УДК 378

Наведено результати педагогічних досліджень науково-педагогічних працівників, викладачів, науковців, аспірантів, які працюють над проблемами розвитку сучасної освіти та науково-педагогічної думки у теоретичному, історичному та практичному аспекті.

Для науково-педагогічних працівників, викладачів, науковців, аспірантів і студентів.

The results of pedagogical researches by scientific-pedagogical staff, teachers, scientists, postgraduate students who work on problems of development of modern education and scientific-pedagogical thought in theoretical, historical and practical aspects have been published.

This issue is for scientific-pedagogical staff, teachers, scientists, postgraduate students and students.

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Responsible for the issue is N. V. Postoiuk

ЗМІСТ

CONTENTS

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THE CONCEPTION AND SIGNIFICANCE OF FACILITATION
IN THE STUDIES OF FOREIGN SCIENTISTS

The author of the article analyzes the works of foreign scientists, determines the essence of facilitation, and reveals the conception of pedagogical facilitation. In the article the role and skills of facilitative teacher are characterized. It was determined that pedagogical facilitation is a specific type of pedagogical activity of the teacher, which aims to help the student in self-development, self-realization, self-improvement, to promote his personal growth, the disclosure of abilities, cognitive capabilities.
Keywords: facilitation theory, facilitative teacher, facilitator, Carl Rogers, pedagogical activity.

Formulation of the problem. The presence of highly skilled specialists is an important factor in the success of the development of society. Nowadays there are raised requirements for the process of professional training of students, strengthening the practical orientation of training, gaining profound knowledge on specialty, etc. It is important to develop the student's personality – readiness for self-improvement, self-realization, adaptive abilities, flexibility, ability to independently acquire knowledge, communicative skills, mobility, etc.

That is why the study of the main trends in the use of facilitation in the context of the training of specialists in the field of education is an urgent and relevant research task.

Research objectives are to reveal the essence of facilitation, the role and competencies of the facilitative teacher in the studies of foreign scientists.

Analysis of recent researches and publications. The issue of pedagogical facilitation has been given considerable attention in the works of the native scientists (A. Makarenko, S. Rusova, H. Skovoroda, V. Sukhomlynskyj, K. Ushynskyj, V. Shatalov) and foreign scientists (B. Bloom, D. Dewey, A. Combs, J. Komenskyj, C. Rogers etc.).

In the native scientific works, the phenomenon of facilitation is considered mainly from the point of view of psychology in the aspect of the eco-facilitation approach (P. Lushin) and in connection with the psychologist ability to exercise the facilitation impact on a person (G. Ball, O. Kondrashikhina).

It is worth noting that the term "pedagogical facilitation" is relatively new, it does not belong to the traditional categories of pedagogy and psychology. But modern psychological and pedagogical science contains a set of solid theoretical positions that we can use to explore the conception under consideration. To understand the theoretical foundations of the formation of pedagogical facilitation we need to turn to the scientific works of native and foreign scientists, in which the phenomenon under study has its origins, first of all, to the humanistic paradigm of the existence of humanity, which belongs to the number of fundamental ideas of world pedagogy.

The idea in humanism is also reflected in the writings of such foreign scholars as O. Dekroli, D. Dewey, R. Kouzine, S. Frené, R. Stayner. The realization of the humanistic approach in foreign countries is associated with the names of A. Maslow, J. Allport, C. Rogers, R. Mey, V. Frankl and others.

The basic approach to the interpretation of the essence of facilitation in teaching was made by C. Rogers, J. Heron and others.

Research presentation. Reviewing the history of origin of facilitation, we should refer to the etymology of the verb 'facilitate', meaning to make easier, to help bring about'. The first known use of facilitate in the meaning defined was in 1599 [3]. In English language the word facilitator in its turn derives in1775 and associated with the someone who helps to bring about an outcome (such as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision.

Studying the problem Josie Gregory notes that facilitation is found in many forms of experiential and practical learning such as role modelling, apprenticing and reflective, empirical experimentation [8]. In the twentieth century facilitation is re-emerged within progressive or radical education and expanded hrough the new psychotherapeutic fields such as Gestalt, Psychodrama, therapeutic art and dance and other humanistic personal development approaches. From here it permeated into the adult education field with experiential approaches to learning, particularly in personal and professional development [8].

Facilitation theory, sometimes also called facilitative teaching, is a humanist approach to learning, developed during 1980s by an influential American psychologist Carl Rogers and other contributors and is best described in his own words: "We know … that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audio-visual aids, not upon the programmed learning he utilizes, not upon his lectures and presentations, not upon an abundance of books, although each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner" [4]…"We cannot teach another person directly; we can only facilitate his learning" [5].

Facilitation literally means 'easing'. Helping learners realise their capacity to learn is the hallmark of the facilitator, moving education from a delivery of static knowledge to a dialogical relationship where knowledge is co-created. Rogers stated: "We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learnt to learn: the man who has learned how to adapt and change, the man who has realised that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education" [4, p. 120].

Carl Rogers in his works focuses on two types of learning, which were introduced by earlier scholars rote learning, referring to in consequential consciousness of facts, and experiential learning in daily being, which has meaning and personal importance, it is the result of a common interests, and a recognized relevance of the learned material, often acquired through doing, or at least facilitated by student's active participation in the learning process, and often self-initiated. Still, this kind of knowledge is difficult to communicate to another. Rogers described the teacher as the key role in the process of learning, as the facilitator of learning. The facilitation here occurs through the teacher's attitudes in his personal relationship with the students. Rogers

suggested three attitudinal qualities necessary for facilitative practice. They are: realness, what means that the teacher is being himself, not denying himself. The teacher has to be a real person aware of his feelings and able to communicate them appropriately, no matter how exactly does he feel. He should not be just a role in the play of education, "a faceless embodiment af a curricular requirement or a sterile tube through which knowledge is passed from one generation to the next"; prizing, acceptance, trust, that refers to teacher's caring about the student and his acceptance of student's feelings (one that support learning as well as ones disturbing it). It is the trust and prizing of his capacity and abilities as a human being; empathy means that a teacher can understand student's perspective on the process on learning and his reactions from the inside. The accent here is on understanding, not judging or evaluating [4].

Hunter in his research stated that facilitators are people with the skills to create conditions within which other human beings can, so far as is possible, select and direct their own learning and development. A facilitator is a 'process guide who works with a group to assist it to achieve its self-defining purpose [2, p. 118].

Josie Gregory mentioned that the ideological approaches to facilitation emerge out of a particular philosophical framework that espouses the self-directed nature of learning. These values guide and direct intentions that act as a blueprint for facilitator style and interventions as well as for learning outcomes [8]. Heron actually identifies participant qualities towards which the practitioner interventions are aimed, which underpin both facilitator practice and participant ideals. The facilitator works towards: 1 self-direction and co-operation; 2 informed judgement and open communication; 3 self-development and social change; 4 emotional competence and interpersonal sensitivity; 5 self-awareness and social perception; 6 celebration of self and others [1]. Facilitators act as guides helping participants explore their own self knowledge, self-development, self-realization, self-improvement, to promote his personal growth, the disclosure of abilities, cognitive capabilities, social knowledge.

Developing personal functional capacities, increased self-knowledge, charismatic training and grounding in and preparation of your subject matter; and development of a positive self-concept, self-esteem, self-presentational capacities, below some specific personal qualities, J. Heron-concidered the facilitators need to have: authority, what means being able to hold and use authority (both positional and expert authority) without displacing your personal distress on to others; confrontation, what means to confront supportively, work with projections and defence that emanates from the group; care, an ability to show compassion, are genuine and empathetic in yourwork; range of methods is ability effectively deal with deep regression, catharsis and transpersonal aspects of group life, and have a wide repertoire of techniques and exercises for personal and interpersonal development; orientation, when you can provide clear conceptual maps as required; respect for persons, you respect the autonomy of the person and the rights of individuals to choose when to change/grow; flexibility of style, when you move deftly and flexibly as the situation demands, between interventions in one dimension, between dimensions and between modes so that the group dynamic and individual learning can flourish [1]. It seems than not all the above qualities are necessary for all facilitators nor for all facilitated events. It much depends on the type of facilitation required, but they are all listed above to demonstrate the breath and depth of facilitation skills.

Even the most innocent facilitation of personal development will touch on emotional, spiritual, and imaginal levels if one is working holistically. The skillof containment of emotional expression, containment of fear of getting it wrong, or being vulnerable in front of others all require a nurturing, yet respectful detachment from the group agenda [8]. J. Heron highlighted this point: The enemy of presence is anxiety. Actors often have a lot of fear before going onto the stage. It usually goes once they are out front, with the secure content of rehearsed lines which they can fill with presence. But extempore speech in everyday life may often generate a lot of subtle anxiety. For some facilitators this hurdle can be overcome by rehearsal or by deep relaxation exercises but for others some significant personal development work may need to be done before presence in the face-to-face situation can be consistently achieved. Hence emotional competence is one of the central planks on which facilitator presence sits alongside other attributes presented here [1].

Other tasks of teachers include establishing a pleasant atmosphere in the classroom and thereby facilitating learning and acquisition of new ideas by reducing possible negative effects of external factors. A facilitative teacher should also be open to new ideas, listen to students, pay as much attention to his relationship with the students as he does to the content he is teaching, encouraging learners to take responsibility for their learning and actions and to take self-evaluation as the highest form of evaluation. He should also use class feedback for further improvements. Still, not all of the work during the educational process can be done by the teacher. Its effectiveness does depend on the learner as well. In order to contribute to their own learning, students should be: aware of the facilitative conditions implemented for their benefit, aware that the problem to be learned is realistic, relevant and meaningful motivated, since motivation is, according to Rogers, a tendency towards self-actualization present in all healthy individuals. If all the necessary conditions are satisfied, "learning becomes life, and a very vital life at that. The student is on his way, sometimes excitedly, sometimes reluctantly, to becoming a learning, changing being. "Reported positive results of Rogers' theory in practice include: fewer disciplinary problems in the classroom, better knowledge and IQ test scores, usage of higher levels of thinking, fewer acts of vandalism, positive self-regard, increase in creativity and others [6].

Additional aspects of this approach consist of a knowledge that individuals have an essential ambition to learn. Facilitative teachers are less protective of their constructs and beliefs than other teachers; more able to listen to learners, specifically to their reactions; tending to pay as much concetration to their communication with learners as to the subject of the course; inclined to accept feedback, two together positive and negative and to use it as useful understanding into themselves and their behaviour. Students are encouraged to take responsibility for their own learning; contribute much of the input for the learning which appears through their understanding and experiences; also learners are inspired to consider that the most valuable development is self-development and that learning needs to focus on factors that provide to resolving important disputes or achieving important outcomes. The facilitators` task is to support learners to do their best rationalazing. The facilitators organize an atmosphere where everyone is encouraged to participate, understand one another's point of view and share responsibility. A group facilitator helps learners to search for appropriate solutions and create sustainable agreements.

As they say training and facilitating are two different activities. They require some of the same skills, and some different skills. A trainer is often a content expert, while a facilitator is a process expert. A trainer uses lecture, conducts demonstrations, supervises skill practice, and corrects the

learners' mistakes. A meeting facilitator leads discussions and helps participants learn from their own experiences and shared information. The trainer might lead a discussion about course content; a facilitator will focus more on the process of a discussion. Facilitation skills training often includes training skills.

Facilitator focus of on how the discussion progresses – to hold the group together and foster ownership; attention is on methods and process, participation of all, group dynamics; knowledge needed includes group dynamics expertise. Competencies of facilitators hould include: plan meetings using an agenda; set a productive climate and begins a discussion; gets the group to focus on defining and reaching outcomes; helps group communicate effectively; supports and encourages participation; fosters self-discovery of alternatives and solutions; helps the group make decisions; helps select a team leader; handles disruptive participants effectively excluded from the group Carl Rogers and others have developed the theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors [7].

Conclusions. Analysis of foreign studies on the implementation of facilitation in the educational process showed that due to the specific principles and methods of the phenomenological model, the teacher receives the opportunity to most humanely construct his relation to the values of education, and through their understanding – to the student. In this regard, there is a new tool in pedagogical activity: the content search method of understanding and transforming pedagogical phenomena. Implementation of facilitation in the training of specialists is carried out in the following main directions: work on the development of the faculty qualities of teachers, students and the creation of appropriate conditions for the faculty interaction in the educational process. The teacher's professional position reflects a valuable attitude to pedagogical activity and its results, participants in the educational process. Provides conditions for the implementation of professional functions during solving pedagogical tasks. The educational process imposes a certain framework on the use of facilitation, which should not be regarded as a restriction, but rather as a specific innovative form of education and education with a priority in choosing a person to realize his own potential.

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ПОНЯТТЯ ТА СУТНІСТЬ ФАСИЛІТАЦІЇ У ДОСЛІДЖЕННЯХ ЗАРУБІЖНИХ УЧЕНИХ

Наведено результати узагальнення існуючої інформації щодо використання фасилітації, зроблено обмежений історичний екскурс дослідження феномену фасилятивності та наведено розуміння його сутності в освітньому процесі тощо. Важливим напрямком дослідження фасилітації в навчальному процесі є вивчення фасилятивних якостей викладача, вчителя, педагога. До педагогічної фасилітації відносимо характеристики, мотиви, настанови, емоції, спрямованість особистості вчителя – його індивідуальні особливості як суб'єкта педагогічної фасилітації: прагнення допомагати іншим людям, здатність до співчуття та співпереживання, доброзичливість, емоційна чутливість, ціннісне ставлення до особистості іншої людини, прагнення до роботи з дітьми, ціннісне ставлення до внутрішнього світу дитини, справедливість, здатність відчувати дитину, почуття радості від роботи з дітьми, бажання цінувати і примножувати вічні людські цінності в освітній і виховній діяльності. Педагогічна фасилітація є специфічним видом педагогічної діяльності викладача, яка має на меті допомагати студенту в саморозвитку, самореалізації, самовдосконаленні, сприяти його особистісному зростанню, розкриттю здібностей, пізнавальних можливостей. Технології фасилітації в освітньому процесі закладу вищої школи застосовуються з метою підвищення позитивної мотивації, активізації комунікативної діяльності студентів, набуття ними досвіду вирішення особистих і професійних проблем комунікації; створення умов конструктивної взаємодії із суб'єктами навчально-виховного процесу, забезпечення сприятливого морально-психологічного клімату; вирішення й запобігання конфліктним ситуаціям професійної взаємодії. Фасилітативна педагогічна технологія є сукупністю принципів діяльності фасилітатора та способів їх реалізації в освітньому просторі.

