedagogical Sciences (Ph.D, Ed.D), Professor, Lviv State University of Life Safety, Ukraine.

Vasylyk Maryna – Candidate of Pedagogical Sciences (Ph.D), Associate Professor, Vasyl Stefanyk Precarpathian National University, Ukraine.

Zhelanov Dmytro – Post-graduate student of G. S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.

Zhelanova Viktoriya – Doctor of Pedagogical Sciences (Ph.D, Ed.D), Associate Professor, Borys Grinchenko Kyiv University, Ukraine.

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