Ключові слова: фасилітація, вчитель-фасилітатор, фасилітатор, Карл Роджерс, педагогічна діяльність.

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METHODOLOGICAL APPROACHES ON INTERPRETATION CONCEPT "QUALITY" AND "QUALITY OF EDUCATION"

This article focuses on the issues of methodology of the concepts of "quality" and "quality of education" in the relevant regulatory documents and views of the researchers from the ancient – and to our times.

The new philosophy of quality is a general category. In addition to products (goods) and services, it generically applies to enterprises, organizations, institutions, their personnel, and management systems. And nowadays, the term "quality" means not only the high quality of goods but also, above all, the way of management, as well as life.

In the recent years the issue of the quality of educational services in higher education has gained considerable popularity both in the civil society and in the world. The modern educational paradigm considers this concept as a multifaceted model of social norms and requirements for a personality, an educational environment in which its development and development of a system of education that implements educational tasks at certain stages of study in higher education institutions takes place.

It does comprise everything: the quality of the teaching and methodological base, the quality of teaching staff and teaching staff, the quality of providing educational services, the high degree of satisfaction of educational needs of students and, finally, the quality of the subject of learning.

The quality of education is a generalized indicator of the development of a society in a particular temporal dimension, and therefore it is considered in the dynamics of changes characterizing the state's progress in the context of the latest world trends. The International Standard also regulates the concept of "quality of education" as a set of properties and characteristics of the educational process that meet the educational needs of consumers of educational services.

All these are worldview concepts that have a methodological value to ensure the high quality of education at all stages and levels.

Keywords: methodological approach; the concept of "quality"; "the quality of education"; essence; definition; interpretation; a transformation of ideas; needs, expectations of consumers.

Formulation of the problem. In our time, the question of the methodology of the concept of "quality" has been drawing attention of specialists of all branches of science, which complies with the current the needs in the economic and political development of the Ukrainian society.

Quality related matters are universal and widespread in all the countries of the world, and they acquire a new particular urgency as market relations further, the competition becomes ever fierce, effective quality management systems are gradually implemented.

To a certain extent, these questions relate to education, where a new generation of professionals capable of ensuring the country's development in the post-industrial, informational era acquires knowledge.

The world community has recognized higher education as one of the most effective institutions, where the outlook and behavior are formed, the educative, scientific and cultural center is created, in fact, the destiny of each graduate and the future of society as a whole are laid down.

The problem of the quality of education, its effective functioning has always been the subject of scientific and practical interest of teachers. Therefore, considering the question of the quality of education, we, first of all, define the essence of the concept of "quality ", which has philosophical, historical and cultural, social dimensions and is the methodological basis for the concept of "quality of education".

Research objectives. The objective is to substantiate methodological approaches to the interpretation and transformation of the concepts of "quality" and "quality of education".

Analysis of recent researches and publications. The paper analyzes publications, the subject of research of which were questions, in one or another way related to methodological approaches to general questions "methodological approach", "quality" and "quality of education".

Since the late 1990s, these problems have been actively explored by researchers, which is reflected in the scientific searches of Anisimov O. S., Bakhtiarovoy H. S., Belyaeva AP, Viktor V. V., Kraevsky V. V., Kravchenko L.T. Kremenya V.T. Sukhova NM, Subetto A.I. and other.

The basis of the methodology of the issues under consideration is the fundamental conclusions of international and domestic documents, among which are State standards of Ukraine (USSR) 2925-94 "Quality of Products", SSOU 3230-95 "Quality management and quality assurance.

Terms and definitions" law and legislation of Ukraine. [1; 2; 3; 4; 5; 6; 7; 8; 9; 12; 13; 14; 15;].

Research presentation. First of all, we specify the definition of the concepts "methodological approach", "quality", "quality of education".

In the "Ukrainian Pedagogical Dictionary" of the famous Ukrainian scientist Semen Goncharenko, the methodology understands "a set of methods of research applied in a science" [6, p. 207].

In the well-known dictionary I. O. Ozhegov the term "approach" is interpreted as "a combination of methods, methods of considering something, influence on someone, something, the attitude of someone, something" [13, p.471] Z.K. Maretukova equates the concept of "approach" with the concept of a new direction or position:" The concept "approach" in conjunction with the notion "methodological" can be interpreted as a methodological direction, as a methodological position (from the Latin rosition- position, assertion, point of view), which is a theoretical new formation with respect to traditional methodological foundations [12, p.25] I.V.Blauberg and E.G. Judin, describing the systematic approach, points out that this is a specific area of the methodology of specialized scientific knowledge and specialist practice, the concept or principle that governs the general research strategy [4].

Summarizing different views, the concept of a methodological approach can be defined as a specific point of view, position, view on a particular object being studied, which orientates the researcher in a certain way of knowing this object and its impact on it. In pedagogical research, the subject of analysis is education and various aspects of its implementation. In our case, this is a methodological approach to the concepts of "quality" and "quality of education," as well as the analysis and evaluation of these concepts from philosophical, ideological positions. The significance of the methodology of scientific knowledge lies in the fact that it allows to systematize all the amount of scientific knowledge and create conditions for the development of further useful research directions. The main task of the methodology of scientific knowledge is the synthesis of accumulated scientific knowledge, which allows ensuring the use of advances in the development of a particular science for practical purposes to ensure the quality of the studied processes.

The use of the term "quality" from the philosophical maxim turned into a lexicon of purely applied activity while preserving

the philosophical content – quality is the basis for further improvement of products from various spheres of human life.

Therefore, today, more and more quality and economy, quality and culture, quality and spirituality are combined, and after all – all this is the quality of our lives. And in this sense, variety is the social morality and philosophy on which depends on who we are and what our society should be.

If you make a small excursion into history, you can find out that for the first time the quality problem was analyzed

by Aristotle back in the fourth century. B.C. based on the fundamental definition, formulated in his time by Hegel, the quality should be understood objectively existing set of properties and characteristics of the object, which determines its essence and distinguishes it from the other.

Nevertheless, the Hegelian and much more recent definition of the category of quality reflects the vital aspect of the actual activity of the subject – certainty.

Table 1

Conceptual approaches to the interpretation and transformation of the concept of "quality"

Author of Formulation	Formulation of Definition of Quality
Aristotle (IV century BC)	Difference between objects. Differentiation based on "good – bad"
Hegel (XIX century)	Quality is primarily identified with the existence of certainty, that is, somewhat ceases to be what it is, if it loses its quality.
The Chinese version	The Chinese version of the Hieroglyph defines that quality consists of two elements – "equilibrium" and "money" (quality = equilibrium + money). Consequently, the quality is identical to the concept of "high-class", "dear".
Walter A. Shewhart (1931)	Quality has two aspects: objective physical characteristics, subjective: how good is the thing.
Taguhi (1940)	Quality is the cost to society due to untimely delivery and ineffective use of products.
E. Deming (1950)	Quality is the satisfaction of consumers' needs not only according to their expectations but also predict the direction of their future changes.
K. Ishikawa (1950)	Quality – a property that fully satisfies consumers.
Great Soviet Encyclopedia (1956)	Quality is a subjective and universal characteristic of an object, which manifests itself in the totality of its properties.
J. M. Juran (1979)	Suitability for use (conformity to purpose). Quality is the degree of customer satisfaction (for its implementation, the manufacturer must determine the requirements of the consumer and make their products so that it meets these requirements).
Government standard (GOST) 15467-79	The quality of products – a set of product properties that determine its suitability to meet needs following its purpose.
Government standard (GOST) 15467-79	The quality of products – a set of product properties that determine its suitability to meet needs following its purpose.
F. Crosby (1980)	Quality – Compliance.
SSOU ISO 8402-86	Quality – a set of properties and characteristics of products or services that give it the ability to meet the predicted or foreseeable needs.
Edward Feigenbaum (1990)	Quality is the correspondence of product or service characteristics, including marketing, development, production and service, consumer expectations. Quality is not evangelism, it is not innovation, not a slogan, but a way of life
SSOU ISO 2925-94 SSOU ISO 3230-95	Quality is a set of characteristics of products (processes, services) that relate to its ability to meet the established and foreseeable needs of humanity.
Yu Adler (2001)	Quality is what satisfies the consumer.
SSOU ISO 9000-2001	Quality is the degree to which a set of own characteristics meets requirements.

The International Organization for Standardization (ISO), and also regulatory documents of Ukraine defines quality as a "set of properties and characteristics of products or services (object) that enable them to meet the preconditions or foreseen needs of mankind."

ISO standards consider quality as the degree to which a set of own characteristics meets requirements. From this, it follows that the higher the ability of products to meet the needs of society, the higher its quality.

So, as a product of labor, the quality of a product is a category that is inextricably linked with the concepts of "good – bad", "better-worse", "above-below".

Some additional sources determine quality as "fitness for use," "compliance with the purpose," "satisfying the needs of consumers," "responsibility to standards and certain conditions."

In Ukraine, the unity of terminology, indicators, and methods for establishing the level of quality is ensured through a series of normative and technical documents (NTDs) developed by the State Research Institute "System" of State committee of Ukraine for technical regulation and consumer policy.

As we could see, today there are many different aspects of the concept of "quality" associated with economic, social, legal, managerial factors, etc. The variety of existing interpretations of the category, the quality of the existing ones can be conventionally combined into the following groups:

1. **Quality as an absolute assessment** – a sign of indisputable responsibility to the requirements of standards;

2. **Quality as a property of the product** – characterizes the entire spectrum of the utility of products for the consumer;

3. **Quality as a purpose** – the ability to perform specific functions;

4. **Quality as the correspondence of values** – the ratio of utility and product prices;

5. **Quality as compliance with standards** – compliance with the requirements of regulatory documents;

6. **Quality as an ecological category** – the degree of suitability of products for its consumption by purpose;

7. **Quality as a legal category** – compliance with actual and production properties of products provided for in the law, contract or regulation.

Definition of the category "quality" with the use of the phrase "needs and expectations of consumers" has recently become the subject of increased attention of educators in connection with the reform of higher education and the need for radical modernization of higher education institutions. Since the Law of Ukraine "On Education" is based on the changes in culture regarding the reorganization of institutions of higher education, it is the responsibility of the government to regulate the quality of education and measure the quality of education, and also the issue of implementing

the quality management education system is now very relevant [11]. The quality of education determines a set of indicators characterizing various aspects of educational activity: content of education, forms, and methods of training, material and technical base, staffing, quality education management. The quality of education as a result of the institution of higher education indicates that the level of preparation of students for the requirements of the existing educational programs corresponds.

The problem of the quality of education was initially embraced by foreign pedagogy, and today it is recognized as a priority among the problems of the XXI century. The modern educational paradigm considers this concept as "a multi-faceted model of social norms and requirements for a person, an educational environment in which the development and development of a system of education that implements it at certain stages of human learning takes place"; as "a complex of characteristics of the educational process, which determine the consistent and effective formation of competence and professional consciousness; as a set of properties of the educational process that meet the educational needs of future specialists in a certain field of knowledge" [5].

By integrating the thoughts of different authors, we distinguish at least three groups of characteristics.; the quality of the achievement of the goal of education, the quality of the process of formation of professionalism and the quality of learning outcomes.

This imposes an imprint on the content, understanding, and interpretation of the category "quality of education". The diversity of existing definitions of this concept can be conventionally combined into such groups**:**

• **the quality of education** is a set of systemic and social attributes and characteristics that determine the responsibility of education systems for eligible requirements, social norms, and state educational standards;

• **the quality of education** is a complex character of the educational process, which determines the consistent and practically effective formation of competence and professional consciousness;

• **the quality of education** is the ability to perform the tasks set by society in shaping and developing particularities in the aspects of its teaching and education.

International experts consider the concept of quality of education as a subjective term identical to beauty and well-being; as a social category that identifies the status and effectiveness of the education process in society, its conformity to the needs and expectations in the formation and development of life and professional competences of the individual; as a characteristic organized in this or that educational system, which causes the adaptation to the realization of the primary goal of the formation of personality [14].

With these definitions, the words of prominent philosophers are also called out:

Table 2

Conceptual approaches to the interpretation and transformation of the concept of "quality of education"

Author of Formulation	Formulation of Definition of Quality
Wilhelm von Humboldt	"mastering the necessary amount of knowledge", "optimal organization of the life of universities"
Karl Jaspers	"Realistic Perception of Acquired Knowledge"
M. Danilevsky, P. Sorokin, A. Toynbee	"mastering a common culture"
Max Weber	The ability "to find its place in the system of productive and social relations"
Alvin Toffler	"Effective management of technical social systems"

Domestic legislation on the quality of education understands the degree of correspondence of acquired knowledge, skills and abilities of students to the requirements of higher education standards [9].

In this sense, the quality of education should be understood as the balanced conformity of the process, the result and the educational system itself with the purpose, needs and social norms (standards) of education. Yes, according to Art. 22 of the Law of Ukraine "On Higher Education", the main purpose of the NGO's activity is to provide the conditions necessary for obtaining a person of higher education, scientific and scientific-technical, creative, educational, recreational activities, training of scientific and scientific and pedagogical personnel, as well as provision of cultural and spiritual development of personality and execution of state orders and agreements for the training of specialists, studying the demand for individual specialties in the labor market and promotion of employment [10]. In this context, it should be recalled that the effectiveness of any activity depends on the successful methodology – the system of principles and methods for organizing and constructing theoretical and practical activities. Modern pedagogical theory and practice are based on a large number of conceptual foundations. That is why the European models of education are mainly focused on the following world conceptual approaches:

• confirmation of the priority of the "consumer" assessment over the "manufacturer";

• comprehensive consideration of the quality problem through the creation of key elements / educational standards, the framework of professional competences, educational programs, etc.;

• determining the rating of institutions of higher education on the main educational parameters;

• thorough assimilation of a wide range of expert knowledge, skills, and abilities of their practical use;

• be competitive in the labor market;

• quality of teaching staff and professors;

• meeting the educational needs of an adult in the conditions of modern life of society.

Conclusions. Consequently, considering the methodological approaches to integrating the concepts of "quality" and "quality of education", it is logical to conclude that these are multidimensional, comprehensive, ideas that reflect social life.

In broad terms, the quality of education is an essential guarantor of the preservation and growth of the intellectual potential of society, a factor of social stability, the economic well-being of the country, its competitiveness and national security. Providing high-quality education at all stages and levels, assessing the quality achieved, comparative research is a challenge today, which has not only pedagogical but also social, political, managerial, and purely scientific contexts.

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МЕТОДОЛОГІЧНІ ПІДХОДИ ЩОДО ІНТЕРПРЕТАЦІЇ ПОНЯТЬ "ЯКІСТЬ" ТА "ЯКІСТЬ ОСВІТИ"

Розглянуто питання методології понять "якість" та "якість освіти" у нормативних документах та поглядах дослідників з античних – і до наших часів.

Нова філософія якості – це категорія всеохоплююча. Крім продукції (товарів) та послуг вона поширюється на підприємства, організації, установи, їхній персонал і системи менеджменту. І в наш час термін "якість" означає не лише високу якість товарів, а й передусім – спосіб управління, а також життя.

Останнім часом суттєвого поширення в суспільстві та світі здобули питання якості надання освітніх послуг у вищій школі. Сучасна парадигма освіти розглядає це поняття як багатогранну модель соціальних норм і вимог до особистості, освітнього середовища, в якому відбувається її розвиток та розвиток системи освіти, що реалізує освітні завдання на певних етапах навчання у закладах вищої освіти.

Тут інтегрується все: якість навчально-методичної бази, якість педагогічних кадрів та професорсько-викладацького складу, якість надання освітніх послуг, високий ступінь задоволення освітніх потреб студентів і, нарешті, якість самого суб'єкта навчання.

Якість освіти – це узагальнений показник розвитку суспільства в певному часовому вимірі, а тому його розглядають в динаміці змін, що характеризують поступ держави в контексті новітніх світових тенденцій. Міжнародний стандарт також регламентує поняття "якості освіти" як сукупність властивостей і характеристик освітнього процесу, що задовольняють освітні потреби споживачів освітніх послуг.

Все це світоглядні поняття, які мають методологічне значення для забезпечення високої якості освіти на всіх етапах і рівнях.

Ключові слова: методологічний підхід; поняття "якість"; "якість освіти"; сутність; визначення; інтерпретація; трансформація понять; потреби, очікування споживачів.

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FORMATION OF FUTURE TEACHER'S READINESS TO RESEARCH ACTIVITY AS A PEDAGOGICAL PROBLEM

The article deals with theoretical aspects of formation of readiness of the future teacher for pedagogical research activity. To our mind research skills mean analytical-synthetic, informational, creative and prognostic skills, which integrate with the focus on research activities and personal qualities of the individual, provide its effective search-and-transformative activity in educational process.

Keywords: creativity, pedagogical creativity, research activity of the teacher, research skills.

Formulation of the problem. The transition from authoritarian pedagogy to the ideas of humanistic development of the individual, from the accumulation of knowledge as a self-sufficient process, to the development of the ability to operate them, from fragmentary education to continuous, from the frontal organization of training to individual needs the preparation of a teacher of new generation. Modern teacher must be prepared for innovation and creativity, have a variety of means of research at school, systematically replenish knowledge and apply a personally oriented approach in teaching activities. All this gives special importance to the problem of research pedagogical activity of a teacher. At the same time the growth of the requirements for professional training of the teacher requires a qualitatively new theoretical and methodological provision of student research activities in the institution of higher educational establishments. Successful mastery of research skills will help future teachers to organically engage in pedagogical activities and immediately begin the practical application of scientific knowledge in higher education establishments.

Research objective is to explore the theoretical aspects of forming the readiness of the future teacher to pedagogical research activities.

Analysis of recent researches and publications. Conceptual basis of professional training of the future teacher for creative activity is disclosed in the researches of V. Zagvyazinsky, I. Zyazyun, M. Nikandrov, M. Kukhariev, O.Savchenko, S.Sisoyeva and others. A special place belongs to the works of Ukrainian scientists which analyzes the professional training of future teachers in the context of personally oriented education and the preparation of a teacher for the introduction of innovative pedagogical technologies (I. Bekh, I. Bogdanova, I. Dichkivska, O. Pekhota, O. Pometun, O. Popova, P. Reshetnikov, M. Shevtsov, Y. Harlamov). The importance of the problem of preparing a future teacher for research pedagogical activity indicates and foreign experience is highlighted in the works of scientists G. Barton, C. Vederill, D. Ghalhaun, H. Gardner, P. Jarvis, D. Zhelo, J. Kreis, F. Cross, K. Minnie, H. Tomas, P. Hadson and others.

The main goal of higher education is the preparation of a teacher who has a high professional culture, psychological and pedagogical competence, creative research character of pedagogical work. Pedagogical activity is research and creative as for character and content. However, practice shows that the activities of most teachers today can not yet be called creative, research and aimed to finding of the most rational and creative ways of teaching and education of students.

For carrying out of qualified pedagogical researches in the process of educational interaction with students a teacher with appropriate training is required. The current assertion of M. Montessori, who noted that "... our teachers will need to develop more... the spirit of the scientist, rather than the mechanical skill; in other words, the training of teachers should get better in the direction of the idea than in the direction of mechanical resistance "[5, p. 38].Teacher training is a complex process that requires not only high-quality professional training but also the formation of a researcher.

Research presentation.

Research activity is a kind of creative activity. The concept of "creativity" in recent years is the subject of the analysis of many sciences. Creative activity is characterized by signs of novelty, neoplasm, progressiveness of the solution of the contradiction.

Thus, V. Andreev defines creativity as one of the types of human activity aimed at solving the contradiction (solving the creative task), and for which objective (social, material) and subjective personal conditions (knowledge, skills, creative ability), whose result is novelty and originality, personal and social significance as well as progressiveness [1]. The scientist points out certain signs of creativity which are manifested not in isolation, but integrated in their integral unity: a) the existence of a contradiction of a problem situation or a creative task; b) social and personal significance and progressiveness, which contributes to the development of society and personality; c) the existence of objective social, material prerequisites, conditions for creativity; d) the presence of subjective (personal qualities – knowledge, skills, special positive motivations, creative abilities of the person) prerequisites for creativity; e) novelty and originality of the process or result. At the same time, the decisive role in the understanding of creativity is played by creative thinking and creative activity of the individual. According to scientists' opinion mental activity, which organically combines logical thinking and imagination plays a decisive role.

They consider creativity as an important form of human practice, activating the subject's potential in the process of personality changes also they believe that creative potential is expressed in various types of human activity: cognitive, ideological, labor, communicative and emotional [1]. S. Sysoeva believes that in the process of creativity in various forms of human activity, its creative essence is maintained: search-transforming orientation. That is why research activity is creative [6].Creativity is an integral part of the pedagogical process, an objective professional need in the activity of the teacher and therefore its attraction to research contributes to the level of its pedagogical creativity. In our opinion the activity of the teacher is research because the organization of the creative activity of the teacher and the student is always organically connected with the study, scientific analysis and implementation of pedagogical experience. The teacher who works creatively relies on the achievement of the pedagogical science himself, enriches the pedagogical theory, reveals the regularities of the pedagogical process, determines the ways of its improvement, predicts the result of his activity.

According to N. Kuzmina pedagogical creativity can be represented by a two-tier structure where pedagogical inventions and pedagogical researches can be distinguished [4]. Pedagogical investigations take place both in the field of selection and composition of the content of information in educational and cognitive activities, as well as in the field of selection and organization of various types of technology teaching in the creation of new forms of education and in the methods of solving pedagogical problems. Pedagogical inventions can occur spontaneously on the basis of perception of the teacher of discrepancy between the goals that face it and the means, forms, methods that are currently now. In contrast to the pedagogical invention, pedagogical research is a conscious and purposeful search for the improvement of the pedagogical process on the basis of the use of a scientific apparatus, which makes searching more successful. The content of pedagogical research is to measure various aspects of the pedagogical process, checking its effectiveness according to criteria and parameters in accordance with the definition of the purpose of the activity of the educational establishment [4].

Consequently, we believe that the essence of pedagogical creativity is pedagogical activity as a process aimed at solving an innumerable number of pedagogical tasks that are subordinated to the general ultimate goal of the formation of a person's creative personality, his outlook, beliefs, consciousness, behavior and in a vocational educational establishment – the basics of professional skills, readiness for creative work in educational establishments. That is the pedagogical activity is essentially a research one.

Presenting of main material. Research pedagogical activity is defined as activity, which is based on research and is its derivative, it is aimed primarily at gaining new knowledge for the teacher in order to find ways and means of improving the pedagogical process. Teacher in his practical activities can be engaged in both research and research teaching activities. Each of them is an important component of the professional competence of a modern teacher. The readiness of future teacher to research is regarded as professional competence which is characterized as a set of interrelated essential orientations, research knowledge, skills and practical experience necessary for successful teaching activities in the context of personally oriented teaching and upbringing of students. According to this statement, the competence of the future teacher regarding research pedagogical activity is defined as the unity of such components: motivational, content, operational and integration.

The research approach to the pedagogical activity should be taught in an educational establishment which prepares students for pedagogical creativity and orientation as in standard situations that are solved in accordance with the principles and rules that have already been approved by science and practice, and to non-standard situations where an unordinary approach to the solution is envisaged difficult tasks at a new qualitative level, when the teacher is in the situation of the researcher and the creator, that is, pedagogical creativity. Thus, the importance of the research approach to pedagogical activity is emphasized.

The formation of a teacher-researcher takes place in stages. The first stage is characterized by accumulation of pedagogical experience, practical and scientific understanding of pedagogical activity, which contributes to the development of pedagogical thinking, the formation of relevant content. At this stage, the reproductive element predominates. A number of researchers (I. Kanevskaya, Y. Babansky,

Y. L'viv) considering the correlation of reproductive and creative aspects of cognitive and scientific-practical activity argue that reproductive activity is a necessary part of any kind of creativity. They believe that reproduction in the work of the teacher is necessary, because the choice itself and the very ratio of choice to real conditions and opportunities make it a creative act and the conditions and opportunities for its use in the course of the lesson objectively put the teacher before making a non-standard decision. The reproductive level is the path to the personal mastery of the future teacher. In this case, the future teacher, designing the experience of the mentor in practice, preserves his personality, develops his style of teaching activity.

In contrast other scholars (N. Kuzmin, V. Slastionin and other authors) argue that graduates of higher education establishments with experience in creative research are very different from those who have only experience of reproductive activity.

We believe that reproductive elements are a necessary component and a condition for every creative activity. On their basis there is a birth and ripening of components of creative cognitive activity. In our opinion, reproductive elements provide a transition to a higher level of creativity.

The second stage of the formation of a teacher as a researcher is characterized by acquiring an individual pedagogical experience, which enables pedagogical thinking to go beyond scientific views on pedagogical reality. In this period the creative element which is creative beginning prevails and contributes to the development of the needs for creative self-realization.

The notion "pedagogical creativity" relates with the following qualities of the future teacher as the focus of his creation of the new, original, potential abilities of the individual and his creative potential. The creative potential of the future teacher in the structure of the personal potential of a person, whose components are the groups of personal qualities and characteristics, ensure its ability to act as a subject of creative activity: a) professional knowledge, skills, skills that determine professional competence (qualification potential); b) capacity for work (psychophy siological potential); c) intellectual, cognitive abilities (educational potential); d) creative abilities (creative potential); e) ability to cooperate, collective organization, interaction (communicative potential); e) value-motivational sphere (ideological-ideological, ethical potential).

A personal component plays an important role in forming of the elements of pedagogical creativity. Motivation affects the choice of profession, determines the potential of the student, development of him as a professional in a professional manner, the measure of his creative activity. Important motivational qualities that ensure the positive attitude of the future teacher to the research activity is the formation of a research interest and the desire to succeed in this type of activity. Motive as the motivating force of the person determines the nature of the activity of the object of study, which determines the extent of their involvement in independent research. One of the motives for creative research is cognitive interest. The research of V. Bondarevsky, O. Telegina, T. Rogedzhestvenska, G. Shchukina and others showed that the formation and development of cognitive interests is influenced by the novelty of knowledge, familiarity with the achievements of science, the gradual convergence of methods of teaching with research methods, success as for own discoveries. As a result of the development of the personality of the specialist certain orientation towards creative cognitive activity is determined. This orientation can be valuable in some ones and in others the need for reproductive activity

is formed in a more mild manner. We highlight some of the peculiarities of cognitive needs that are important for the formation of the research skills of the future teacher. Cognitive need is a need for new information. Dynamic, support cognitive activity of those stimuli that are simultaneously new to the student, and carry some information that is already known to him. Cognitive interest is the activity of students to study and also determines the search character of any kind of cognitive activity.

Based on the foregoing, we can conclude that the formation of research skills is impossible without a profound cognitive interest, as well as without the development of mental personality (attention, memory, speech, thinking).

Summarizing the modern studies of domestic and foreign psychologists and educators we highlighted the creative abilities of the person who contribute to the success of a future specialist in research. Scientists point out that the researcher's abilities do not manifest themselves in person. They are formed in activities that include research components. Pedagogical work contributes to the formation of the personality of the researcher as creative since the work of the teacher is a driving force, an incentive for research work. We define the creative abilities of the individual as a synthesis of the properties and characteristics of the personality, characterizing the degree of their compliance with the requirements of a certain type of educational and creative activities and determine the level of their effectiveness.

N. Kichuk points out that the development of personality abilities to study has fundamental importance in the formation of a creative person [3]. To her opinion research capabilities are the complex of psychological and pedagogical formations, which include knowledge of logic, procedures of scientific substantiation and research-based skills developed on its basis. L. Ruvinsky considers that the research abilities are certain properties of the mind and first of all the vision of the problem, he highlights the qualities that a researcher must have (the ability to classify, to give precise definitions of phenomena, to generalize, to fantasize).S. Sysoeva distinguishes among the creative abilities of the individual ability to research and characterizes it as the ability to find new means of scientific research [6]. It was noted that in the formation of a creative person it is important to develop both general and special abilities for a certain type of activity (for example, to scientific and pedagogical activities). To special abilities, scientists include the attraction to originality in solving creative problems, the search for new, the attraction to find non-template, non-standard solutions, the desire to self-obtaining result. We attribute these personality abilities to the category of research.

We share the opinion of the scientist V. Zagvyazinsky that being a teacher-researcher means finding new in pedagogical phenomena, revealing in them unknown communications and regularities [2]. And this requires, first and foremost, a general culture and high professional training, a certain experience of educational work and special knowledge and skills inherent in research work itself. In particular, one must be able to observe and analyze phenomena, to summarize the results of observations, highlighting the most important, to predict the development of phenomena in the long run, to combine accurate calculation with imagination and intuition etc. We believe that creative activity requires mastering a number of complex skills, which include research skills: to analyze the initial situation, to put forward the hypothesis, to modulate the search and the desired state of the object, to find alternatives to the standard solution, to

carry out a problem analysis of what is being studied, to allocate problem and to specify it in cognitive tasks.

Based on the analysis of psychological and pedagogical literature, we came to the conclusion that research skills of the teacher are the systemic quality of the individual, which includes analytical-synthetic, informational, creative and prognostic skills, which, integrating with the focus on research activities and personal qualities of the individual, ensure its effective search-transforming activity in the educational process.

To develop creative abilities in particular research skills for each student must be the aim of education. Depending on the entrants they are formed to varying degrees, but a creative approach to activities can be developed for practically every student. That is why, the formation of research skills of future teacher to our opinion is creation of favorable conditions in the process of his professional training for the development of personal qualities and creative skills that contribute to pedagogical search and transformative activities, where personal development and self-development of the student and teacher will be the results.

Conclusions. At present stage of development of society education needs the preparation of a creative, non-orthodox thought-thinking teacher, who deeply and systematically analyzes the problems of the educational process, constantly searches for new ways of transforming for the paradigmatic diversity of pedagogical reality. Aware of the existence in today's science of two paradigms of education – technocratic (knowledge-oriented) and humanistic (person-oriented), the research teacher carries out an innovative search, which changes not only the components of the educational system – the goals, content, methods and technology of teaching, but also its essential conceptual framework. Without these changes, the education system will remain inert, conservative, incapable to comply the requirements of the present, and therefore ultimately social development will slow down.

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ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ
ДО ДОСЛІДНИЦЬКОЇ ДІЯЛЬНОСТІ ЯК ПЕДАГОГІЧНА ПРОБЛЕМА

Сучасний педагог має бути готовим до інновацій та творчості, володіти різноманітними засобами дослідницької роботи в школі, систематично поповнювати знання, застосовувати у педагогічній діяльності особистісно зорієнтований підхід. У статті розглянуто теоретичні аспекти формування готовності майбутнього вчителя до педагогічної дослідницької діяльності. Під дослідницькими вміннями ми розуміємо аналітико-синтетичні, інформаційні, креативні та прогностичні вміння, які інтегруючись із спрямованістю на дослідницьку діяльність та особистісними якостями особистості, забезпечують її ефективну пошуково-перетворюючу діяльність у освітньому процесі. Водночас зростання вимог до фахової підготовки вчителя вимагає якісно нового теоретичного та методичного забезпечення студентської науково-дослідної діяльності в умовах закладу вищої освіти. Успішне оволодіння дослідницьким уміннями та навичками допоможе майбутнім викладачам органічно включитися в педагогічну діяльність і відразу розпочати практичне застосування наукових знань у закладах вищої освіти. Для творчої діяльності необхідно оволодіти рядом складних умінь, до яких відносимо і дослідницькі уміння: аналізувати вихідну ситуацію, висувати гіпотезу, модулювати пошуковий та потрібний стан об'єкта, знаходити альтернативи стандартним рішенням, проводити проблемний аналіз того, що вивчається, виділяти проблему та конкретизувати її в пізнавальних задачах.

На основі аналізу психолого-педагогічної літератури ми дійшли висновку, що під дослідницькими уміннями вчителя ми розуміємо системну якість особистості, яка включає аналітико-синтетичні, інформаційні, креативні та прогностичні вміння, які, інтегруючись із спрямованістю на дослідницьку діяльність та особистісними якостями особистості, забезпечують її ефективну пошуково-перетворюючу діяльність у освітньому процесі.

Ключові слова: творчість, педагогічна творчість, дослідницька діяльність вчителя, дослідницькі уміння.

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EMOTIONAL INTELLIGENCE OF FUTURE TEACHERS FOR PREVENTION OF PEDAGOGICAL CONFLICTS

The article analyzes the actual ideas on the problem of practical training of future teachers. Such training consists in mastering students' knowledge, skills and skills in the prevention of pedagogical conflicts in higher education, which have always been constant companions of social life. It was through such contradictions that new progressive ideas were born that ensured the further evolution of institutions of higher education. For the professional activity of the future teacher, the developed communication skills that are interconnected with his emotional intelligence, which determines the success of teaching, are extremely important.

Emotional intelligence in the unity of its structural components (cognitive, affective and behavioral) is based on the management of the emotional sphere, its reflection and understanding. A high level of emotional intelligence ensures the success of an individual's activity: the ability to adequately express his or her emotions, to understand the emotions and motives of other people's behavior, the ability to act effectively in the system of interpersonal relationships, the ability to navigate social situations, to correctly identify the personality traits and emotional states of other people, to choose the appropriate ways communicate with them and realize all this in the process of interaction.

The notion of the progress of a modern student as a competitive subject of future professional activity is connected with the ability to interact with a professional society, to manage their emotional sphere and, accordingly, relations with the subjects of joint activity. A high level of emotional intelligence is extremely important in stressful situations, which becomes a necessary component of making responsible decisions. The contents, historical aspect, different models, the description of the emotional intelligence of future teachers are considered in detail. The recommendations for prevention of pedagogical conflicts in the context of emotional intelligence are generalized.

Keywords: higher education, future teachers, prevention of pedagogical conflicts, emotional intelligence.

Formulation of the problem. Nowadays, the institution of higher education is, first of all, people who communicate, interact, and are in a complex system of interpersonal relationships. It is difficult to find any other social institution that would be so heterogeneous in many parameters (age, level of education, social status, interests, needs, values, etc.) and at the same time a large contingent. Therefore, many social problems and contradictions characteristic of society in a concentrated form are manifested in education, including in pedagogical conflicts in higher education.

Pedagogical conflicts are manifested in the interaction of participants in the educational process (students, teachers, administration) due to the existence of certain contradictions, contradictions in value orientations, views, mutual expectations, intolerance in communication, destructive actions, lack of conflictological culture of individuals [3, p. 24]. Pedagogical conflicts not only create problems in pedagogical activity, but also act as a source of development of organization, small group, personality in it. Such conflicts reflect the specific way of interaction between participants in the educational process and become a form of manifestation of acute interpersonal controversy, which is important to consider when determining the methods of their prevention. After all, by rewriting the wisdom of the people, it is better to quickly warn the conflict (through effective communication) than long and difficult to solve it, while expending important personal resources: time, emotions, health, productivity, etc.

Prevention of pedagogical conflicts in higher education is a multifaceted long-term process of constant forecasting and foresight of destructive emotions, actions, behavior in the educational and cognitive activity of the individual in educational institutions. Prevention of conflicts is a system of well thought out, well-considered, cautious preventive actions that relieve emotional stress [3, p. 25]. The main purpose of this process is to create such conditions for the interaction of students, their parents, teachers, administrations, which would minimize the probability of the emergence or destructive development of contradictions between them. To prevent pedagogical conflicts it is possible to use different resources.

Research objective is to analyze and characterize the emotional intelligence of students-future teachers in preventing pedagogical conflicts. To achieve the goal, the following tasks were implemented:

• the content, specificity of prevention of pedagogical conflicts among students is analyzed;

• essence, different models, characteristics of emotional intelligence of future teachers are revealed;

• generalized recommendations on the prevention of pedagogical conflicts in the context of emotional intelligence.

Analysis of recent researches and publications is among the researches of reputable scientists from the nearest foreign countries on multidisciplinary issues of conflict, it is worth noting the works of V. Ageev, O. Antsupov, S. Baklanovsky, F. Borodkin, N. Vishnyakova, N. Grishina, E. Kirshbaum, M. Koryak, V. Olshansky, A. Petrovsky, T. Polozova, O. Shipilov and others.

The problem of pedagogical conflicts was investigated by many scholars and was presented in numerous publications by V. Afonkova, S. Banikina, B. Basov, B. Zhiznevsky, V. Zhuravlyov, B. Kazan, E. Kirshbaum, J. Kolomyjsky, A. Lichanov, M. Rybakova, L. Simonova, O. Sokolova, S. Suleymanova, T. Chistyakova, N. Selyakhovskaya and others. L. Simonova, having analyzed the modern psychological and pedagogical literature, concluded that the practical research of pedagogical conflicts develop, mainly in two directions: the study of conflicts in the system "student-student" and in the system "teacher-student" [11].

The development of methodological and general theoretical aspects of the problem of emotional intelligence has made a significant contribution as a foreign (J. Mayer [9], P. Salovey [9], R. Bar-On [8], D. Caruso, D. Goleman [1], K. Saarni, P. Sternberg [10], K. Izard) and domestic ones (I. Andreeva, Y. Breus, V. Hansen, M. Zhuravlev, V. Zaritska, M. Klimenskikh [2], M. Levitov, D. Lucin [4], M. Manoylova [5], E. Orel [6], I. Sobchenko, Yu. Sosnovikov, D. Fursova [7], V. Yurchenko) scientists. Emotional intelligence is understood as an important part of the general culture of the individual, which is a system of its personal and professional qualities, certain norms, and rules.

Research presentation. Scientists were interested in the phenomenon of emotional intelligence in the 1990s, when *Peter Salovey and John Mayer* introduced this concept. They identified EQ as a form of social intelligence, including the ability to track their own and others' emotions, to distinguish between them and use this information to manage their thoughts and actions [9].

In 1995, a research commentator on The New York Times, *Daniel Goleman*, wrote a popular book on the problem of emotional intelligence, which caused a real boom in the media and became a bestseller. Goleman believes that emotional intelligence explains 85% of the success of top managers of large transnational corporations. D. Goleman relates

the emotional intelligence to the work of subculture, in contrast to the general intelligence, the functions of which are implemented by the bark, and emphasizes the possibility of successful development of emotional and intellectual ability [1].

Thus, attention to emotional intelligence is due to the fact that its measurement, in opposition to academic intelligence, is associated with the professional achievements of a person (career growth, wages, etc.). In this regard, one of the most important problems of modern pedagogical psychology is the justification of such conditions of educational process, which would take into account for the future specialist new requirements for his professional and personal development associated with the need to develop his emotional intelligence as a key condition of his educational success.

In modern science, emotional intelligence describes several key theories and concepts: the non-cognitive theory of R. Bar-On (1997); The theory of D. Goleman (2008); The two-component theory of D. Lucin (2004), as well as the concept of emotional intellectual abilities of D. Mayer, P. Salovey, D. Caruso.

In 1990 *D. Mayer and P. Salovey* [1] proposed their *concept of emotional intelligence.* It was based on the fact that the emotional intelligence is:

* the ability to comprehend, evaluate and express emotions;
* the ability to understand emotions and emotional knowledge;
* the ability to control emotions, which contributes to the emotional and intellectual growth of the individual.

The authors identified four components: conscious regulation of emotions; understanding of emotions; assimilation of emotions in thinking, differentiation and expression of emotions. In the improved model, the following mental abilities are identified later: conscious regulation of emotions; understanding (comprehension) of emotions; assimilation of emotions in thinking; distinction and expression of emotions.

R. Bar-On [8] defines emotional intelligence as all non-cognitive abilities, knowledge and competences that enable a person to successfully cope with different life situations, which distinguish five areas of competence that can be identified with *five components of emotional intelligence*:

* knowledge of oneself;
* interpersonal communication skills;
* the ability to adapt;
* management of stress situations;
* predominance of mood.

The concept of emotional intelligence D. Goleman is based on the early ideas of P. Salovey and D. Mayer with a number of additions. D. Goleman, R. Boyatsis and E. McKee distinguish two types of skills that are characteristic of people who have high emotional intelligence: personal skills (abilities that determine how to manage oneself) and social skills (abilities that determine ways to manage people's relationships). According to D. Goleman, the structure of emotional intelligence includes five components:

* identification of emotional states, understanding of the relationship between emotions, thinking and action;
* management of emotional states – control of emotions and the replacement of undesirable emotional states adequate;
* the ability to enter into emotional states that contribute to success;
* the ability to read emotions of other people, to be sensitive to them and to control the emotions of others;
* the ability to engage in interpersonal relationships with other people and to support them.

Later, D. Goleman [1] improved the structure of emotional intelligence. Currently, it includes four components: self-awareness, self-control, social understanding and management of relationships. With regard to different categories of people, this structure is somewhat different. Thus, the author recommends that teachers develop such abilities as understanding their own emotions; control of their own emotions; self-motivation; understanding of the emotions of others; social skills

The analysis of approaches to the definition of the essence of emotional intelligence suggests that emotional intelligence is seen as the ability to deal with the inner environment of their feelings and desires; the ability to understand the relationships of the person represented in the emotions, and to manage the emotional sphere on the basis of intellectual analysis and synthesis; a set of emotional, personal and social abilities that affect the general ability of someone to effectively deal with the requirements and pressures of the environment, etc.

Widespread popularity was the interpretation of *emotional intelligence by Russian scientist D. Lucin* [4] as the ability to understand their and others' emotions and their management. The scientist represents the emotional intelligence as a construct that has a dual nature and is connected, on the one hand, with cognitive abilities, and on the other – with personal characteristics. At the same time understanding of emotions of other people and their management is defined as "interpersonal emotional intelligence", and the understanding of their own emotions and management of them – as "intrapersonal emotional intelligence".

Based on the analysis of existing models of emotional intelligence (D. Lucin, J. Mayer, D. Caruso, P. Salovey, D. Goleman, R. Bar-On, N. Hall, M. Breschi), distinguish two alternative models:

* Mixed models of emotional intelligence that include cognitive, personal and motivational features, which make them closely related to adaptation to real life and processes of overcoming (R. Bar-On, R. Cooper). These models suggest measuring emotional intelligence through a survey.
* Capability models define emotional intelligence as a set of abilities measured by tests that consist of tasks that have correct and false answers (J. Mayer, D. Caruso, P. Salovey).

Despite the fact that researchers understand the meaning of the concepts of social intelligence and emotional intelligence differently, most of them tend to be able to adequately express their own emotions, understand the emotions and motives of other people's behavior, the ability to act effectively in the system of interpersonal relationships, orientation skills in social situations, to correctly identify the personality traits and emotional states of other people, to choose the appropriate ways of communicating with them and to realize all this in the process of interaction is the most reliable factor We, ensuring the success of the individual.

From pedagogical psychology it is known that the success of the training of students in institutions of higher education is influenced by many factors: the material position; health status; age; marital status; level of pre-university training; possession of skills of self-organization, planning and control of their activities; motives for choosing a university, etc. However, the differences in the success of a student's educational activity can be observed in the same external circumstances. In explaining this phenomenon, psychologists and educators often appeal to such individual and psychological characteristics of students as the level of intelligence (the ability to absorb knowledge, skills, skills to successfully apply them to solve problems); creativity (the ability to produce new knowledge itself); educational motivation, which provides strong positive experiences in achieving educational goals; high self-esteem, which leads to the formation of a high level of achievements, etc.

Today, the most relevant to the claimed requirements is the emotional intelligence as a psychic phenomenon associ-

ated with the management of the emotional sphere, its reflection and understanding. Moreover, the development of relationships in the modern social and professional environment implies a direct reflection of this peculiarity on the training of future specialists, and, accordingly, the complication of the structure of interpersonal relations, the presence of many-valued professional, personal, mixed ties, etc. In connection with this, the formation, development and features of the functioning of emotional intelligence are of particular importance in the idea of student success as a future specialist. It allows to highlight the importance for students of such an aspect of education as emotional intelligence, the formation of which would contribute to the optimal combination of qualities necessary for successful future professional activities.

The most reliable parameters on the part of the cognitive, affective and behavioral components of emotional intelligence, which ensures the success of the personality, are the following: the ability to adequately express their own emotions, understand the emotions and motives of other people's behavior, the ability to effectively act in the system of interpersonal relationships, the ability to navigate social situations, to correctly determine the personality traits and emotional states of other people, to choose the appropriate ways of communicating with them and to realize all this in the process of interaction.

The idea of the success of a modern student as a competitive subject of future professional activities is connected with the ability to interact with a professional society, to manage their emotional sphere and, accordingly, with the subjects of joint activity. At the same time, emotional intelligence is an integral part of the professional mastery of the teacher. The main task of the teacher is not only in organizing the educational process, but above all in organizing the dialogue. At the present stage of the development of pedagogical science, learning beyond the dialogue is impossible. Consequently, the training dialogue is the work with the information and the exchange of emotions. Getting feedback, the teacher must be able to adequately interpret the student's experiences, which becomes possible under the condition of adequate level of emotional intelligence. Emotional intelligence is a structure-forming component of a teacher's professional culture.

The emotional intelligence of an effective teacher is determined by the adequacy of self-esteem and level of achievement, communicative tolerance, confidence in professional competence, and the formation of empathy. For teachers with a high level of emotional intelligence characterized by an internal locus of control, low or insignificant level of personal anxiety, emotional stability, ability to explain emotional states. The middle level is characterized by an external locus of control, a high level of anxiety, average or low indicators of adaptation to certain conditions, emotional instability, and difficulty in identifying their own emotions. As for the low level, he has not been found among specialists of social-oriented professions. However, the psychological portrait of a person can be described as follows: has a low self-control, reacts to the mechanism of conditioned reflex, and exhibits activity with the predominance of external components over the inner.

At the stage of achieving a high level of professional skills, a productive teacher becomes an active subject of pedagogical activity and communication. The productivity of the teacher's work is the presence of qualitative changes (positive, progressive or negative, regressive) in the mental development of students and the teacher himself. Productivity is defined as the correspondence of the result achieved by the task, the achievement of the planned positive results. Professionally competent is such a work of a teacher, in which on a high creative level, pedagogical activity is carried out, pedagogical communication, the personality of the teacher is realized, the optimal result is achieved in studying and in upbringing. Multidimensionality, complexity and emotional richness of pedagogical activity encourage the teacher to constantly develop, improve those qualities that characterize a high level of emotional intelligence.

Every person is born from the desire to fully realize himself, and she is endowed with the forces necessary to develop their abilities. The main goal of the teacher is to help to reveal the vital and creative potential of each student, to promote the implementation of an independent and self-sufficient person capable of taking responsibility for his life in his own hands. To realize this goal, the teacher himself must have a high level of development of emotional intelligence.

Nevertheless, pedagogical conflicts within the educational process are almost inevitable. Pedagogical conflict can be considered as such a conflict arising as a result of professional and interpersonal interaction of participants in the educational process in the form of an exacerbation of contradictions, which often cause a negative emotional background of communication, and involves a constructive transition from conflict of parties to the interest in eliminating its causes.

In a conflict situation, hidden processes from the external perception that take place in the intellectual, emotional and volitional spheres of opponents are implemented. The actions of the opponents affect each other, stemming from mutual reactions, aimed at realizing the interests of each side, that is, are mutually determined, and therefore acquire the nature of interaction. Conflict situation is accompanied by an increase in emotional tension.

The specifics of the activity of the teacher is that he works with students one by one. In this case, the teacher is constantly experiencing a strong mental tension, since he must actively regulate both his behavior and the behavior of students in different situations. Such an initially elevated nervous and psychological load, contributes to increasing the likelihood of maladaptive regulation of the intellectual and emotional sphere.

Comparing "non-conflict" and "conflict" teachers, L. Simonova [11] draws attention to their personal characteristics: "non-conflicts" teacher – a person soft, non-dominant in communication; restless, worried about his affairs and actions; in their decisions directed to the group; communicative; with good emotional and volitional regulation; practical orientation of intelligence; with an adequate or somewhat underestimated self-esteem. "Conflict" teacher is a person more rigid, dominant in communication; carefree, relaxed; self-sufficient; less sociable; with lower emotional-volitional regulation; with the abstract-dogmatic orientation of intelligence; adequate or overpriced self-esteem.

Each teacher must have a certain set of knowledge and skills to prevent conflicts and manage them effectively. But if conflicts still arise then you need:

• know and take into account the individual characteristics of students; closely monitor the psycho-emotional state of the team, be able to see the first signs of a conflict situation;

• implement the principles of non-conflict communication (to communicate unaffordably – not to hide "shortcuts" on others and not to allow hanging labels on themselves; to avoid communicating manipulations both in relation to oneself and on its part; to focus on cooperation, and not on counteraction);

• in case the tension still arises, it is necessary to establish the true causes of conflict behavior;

• assess the scale of the conflict situation, its pros and cons; to make a forecast for the development of the conflict for effective management and the choice of an optimal exit strategy;

• do not allow incorrect verbal interaction with the opponent (cries, mutual reproaches, threats, etc.). Otherwise, the conflict situation will inevitably grow into an open conflict;

• the teacher must control the situation, his task – to move from affective-tension relationship between opponents to solve the problem;

• be sure to interact with your opponent (provide him with pedagogical and psychological support).

Thus, the correct diplomatic correct organized pedagogical communication forms the positive emotional experience gained by the students. Low levels of emotional intelligence can lead to complications of awareness and self-emotion, which increases the risk of psychosomatic illness and inadequate mental reactions. Thus, the ability to understand and manage their own feelings is a personal factor that strengthens the psychological and somatic health of the teacher and students.

Formation of high-quality mental skills of students is achieved through an emotionally colored, personal interaction of the teacher with them, mediated by the unity of freedom of thinking and expression of emotions – the emotional intelligence of the teacher. By exercising such influence the teacher with the help of simple ideas, step by step gradually should lead students to solve complex tasks. During such interaction, it is desirable for the teacher to create comfortable conditions for a possible insight of students. Insight – (guess, insight) – unexpected for the person himself, the sudden finding of a conflict that he has long and hard thought about. It is also important for the teacher to verbalize these guesses, speak out, and assess their advantages and disadvantages, positive and negative.

Such interaction is characterized by comfortable cognitive communication on the basis of peer interaction ("neighboring agreement", advantageous convenient partner exchange of information, student experience with each other and with a teacher) and high emotional intelligence of the teacher. It is desirable to constantly use reflexion to improve the efficiency of such management. This is focusing, the concentration of consciousness of the individual in his inner world, on his images, associations, feelings and thoughts. This process reflects the high level of development of the individual and his ability to study the psyche and trace the specific behavior, taking into account in the prevention and resolution of pedagogical conflicts in higher education.

Conclusions. of further research. So, the emotional intelligence is the ability of the future teacher to recognize and realize their and others' emotions, feelings, motives of behavior, use them, effectively manage them. A high level of emotional intelligence involves the ability to communicate meaningfully and clearly the information to students, and on the basis of these skills to successfully interact with other participants in the educational process, which is extremely important in the management of pedagogical conflicts in higher education. Prevention of pedagogical conflicts consists in early recognition, elimination, leveling or weakening of factors of occurrence, preconditions, principles of conflicts of different types in higher education institutions. In this process, the control of their emotions by the future teacher and

the creation of a favorable emotional atmosphere dominate. Practice shows that the greatest success in life is achieved by those who are able to take on themselves at the critical moment and not be subjected to anger, annoyance or sorrow. Therefore, from the personal qualities of emotional intelligence passes into the category of professionally important qualities of a particular specialist, the success of which is related to the need to manage their emotions, emotional sphere, which requires further study of this problem.

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ЕМОЦІЙНИЙ ІНТЕЛЕКТ МАЙБУТНІХ ВИКЛАДАЧІВ У ПОПЕРЕДЖЕННІ ПЕДАГОГІЧНИХ КОНФЛІКТІВ

У статті проаналізовано актуальні ідеї з проблеми практичної підготовки майбутніх викладачів, яка передбачає засвоєння студентами знань, умінь та навичок з профілактики педагогічних конфліктів у вищій школі, що завжди були постійними супутниками соціального життя. Саме завдяки таким протиріччям народжувалися нові прогресивні ідеї, які забезпечували подальшу еволюцію закладів вищої освіти. Для професійної діяльності майбутнього викладача надзвичайно важливі розвинені навички спілкування, які взаємопов'язані із його емоційним інтелектом, що визначає успіх викладання. Високий рівень емоційного інтелекту виявляється винятково значущим у стресових ситуаціях, коли стає необхідною складовою приймання відповідальних рішень. Детально розглянуто зміст, історичний аспект, різні моделі, характеристику емоційного інтелекту майбутніх викладачів. Узагальнено рекомендації щодо профілактики педагогічних конфліктів у контексті емоційного інтелекту.

Ключові слова: вища освіта, майбутні викладачі, профілактика педагогічних конфліктів, емоційний інтелект.

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UKRAINIAN QUESTION IN THE PROLETKULT ACTIVITY

The article highlights the social and political conditions under which the proletarian educational organizations of the 1920s functioned in the context of nationality issue, namely the study of political frameworks determining the status of the Ukrainian language and culture in Ukraine. The nationality issue became crucial in Proletkult activities – a proletarian cultural, educational and literary organization in the structure of People's Commissariat, the aim of which was a broad and comprehensive development of the proletarian culture created by the working class. Unlike Russia, Proletkult's organizations in Ukraine were not significantly spread and ceased to exist due to the fact that the national language and culture were not taken into account and the contact with the peasants and indigenous people of non-proletarian origin was limited.

Keywords: Proletkult, worker, culture, language, policy, organization.

Formulation of the problem. Contemporary social transformations require detailed, critical reinterpreting the experiences of previous generations. In his work "Lectures" Hegel wrote that experience and history taught that peoples and governments had never learnt from history and did not act in accordance with the lessons that history could give.The objective study of Russian-Ukrainian relations require special attention that will help to clarify the reasons for misunderstandings in historical context, to consider them in establishing intercommunication and ensuring peace in the geopolitical space.

The period of interest is 20–30 years of the 20thcentury – time of intensive cultural development, showing tendency to democracy, creativity, and diversity. However, it remained tendentiously presented by official Soviet pedagogical science when the complex and ambiguous process was adjusted to well-known results in advance (Sukhomlynska, 1996, 7). The article proposes the study of the Russian-Ukrainian relations considering the activities of Proletkult (1917-1932) – proletarian cultural, educational and literary organization which was a constituent of People's Commissariat and the aim of which was a broad and comprehensive development of proletarian culture created by the working class.

Research objective is to investigate the Russian-Ukrainian relations considering the activities of Proletkult (1917-1932), find out the political conditions under which Ukrainian proletarian educational organizations developed.

Analysis of recent researches and publications. Among Russian researchers studying Proletkult we should mention M. Gorbunov, N. Yudin, L. Nikolayeva, M. Levchenko, L. Bulavka, A. Karpovand others. In Ukraine there is a few holistic studies of Proletkult organization's activities. Nevertheless, the issues of Russian-Ukrainian relations were not investigated in the works of researchers mentioned above that can be treated as a gap in historical and pedagogical science.

It was found out that it was the All-Ukrainian Proletcult that was distinguished by the acuteness of the national question concerning the use of the Ukrainian language, which resulted in the gradual Ukrainianization of its activities: Ukrainian studios opened, work was conducted in the Ukrainian language, curricula supplemented with courses on the study of the Ukrainian language, Ukrainian theaters were created, Ukrainians were active theaters

As the analysis shows, the use of the Ukrainian language was not denied, but it was possible in the context of the creation of a proletarian culture, not a national one, which caused a lot of controversy, ambiguous thoughts. In our opinion, this became the main reason for the decline of Proletkult in Ukraine. The pro-Ukrainian representatives of the Proletcultal organizations, for the most part, advocated the national character of creativity, the mother tongue as its basis; the object of their concern proclaimed the historical existence of the Ukrainian people.

They opposed the general tendency of Proletcult, which did not recognize the creativity of any nationality, and

organized proletarian creativity was seen as a decisive stage for a truly universal.

Research presentation. Russian revolutionary social democracy during 1917–1920 realizing social and political transformations was following the Imperial mentality. It resulted in the fact that Ukraine received the status which was tantamount to cultural autonomy in the "united and indivisible" space of the Soviet Federation. The war and revolution were not the time for Ukraine to unite its people; they remained divided within two states.

However, even under these conditions the revolution made cultural activities fill with a sense of novelty, a consciousness of liberation from the old world and its limitations. The complex persistent questions arose and the main ones were such as which direction the Ukrainian culture should follow, what standards this culture should be based on, and what kind it should be in the whole. It was the time of searching and hope. Inspired by a sense of their own mission and growing audience, the writers, the artists and the scientists plunged into the creation of a new cultural universe with a great passion. In the field of education the global goal was also formed: the future of socialism was a new Soviet person.

During social upheavals (World War I, February Bourgeois Democratic Revolution and October Bolshevik Revolution of 1917, the civil war, National-Democratic Revolution in Ukraine, which caused the possibility to create a Ukrainian state, and a bitter defeat of Ukrainian National Republic) an intensive process of domestic cultural space self-organization developed together with the attempts of the institutionalization and structuring of modern Ukrainian culture under own state leadership.These processes occurred in difficult circumstances and were influenced by both internal and external factors. It is necessary to mention S. Kulchytskyi's work (2013) in which the author stated:

The Ukrainian Central Soviet must be remembered to act within the political space of Russia, which as an Entente member waged exhausting war against Central countries for more than two years. The Ukrainian revolution was a part of Russian but not an independent phenomenon. Although Ukraine formed its own political government, which began a national state-making process, its territory became the place of confrontation between Russian revolutionary and counter-revolutionary forces. The opposite parties fought not only against each other, but tried to strangle Ukrainian liberation movement.(p. 60).

With the Soviet power establishment the cultural processes in Ukraine occurred in the context of centralized policies of the Communist Party declaring the equal rights of all states or the members of newly formed federation in its normative documents. The Bolshevik leaders tried to control the process so that the ethnic revival would not be transformed into national, that is to say Ukrainians would enjoy the development of their language and culture without claiming to

be independent from the centre of all other national states (Kulchytskyi, 2013, 83).

A week after the October Revolutionon the 15th (2nd)of November 1917 the Declaration of Russian Peoples' Rights was published and signed by the Chairman of the Soviet of People's Commissars V. Ulianov-Lenin and the People's Commissar on Nationalities Issues Y. Dzhugashvili-Stalin. The document emphasized that the 1st all-Russian Congress of Soviets in June 1917 had proclaimed the right of Russian peoples for free self-determination, and the 2d Congress of Soviets clearly and strongly confirmed this in alienable right. According to the decisions of these Congresses the Soviet of People's Commissars (SPC) formed such principles for its activity including nationality issues:

1) equality and sovereignty of Russian peoples;

2) the right of Russian peoples for free self-determination, including secession and formation of independent states;

3) abolition of all national and national-religious privileges and restrictions;

4) free development of national minorities and ethnic groups inhabiting the territory of Russia (Kulchytskyi, 2013, 184).

The reaction of the SPC to national countries sovereignty was offensive. On the 31st (18th) of January 1918 the 3d all-Russian Congress of Soviets adopted "Declaration of rights of working and exploiting people". Its first item consisted of two parts and was in sidiously simple:

1) Russia was proclaimed as the Republic of soviets consisting of workers', soldiers'and peasants' deputies. All the power in the center and locally belongs to these soviets.

2) the Russian Soviet Republic was formed as the Federation of National Soviet Republics on the basis of voluntary uniting of free nations.

The heads of soviets would state that the Central Soviet used the national phrases and led anequivocal bourgeois policy, not recognizing Soviet power in Ukraine. As a result the contradiction between the declared statements and the real situation could be seen (Kulchytskyi, 2013, 185).

Among the four items describing national relations in the Program of the Russian Communist Party (of Bolsheviks) (RCP(B)), the first is relevant to our study as according to it,"Policy of different nationalities proletarians and half-proletarians cooperation was the basis for a joint revolutionary struggle against landowners and the bourgeoisie"(Kulchytskyi, 2013, 187). Such cooperation resulted in discrimination of the rights and freedoms of the Ukrainian proletariat by Russian proletariat, because the Russian language and culture were considered as progressive, proletarian, and leading, and the Ukrainian language was treated as peasant, a nationalist manifestation, and therefore, was unsuitable for building the culture of future – proletarian culture.

The fourth item explained who can express the nation will of separation. The working class was considered as a main doer in the process of transition from bourgeois to Soviet democracy (Kulchytskyi, 2013, 187). In the context of ensuring national equality proclaimed in the normative regulations the thesis of the fourth item can be again treated as contradictory. The Russian language was considered as a proletarian one on the contrary to the peasant Ukrainian language, so the discrimination of national culture could be clearly seen in real life.

However, despite of the official policy the development of the national liberation movement after the civil war gained undeniable momentum and it was impossible to control it. It provoked Lenin's resolution "On the Soviet Government in Ukraine" adopted on the Plenum of the Central Committee of the RCP(B) in November 1919. The resolution obliged all members of the Party to encourage free development of the Ukrainian language and culture. It stated the following:

Despite the fact that the Ukrainian culture (language, school, etc.) has been repressed by tsarism and exploiting classes of Russia for centuries, the Central Committee of the RCP(B) makes it obligatory for every Party member to remove any barrier for free development of the Ukrainian language and culture using all possible means. The RCP(B) members should accept workers' right to learn the native language and speak it in all Soviet institutions on the territory of Ukraine, strongly oppose the attempts to push the Ukrainian language aside by artificial means and, vice versa, try to transform the Ukrainian language into a way of Communist education for the working masses (Lenin, 1974).

Despite such situation the state policy on the national culture was continuing as the government was afraid of the Ukrainian language acquiring the status of original on both state and all-Soviet levels. The actions taken were only the means of public attention distraction from establishing the dominance of the Russian language and culture.

In Bolsheviks surrounding the Ukrainian culture was considered as having a single meaning – a creation of bourgeois nationalist son the basis of their romantic and reactionary works – and it strongly affected the formation of the proletarian culture concept. After all, the situation that prevailed in the early 20th century in Ukraine was characterized by the existence of deep contradictions between the autochthonous village and assimilated city population, between the Ukrainian peasantry and the Russian or Russified proletariat. Among the memoirs about the Ukrainian revolution there is a reasonable thought of V. Zatonskyi, "Ukraine as a country did not exist for "soviets" and the parties of the city proletariat, for both the Bolsheviks and the Mensheviks (temperate members of the Party) as it did not exist for urban working class" (Zatonskyi, 1929).Only over time as a result of some confrontations it was possible to change a little the views of the Party and Soviet staff, and the declared Ukrainian Soviet statehood gradually began to acquire the relative recognition, the Ukrainian language and culture was given its almost official status (Parakhina, 2012, 23).

The Central Committee of the RCP(B) approved the decision of the 10th Party Congress (8-16 March 1921).The resolution of the Congress "Regular tasks of the Party on nationality issue" stressed that the task of Bolsheviks was to help "the working members of not Russian peoples" to develop and strengthen their court, administration, the economic bodies, governments where the native language was used and which were staffed by local personnel who knew the life and psychology of the local population, and to encourage the press, school, theater, clubs and general cultural institutions use native language in their development ("The 10th Congress of the RCP(B)", 1963, 603).

According to the Directives on Ukraine's nationality issue dated by October 17, 1922 and adopted by the Plenum of the Central Committee of the RCP(B) it was supposed to be "complete and absolute equality of the Ukrainian and Russian languages, a strong opposition to any artificial Ukrainization or Russification" and at the same time the elimination of barriers that could stop the natural development of the Ukrainian culture or that prevent the Ukrainian peasantry from accessing to the Russian culture; the struggle against all aspirations to make the Ukrainian language the means of separation and opposition of the Ukrainian workers and peasants to the Russian one shad to be conducted (Kasianov, 1992, 150).This illusion of languages "equality" was a part of the Soviet government's deliberate policy as the national liberation movement in Ukraine was raising, and although Bolsheviks had not many supporters among the intelligentsia, they pretended to encourage the equality of the Ukrainian and Russian culture and language to make the

Party opposition weaker. Under this illusion of "equality" the Bolshevik theory of culture meant the destruction of "nationally limited" cultures.

The same idea was supported by V. Lenin who pointed to anegative role of national cultures in social progress:

It is possible for social democracy to proclaim directly or indirectly the slogan of national culture. Such slogan is misleading, since all economic, political and spiritual human lives are internationalized by capitalism. The international culture being systematically created by the proletariat of all countries can not include any "national culture" but embrace exclusively its democratic and socialist elements (Lenin, 1972).

V. Lenin supposed the use of national culture only as a form of propaganda for Communist ideas or as a form of the national language for such propaganda.

In 1923 "contradiction between two cultures" began being actively supported. The Secretary of the Central Committee of the Ukrainian Communist Party(of Bolsheviks) (UCP(B) D. Lebed speaking at the Party conference in Kyiv said:

Theoretically we know that the contradiction between two cultures is inevitable. Due to certain historical circumstances in Ukraine the culture of the city is Russian, the culture of village is Ukrainian; to set the task to actively make the Party and the working class Ukrainian means to accept low culture of the village instead of the higher culture of the city (Kasianov, 1992, 75).

In early 1920s the so-called theory of contradiction between two cultures was actively discussed by the Party leadership. The Russian culture was considered as leading one (because the speakers were of proletariat origin) and the Ukrainian culture was a retarded one (as only the peasantry in the countryside spoke it).This theory was proposed by the Secretary of the Central Committee of the UCP(B) D. Lebed who in the article "Some questions of the Party Congress" wrote that:

To set the task to Ukrainize the Party and therefore the working class will now be reactionary for cultural movement as nationalization, that is the artificial implanting of the Ukrainian language in the Party, means for the current political, economic and cultural relationships between the city and the village to accept low culture of the village but not the higher culture of the city (Kasianov, 1992, 75).

These views were supported by some members of the Party apparatus and some ordinary members who understood the necessity of the entire government structure being Ukrainized. Lebed's opponents realized that in the country, where 80% of the population was of Ukrainian origin, the government members had to speak the Ukrainian language. On the 7th Conference of the UCP(B) (1923) concerning the issue of "two cultures" H. Rakovskyi stated that the government could not be neutral towards the Ukrainian culture and had to know it and help it to develop. M. Skrypnyk, V. Zatonskyi and others argued the "Lebed theory" too. As a result Lebed's points of view did not become the ideological directives and official policy but they certainly reflected the attitudes of a significant part of Russified members in state apparatus (Kasianov, 1992, 75).

A decisive step towards the implementation of the policy of Ukrainization was made at the 12th Congress of the RCP(B) in 1923. It was after this Congress that Ukrainization was officially proclaimed as obligatory task for all Party members. In June 1923 the Council of People's Commissars of the USSR adopted Decree "On measures to ensure equality of languages and on assistance in development of the Ukrainian language".

It was quite often believed that the proletarian culture was national and international thus everything created for this culture had to be in the Russian language; the culture of Ukrainian peasants was bourgeois and therefore it was not appropriate to apply the Ukrainian language there. In the last decade of the Imperial period three social strata were distinguished – peasants, urban intellectuals and the proletariat that influenced the development of three approaches to national culture respectively.

Urban intellectuals were the most privileged part of the population under Russian cultural influence; they supported state policy as the dependence from Russian culture was historically caused by education, state public service, and ideological subordination. After the revolutionary changes this part of population was oriented to entire and indivisible Russia, total hegemony of Russian culture as a unifying factor in the Soviet country. They were quite often inimical to national manifestations, and the pursuit of national interests in so-called colonies of the Soviet Union.

The peasants were associated with folk traditions and customs developing over the centuries. The revolution in 1917 became a kind of signal for avoiding total subjugation in general and oppression of language in particular. Peasants' hostility to the city was clearly manifested during the civil war, which actually was economic destruction that provoked the intensification of struggle for national identity. As native speakers and experts in national traditions the Ukrainian peasants were the main supporters of the national revolution. However, as a result of different class contradictions they mainly paid attention to rather the social and economic than national and political slogans of the revolution. Being mainly of Russian origin the working class and the bourgeoisie on the contrary remained indifferent to the slogans of the national revolution (Kulchytskyi, 2013, 214).

The social origin of the proletariat was heterogeneous. The greater part of people was peasants by birth, consequently in terms of their national origin they were almost in distinguish able from the village natives. Such people work in urban areas, therefore hey became a subject of cultural influence of the urban intelligentsia and were introduced to Russian culture or in other words were industrialized. In Ukraine Russian people lived mostly in cities and the process of national liberation movement was slower there. P. Khrystiuk wrote, "Since the beginning of the revolution in Ukraine the city inhabitants have adopted either a hostile or neglect attitude to the Ukrainian Renaissance(Khrystiuk, 1921, 19).

The Communist ideology envisaged the unification of all society groups for socialist construction without considering nationality issue. In Ukraine during that revolution period the vast majority of workers had a typical attitude to nationality issue:

A working person, especially an employee "should be an internationalist", he does not consider the issue of language and culture as something important, it is a matter of the bourgeoisie, although nobody can interfere with any person's free usage of language as it was in tsar times. It is impossible to prevent some states in former Empire from developing their own national social order and even from forming separate and independent states. Everything a conscious worker should be interested in must be a social struggle against the landlords and the bourgeoisie. For this struggle being successful Russia should better remain the only country where the working class united by socialist slogans can fight against their enemy, and it is revolutionary internationalism, inherent in the working class in the period of revolutionary and destructive struggle against the former order (Lapchynskyi, 1927, 247).

The modern researcher M. Parakhina (2012) noted that the heterogeneity of the ethnic composition in the Ukrainian society, disparity between the rural and urban residents' cultural levels, population's low literacy rate, short age of professional staff, insufficient material base, lack of funding, influence of Russian culture and the need to oppose to great

Russian chauvinism – all these factors formed significant barriers for creating Ukrainian culture in the 1920s. The situation was complicated by the fact that Russification policy in Ukraine having been realizing for several centuries resulted in the cities being not Ukrainized. However, the village residents preserved their ethnic and national culture: language, tradition, and so-called local colouring.

Nevertheless, the theory of two cultures which was also called "Lebed's" was convicted after 1923, when the government adopted the policy of "Ukrainization". The "theory of two cultures" after 1925 arose active discussion in literature and subsequently this issue turned from "literary" into political one and covered a range of urgent problems and prospects of development in the Ukrainian culture as a whole (Parakhina, 201, 33).

The process of Ukrainization began to fail in 1926.The reason for it may be found in Y. Stalin's letter which was written to L. Kaganovych on the 26th of April 1926. When analyzing measures taken by Education People's Commissar of the Ukrainian SSR on Ukrainization Y. Stalin stated serious errors:

He confuses the Ukrainization of our Party and other staff with the Ukrainization of the proletariat. There is a necessity and opportunity to Ukrainize our Party, state and other apparatus personnel who serve the population. But it is impossible to Ukrainize the proletariat by government force. We cannot allow the Russian working masses to abandon the Russian language and recognize the Ukrainian culture and language as their own. This fact contradicts to the principle of nationality free development. This will not be national freedom but a form of national oppression (Stalin, 1949).

M. Skrypnyk, an ardent defender of Ukrainization, tried to solve the problem of culture formation taking into consideration clear Marks and Lenin's attitudes. He emphasized that there were only two ways of national culture creating: proletarian and bourgeois. The priority of class interests over national was the basis Skrypnyk's paradigm of the culture was built on (Stalin,1949). It was strongly believed that in the new state, which the proletariat brought a victory to, had to be a new culture – proletarian. The proletariat formed the vast majority of the urban population who was Russian-speaking, therefore proletarian culture had to be Russian.

It was obviously assumed that the Ukrainian culture, the roots of which were rural, would gradually infuse into Russian one. The culture that was traditionally identified with the countryside suddenly gained other vector of development, which led not only to aesthetic searches but also caused mental changes. Under these circumstances, the notorious theory of the "contradiction between two cultures" was widely spread in the Republic, its essence was discovered in the fact that "proletarian Russia" was opposed to "peasant Ukraine", and on this basis the conclusion was drawn that "Ukrainization" was not necessary because Russian (urban) culture would finally prevail over Ukrainian (rural) culture.

Most of public figures having orientation to national freedom took into account the customs and traditions of the Ukrainian people and believed that the formation process of proletarian culture should involve not only workers and city dwellers, but also peasants:

And such situation can be possible only when there will be no contradictions between the city and the country, when the town will be opened to the villagers and when the interests of both will be shared for the village and the town will be able to form strong structure. Yes, this is the only way to create a distinctive national art: go out of the depth sand to come to the people, understand their feeling sand their original views of beauty, genuinely love the surrounding nature (Burachek, 1920, 81).

Conclusions. Regarding nationality composition of the population on the territory of Ukraine within the studying period interesting statistic data and qualitative analysis can be found:

In Ukraine the same phenomenon can be seen everywhere: more than 92% of Ukrainians are farmers, 4-5 % of them are workers, and others are artisans, small traders and service intelligentsia. Ukrainians cultivate lands but fishing, trade, science, culture and public administration do not belong to Ukrainians. Among capitalists there are only Russians, Jews, Poles and others. The city as a center of culture is not Ukrainian (Soldatenko, 1999, 170-171).

The issue of the Ukrainian language was solved by its ignoring or by its considering as a means for creating proletarian but not national culture. Such situation caused many arguments, controversial opinions, and what was most important, in our opinion, became the main reason of Proletkult decline in Ukraine.

Proletkult was established in Russia in 1917. In Ukraine these organizations were formed in 1919 when Soviet power was established. The main forms of educational work were clubs for workers, studios, proletarian universities, Proletkults for children, etc. Cultural and creative activities were realized in studios in such fields as literary, theatrical, musical, and visual arts.

Proletkult movement became widespread in Russia, but on the territory of Ukraine it was little distinguished. The main reasons for this were the dominance of the Russian language over Ukrainian; in fact, workers who were non-Ukrainians had access to different organizations, but for the peasants – indigenous people – such access was not available. In Ukraine Proletkult failed to exist, but became a prerequisite for functioning of such proletarian literary organizations as "Plug", "Gart", etc. These tried to continue and to intensify the activities made by Proletkult organizations.

As a result, nationality issue, the issue of the Ukrainian language became crucial for Proletkult functioning in Ukraine. Considering the platform of the 1stAll-Russian Conference of cultural and educational organizations, focusing on the creation of proletarian culture as non-national international phenomenon, Proletkult appeared to be in opposition to the development of national liberation movement, manifestation of national consciousness. Proletkult organizations could not exist under pressure of the national liberation struggle, on the one hand, and official policy of the Soviet government and the Communist Party, on the other. Although some members of All-Ukrainian Proletkult had strong intention to Ukrainize its activities, Proletkult ideas were not supported by domestic scientists, artists, and public figures. The fact that the Presidium and All-Ukrainian Proletkult Council consisted mostly of Russian members should be paid attention to as it is obvious that All-Russian Council determined the content and direction of the activities performing in the Ukrainian organizations.

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УКРАЇНСЬКЕ ПИТАННЯ У ДІЯЛЬНОСТІ ПРОЛЕТКУЛЬТУ

У статті висвітлюються соціально-політичні умови, за яких функціонували пролетарські освітні організації 20-х років у контексті національного питання, а саме вивчення політичних рамок, що визначають статус української мови та культури в Україні. Питання про національність набуло вирішального значення в діяльності Пролеткульту – пролетарської культурно-просвітницької та літературної організації, метою якої стало широкий і всебічний розвиток пролетарської культури, створеної робочим класом. На відміну від Росії, організації Пролеткульту в Україні не були поширені і перестали існувати через те, що національна мова та культура не були враховані, а контакти з селянами та корінними жителями непролетарського походження були обмежені.

Ключові слова: пролеткульт, робітник, культура, мова, політика, організація.

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THE CONTENT OF THE PRACTICAL TEACHERS' TRAINING IN HIGHER EDUCATIONAL ESTABLISHMENTS IN UKRAINE AND THE USA: COMPARATIVE ANALYSIS

The article is devoted to the problems of the practical teachers' training organization of future experts on teaching specializations. At the present period in the development of higher education pedagogy a lot of works of scholars and practitioners are devoted to the problems of teaching practice, such as: its role in the formation of prospective teacher's personality, the history of its development in the system of pedagogical education, the structure and content of the practical teachers' training, ways of its improving and take into account foreign experience in its organization. But the question of the practical training optimization of future experts and redistribution of time between the theoretical and practical training in favor of the second remains relevant. Organizational and methodological fundamentals of the teaching practice in higher education establishments are analyzed. Its role in the system of professional development of future teacher is revealed. The structure and content of teaching practice, the experience of its implementation over the last 50 years, the changes having taken place in the current conditions of pedagogical higher education transformation into the two- tier education system (the first (Bachelor) level and the second (Master) level) are analyzed. Characteristics of the teaching practice organization at higher education institutions of the USA and its structure and content are emphasized The experience of Professional Development Schools of future experts as a new model of the teachers' training in the context of pedagogical higher education reformation is provided.

Keywords: teaching practice, didactic practice, higher educational establishment, a student teacher.

Formulation of the problem. Today's new Ukrainian school requires a teacher, who can stem the decline in quality of education, who has obtained necessary competencies and who understands the way of realization of the competence-oriented content of school curricula. Not just a teacher, but the teacher-facilitator, the coach and the moderator for children in consideration of their individual educational needs. The teacher, who is able to provide the cross-cutting educational process which forms values. So, "new school requires new teacher who might become the agent of changes", – mentioned in the National Strategy "The New Ukrainian School" [2].

In that regard, the development of the structure and content of the psychological, pedagogical and methodical training of prospective teachers is of particular importance. In the system of professional development of prospective educator the role of the teaching practice is significant. The practical teachers' training is recognized as one of the leading forms in the organization of educational process along with lectures, students' individual work and monitoring activities according to the Law of Ukraine "On Higher Education". The teaching practice is recognized as the special link between the theoretical training of prospective teachers and their work at educational establishments.

Analysis of recent researches and publications. At present in the development of higher education pedagogy the works of F. Gonobolin, N. Kuzmina, V. Slastonina, G. Kodzhaspirova, V. Maiboroda, S. Vitvytska, G. Cherkas, V. Chepikova, Yu. Alferova, A. Vasyliuk, L. Pukhovska, N. Onyshchenko and many others are devoted to the problem of the teaching practice role in the formation of prospective educator's personality, the history of its development as a component of the general teachers' training of future experts, the content of the practical teachers' training, ways of its improving and foreign experience of its organization.

Research presentation. Today the problem of improving the structure and content of practical teacher's training in the two-tier education system (the first (Bachelor) level and the second (Master) level) in the context of the European dimension remains urgent, but in practice it is still being unsolved.

During the last 50 years the structure and content of practical teachers' training in Ukraine have gone through the essential changes. In the 1970s the cross-cutting practical teachers' training of prospective teachers of different teaching specializations included all kinds of practice, such as: introductory, educational and professional. The introductory practice, as a rule, was conducted during the first and the second years of studying. Its purpose was to form professional motivation of educational activities and the system of knowledge of the chosen profession. The content of this practice included monitoring of teaching and educational process, analysis of lessons and educational events, and student teacher's active participation in the preparation and

conducting the latter. The introductory practice also included the keeping of student teacher's observation diary. A student teacher had opportunities to gain teaching experience usually through working with experienced teachers of Pedagogy Department. The educational didactic practice, whose purpose laid in summarizing and systematization of students' theoretical knowledge, skills development and their practical application, was conducted during the third year of studying. Its aim has been realized through the students' familiarizing with content and methods of working at school and specific educational tasks realization up to the practice syllabus.

The educational practice was closely connected to the teaching methodology of a certain educational discipline. According to the discipline tasks during the educational practice monitoring and analysis of defined objective and methodical problems were observed.

Practice teaching experiences included teaching an individual lesson from time to time, during which the student teachers had direct and individual control over a class. Teaching practice was intended to give student teachers experience of classroom teaching, an opportunity to apply the information and skills they have studied in their teacher education syllabuses, and a chance to acquire basic teaching skills.

The course of Teaching Excellence was introduced in the content of the introductory and educational practice in the late 1970s and early 1980s and, as a result, the tasks of development of teaching abilities and skills of prospective educators were represented. Monitoring and analysis of realization of the above-mentioned tasks in the work of subject teachers and classroom teachers were provided.

The important component of the cross-cutting practical teachers' training for a long time was the practice in pioneer summer camps, as a rule, after the second year of study, consisting of two phases: educational and professional.

The educational phase lasted two–four weeks and was organized as a didactic role play. Students under the conditions of a real summer camp and alongside the teachers of Pedagogy Department were acquiring necessary knowledge and appropriate skills while they were acting as children, who had a rest in the camp, and as pioneer leaders, who were simultaneously in charge of the camp management. During the professional phase student teachers performed professional duties of a pioneer leader, who worked under the supervision of a children's educator, or even fulfilled duties of a children's educator, provided that a student teacher had job experience or military service. Thus, there were both the educational and professional practice in the teachers' training structure in the teaching field as well as educational.

The professional practice lasted no less than four weeks in secondary school and was conducted during the fourth senior year of studying. Its main purpose was to form students' abilities of creative using the acquired, during the theoretical tuition, skills and knowledge in teacher's work; to develop practical skills of making decisions in the real professional conditions – during the classes, the educational activities, the individual work with children and their parents and so on.

The changes having taken place in social life and pedagogical higher education over the last 10 years had a great influence on both organization and content components of teaching practice.

Most teaching specializations have significantly reduced the number of credits provided for professional teachers' training, as a result, the practical training of future teachers was reduced too. The cross-cutting practical teaching practice has been limited to the professional didactic practice during the fourth year of Bachelor's Degree.

It is worth noting that with the transition to the two-tier education system there is a contradiction with Ukrainian labour legislation, in which the Bachelor's degree holders don't have the right to teach in secondary school. The existence of the educational qualification level of Specialist has resolved this contradiction before. Today there is an urgent need for providing the practical teachers' training at the second (Master) level in both secondary school and higher education institutions in order to acquire the professional competences of both a secondary school teacher as well as a higher education teacher by intended Master's degree graduates. However, it should be noted that the content of the teaching practice became significantly deeper and it provides such types of work as: a) training; b) character building in the educational process; c) scientific-research work; d) extracurricular educational; e) educational documentation maintenance.

Unlike the Ukrainian pedagogical higher education the structure of the USA pedagogical education is provided in higher education establishments at several levels: universities and pedagogical colleges (4-5 years studying), liberal arts colleges (4 years) and junior colleges (2 years). The first three establishments train secondary school teachers, but junior colleges train elementary school experts.

Today the teacher in the USA is not only school's functional unit, who is in charge of providing educational services with a view to prepare students for final exams. Nowadays individualism, isolation and privacy aren't the basis of the American teaching culture. At the current stage the effectiveness of teacher work is identified with his ability to constructive teamwork, a high-quality collaborative culture in groups, his openness to experience, his desire for new qualitative changes through the education and teaching, his self-development and self-actualization and so on. Modern American teacher is a social values bearer and an agent of changes, he is a model of conduct for children, parents and colleagues.

Compared with Ukraine, US approaches to both theoretical and practical training differ considerably. In particular, the course of Pedagogy, in the traditional sense, is not taught. The term "Education" synthesizes such processes as teaching and upbringing as well as the formation of social, cultural and moral values. The specific issues of the specialized training of an educator, a teacher, a counselor and a mentor are represented in philosophy, social and psychology disciplines. The Pedagogical Psychology is a basis in the curriculum of teachers' training. Theory and methodology of education and upbringing is partly represented in the content of the pedagogical education as well.

The American syllabuses of Pedagogy are mostly focused on the students' knowledge of different scientific currents, approaches, views and forming critical attitude to them. Therefore the basic method, which is the main in the educational process, is discussion. None of the didactic theory is proclaimed as ultimate, the only reasonable or universally accepted. The discussion method is the framework and the main methodical basis of teaching in pedagogical higher education establishments. The discussions play a significant role in the questions of the specific teaching experience and the particular educational practice in pedagogical higher education establishments.

Among other forms of organization and teaching methods of pedagogical education, as in any other, great importance is attached to students' individual work, essay writing, individual and group creative projects, followed by their presentation and discussion; analyzing and solving real or specifically created pedagogical situations; critical analysis

of a number of scientific articles on specific problems; discussion of alternative positions and so on; preparing lesson fragments, lectures and their presentation to the students, followed by their discussion in group, creating students' files with diagnostic information for parents.

Such cooperation between schools and parents is common practice in the USA. These files contain full information about the level of students' gnostic achievements, formation of their attitude towards education (students' willingness to carry out teacher's tasks, their determination to achieve results and so on), their attitude towards other students, a teacher, their ability to work in a team, their creative level and so on and compulsory recommendations on perspectives of future work with student for the benefit of his development.

There is a unified and integrated process of theoretical and practical teachers' training of future experts in the USA. And the fieldwork is recognized as the essential phase of pedagogical education. The structure of the practical training is broken up into: 1) a field observation; 2) a student teaching or an internship, during which future teachers have an opportunity to take part in so-called "leadership process" (some meetings on the development of school work, council meetings of school teachers, meetings of training groups and so on).

The fieldwork has a cross-cutting structure and lasts 3–4 terms. It alternates with theoretical training courses and takes place mainly in such forms of educational organization as: 1) laboratory practice under controlled conditions; 2) special practice; 3) observation of the educational process; 4) visiting of administrative educational centers.

Conclusions. Choosing future bases of the fieldwork, University departments of so-called "fieldwork" are guided by certain criteria, the main of which is to provide necessary educational needs for students. Furthermore, school should be interested in studying of future experts and has a necessary amount of experienced teachers. The process of selection includes interviews with an accredited representative of education establishment, analysis of documents, websites and an assessment of potential educational capacity of the organization. It is important to note that in the USA the nationwide standards of the fieldwork offer only general broad guidelines to education establishments but not limit them. The educational establishment is free to set its own rules and develop flexible syllabuses of fieldwork. In the USA the standards of fieldwork determine tasks, duration, university responsibilities, requirements for heads of the fieldwork and a possibility of interning at workplaces. School teachers are quite often supervisors of the fieldwork. They are required to report to University (College) department, responsible for the fieldwork, on the student teacher's progress at school every day in spite of the type of fieldwork.

Moreover, Professional Development Schools are widespread in the USA, where students have a year-long internship under the supervision of experienced teachers. Such internship is one of the main conditions of getting a permanent license given the right to the teachers' professional activity. Today such schools are considered to be as an outstanding innovation in American professional education community. The Holmes Working group, providers of Professional Development Schools' concept, insists on teachers' training colleges and local Professional Development Schools' close and equal partnership. The members of The Holmes Working group proposed to develop essentially new teacher training syllabus (emphasizing on the development of student's learning needs); to set up new teaching staff (to employ minority representatives); to recruit new students staff (46 % of secondary school students will be minority representatives before the retirement of next generation of educators, that's why teachers should comply with such standards); to establish new locations of educational work (instead of full-time working at campus and partial – at secondary school, teachers and students will mainly work at Professional Development School). American experts consider Professional Development Schools as higher education establishments of the future [1].

In the context of general education modernization and the establishment of new pedagogical education concept in Ukraine, the USA experience in reforming of pedagogical higher education, in particular its practical part, can be put to good use.

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ЗМІСТ ПРАКТИЧНОЇ ПЕДАГОГІЧНОЇ ПІДГОТОВКИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ УКРАЇНИ ТА США: КОМПАРАТИВНИЙ АНАЛІЗ

Присвячено проблемам організації практичної педагогічної підготовки майбутніх фахівців педагогічних спеціальностей. Аналізуються організаційно-методичні засади педагогічної практики у закладі вищої освіти. Розкривається її роль у системі професійного становлення майбутнього вчителя. Аналізується структура, зміст педагогічної практики, досвід її здійснення протягом останніх 50-и років і зміни, що відбулися в сучасних умовах переходу вищої педагогічної освіти на двоступеневу освіту за першим (бакалаврським) і другим (магістерським) рівнями. Висвітлюються особливості організації педагогічної практики у вищій педагогічній школі США. Наводиться досвід Шкіл професійного розвитку майбутніх фахівців як нової і перспективної моделі підготовки вчителя в умовах реформування вищої педагогічної освіти.

У даний час у розвитку педагогіки вищої освіти багато робіт науковців і практиків присвячено проблемам педагогічної практики, а саме: її ролі у формуванні особистості майбутнього вчителя, історії її розвитку в системі педагогічної освіта, структура та зміст практичної підготовки викладачів, шляхи її вдосконалення та врахування зарубіжного досвіду в його організації. Але питання практичної оптимізації підготовки майбутніх фахівців та перерозподілу часу між теоретичною та практичною підготовкою на користь другої залишається актуальною. Проаналізовано організаційно-методичні основи педагогічної практики у вищих закладах освіти. Розкрито її роль у системі професійного розвитку майбутнього вчителя. Структура та зміст педагогічної практики, досвід її впровадження протягом останніх 50 років, зміни, що відбулися в сучасних умовах перетворення педагогічної вищої освіти у дворівневу систему освіти (перший (бакалаврський) рівень та другий рівень освіти. (магістерський рівень). Висвітлено особливості організації навчальної практики у вищих закладах освіти США та її структуру і зміст. Досвід професійних шкіл підвищення кваліфікації майбутніх фахівців як нової моделі підготовки вчителів у контексті педагогічного реформування вищої освіти.

Ключові слова: педагогічна практика, дидактична практика, заклад вищої освіти.

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V. O. SUKHOMLINSKIY CONCEPTS IN THE CONTEXT
OF EDUCATIONAL DEVELOPMENT SPECIALISTS IN THE PEDAGOGICAL BRANCH

The article analyzes the pedagogical heritage of V.O. Sukhomlynskiy, which is a treasury of knowledge, ideas and views on the professional formation of specialists in the pedagogical branch; outlines the relevance of his ideas for modern approaches to the development of teacher's professionalism in the context of building up the educational component of human fund; the dependence of professional pedagogical personnel growth on requirements and tendencies of society development is revealed.

The author reveals theoretical principles and methodical aspects of the teacher`s educational component in the creative heritage of V.O. Sukhomlynskiy. The role of his ideas in the professional development of future teachers and pedagogues-practitioners has been determined, their effectiveness in the conditions of development of the New Ukrainian school, the reform of the national educational network. It is revealed that in his scientific work the characteristics of multi-dimensional determinants, which influence the growth of the educational component of pedagogical personnel, are widely represented.

Through the prism of the ideas of the outstanding schoolmaster, the professional activity of teachers is considered as an important factor in the formation of the specialists` educational component in the pedagogical field. The requirements of V.O. Sukhomlynskiy for professional qualities of teachers are highlighted; also it is outlined his approaches to improving the quality of teacher training for educational activities.

It was determined that V.O. Sukhomlynskiy constantly emphasized the power of the mechanism laid down in the teaching and educational process of educational institutions in relation to the formation of state qualitative human resources. Therefore, it is logical that in his research the issue of increasing the educators` professionalism is actively covered. A large number of his work is aimed at finding ways to develop the educational component of teaching staff, since it is the teachers who have the potential to create and develop the educational component of the individual.

The results indicate that in the context of modern reforms and transformations of the Ukrainian educational environment, the most expedient and pedagogically justifiable is the way of implementation of time-tested viable ideas of schoolmasters, in particular V.O. Sukhomlynskiy. Studying and using the specialists of the pedagogical industry into the practice of his invaluable experience will allow us not only to develop the national educational environment, but also to be competitive in the world market of educational services.

Keywords: V.O. Sukhomlynskiy, teacher, educational component, teaching and educational process.

Formulation of the problem. In the search for new ways to solve the problems of reforming the modern educational space of Ukraine, the correspondence of the level of education with the requirements of society, the formation of scientific worldview, the growth of the educational level of the younger generation, we are increasingly turning to the pedagogical heritage of outstanding class teachers, in particular V. O. Sukhomlynsky. The ideas of the Ukrainian famous pedagogical international community of the genius of pedagogy from Pavlikha have not lost their relevance today as they go beyond the boundaries of time beyond the twentieth century in which he lived and worked. V.O. Sukhomlynsky's pedagogical heritage remains valid in the context of the development of a new Ukrainian school, the reform of the national educational network. Implantation of his ideas into the modern educational process is a pledge in such an important business as the teaching and upbringing of students and students.

The research objective is to highlight the ideas of V. O. Sukhomlynsky in the context of the educational component of pedagogical staff development.

The analysis of recent researches and publications. A wide range of domestic scholars are now turning to V. O. Sukhomlynsky's pedagogical heritage: M. Antonets, A. Bogush, T. Zavgorodnia, N. Kalinichenko in search of effective ways of reforming the modern educational system, positive experience in teaching and upbringing of students and students V. Kremen, O. Savchenko, N. Slyusarenko and others. All of them mark the urgency and demand of our time of the pedagogical ideas of the outstanding pedagogue-innovator.

Research presentation. The pedagogy of humanism is the heart of the pedagogical genius of V.O. Sukhomlynsky. Not his post, rewards and scholarly titles, and, above all, numerous solid scientific works, original ideas, wise methodical advice and guidelines, literary works, children's fairy tales, and vivid scientific and pedagogical activities made him famous far beyond his homeland. Life experience, strong intellectual and creative potential, commitment and enthusiasm, a high level of professional culture, an active life position, unlimited love for children, and today help him to bring together and lead educators, teachers, teachers, educators, parents and scholars who are committed to development and modernization of the educational affair on the planet Earth.

The analysis of the pedagogical heritage of V. O. Sukhomlynsky testified that the notion "educational component of the teacher" was not used by him in his pedagogical vocabulary; at the same time in his studies the issue of the development of professionally meaningful qualities of teachers and students of this category finds its wide coverage. As an innovator, he emphasized that education is a mechanism that determines the socio-economic and cultural development of not only any country, but also human civilization. He was convinced that the basic value of society – a person capable of creative decisions, searching, mastering new knowledge, responsible for his actions, ready to work for the benefit of all people, understanding his responsibility to future generations. That is why, in the scientific work of an outstanding teacher, the characteristics of multi-dimensional determinants that influence the growth of the educational component of pedagogical staff are broadly presented.

V. O. Sukhomlynsky constantly emphasized the power of the mechanism laid down in the educational and educational process of educational institutions in relation to the formation of qualitative human resources of the country. Therefore, it is logical that in their research actively covered such a question as increasing the professionalism of educators. A large number of his work is aimed at finding ways to develop the educational component of specialists in the pedagogical field, since it is the teachers who have the potential to create and develop the educational component of the human capital of the individual. He stressed that "there can not be any child who could not be honest, truthful, hardworking, stable and courageous man deeply devoted to the Motherland and the laboring people, through the educational efforts of the school, the pedagogical and student staff, and above all the efforts of the educator"[2, c. 5].

The teacher attaches great importance to the formation of such an aspect of the educational component as creativity among the specialists of the educational sector. "Creative work in our complex, multifaceted business begins where the spark of a living, trembling thought, which seeks to answer the question put forward by life, is tired," notes V. O. Sukhomlynsky [7, p. 406]. In his opinion, it can be manifested in the work of teachers only provided that to treat the teacher with love and perceive it as the main form of manifestation of their individuality.

As an innovator, he drew attention to the fact that the joint work in educational institutions of the teachers is collective, and therefore everyone should be able to interact with other members of the team, understand and help them, be sociable and mobile. At the same time, one can not but mention the feedback – the influence of the pedagogical staff on the personality of each teacher, he brings to circulation the notion of the environment and the nature of its impact on the pet. V. O. Sukhomlynsky saw that each particular person always depends directly on both the environment in which it resides and the relations that are formed in this person with the surrounding conditions of life within which the actions are not only positive, but also negative factors. Therefore, the task of the head of the educational institution is, first of all, the organization of the process of professional adaptation of young specialists so that they feel not only responsible for their lessons, classes, educational activities, but also saw the reflection of these feelings in the work of their colleagues. It is also necessary to actively involve young educators in the surrounding social life of the school and community in order to create a sense of affection and the need to serve people. Since "with the greatest tension of their inner spiritual powers a person can achieve the greatest success" [8, p. 94], as well as fully "to satisfy individual interests and inclinations" [8, p. 138].

The experience of working with young teachers in Pavlitsch is very valuable in terms of analyzing their lessons at the pedagogues. V. O. Sukhomlinsky never criticized, but gave his colleagues concrete advice on how to make a lesson better and more effective. He always said that everyone can talk about disadvantages, but practical advice on how to improve the educational process can be given only by a professional. Thus, from increasing the pedagogical skill of his colleagues and his own, because someone else's mistakes were used as simulators for all of his teaching team.

Sincere and unwavering was the conviction of V. O. Sukhomlinsky that the process of formation of educational and cultural level should take place from childhood, and the school plays an important role in this process, and the example of the teacher – often a decisive role. On this occasion, the teacher wrote: "The culture of work of adolescents – the mirror of the culture of work of the teacher [6, p. 398]. That is why every teacher must convince himself and every student that "knowledge is needed not only for the person to keep up with scientific and technological progress," but first and foremost, that they allow him to expand his worldview-his views on social life, on its own vital purpose [7, p. 482]. Knowledge without skills, without practical skills, without beliefs, without the ability to overcome the difficulties and obstacles in their work, without the efforts to achieve the goal, are empty, redundant and unnecessary. If according to the principles of V. O. Sukhomlynsky to teach children, these beliefs become their own property and the teacher can not act differently. With his own example, he convinces us all of the teachers, "that spiritual maturity comes to a person with a vision of the life of his generation as one of the links in the immortal chain of mankind" [5, c. 161].

V. O. Sukhomlynsky emphasizes also the direct dependence between how and how the person works, in what conditions and how the process of labor is organized, and the quantity and quality of products made by it. That is, from the teachers, how they will teach a child to work, it depends how later the young generation of workers will carry out their work. A man with a high level of education and culture has not only a large amount of knowledge, skills, skills, a broad scientific outlook, but also manages to control himself, his actions, actions, desires, perceives and appreciates the values of culture, feels the responsibility to society for his activities, creatively approaches to solving labor problems, lives and works according to the laws of beauty, constantly self-improvement. And for self-improvement, it's necessary for every teacher to create his model of educational ideal, to which to step with the child. In the writings of V. O. Sukhomlinsky, the achievement of the educational ideal is interpreted as the highest goal of education, which all other objectives of the lesson, class, educational event, etc. are subordinated. Therefore, it is not surprising that the implementation of his ideas of the educational ideal of the younger generation is so urgent and in demand today. It is from these positions and in the New Ukrainian school that teachers should be trained to work with the student youth.

The philosopher Sukhomlynsky in the formation of professionalism, one of the important factors considers the socio-professional self-determination of personality. He was convinced that every person, and the educator in the first place, should strive for moral perfection, which manifests itself in his knowledge of himself, his nature and spirituality, the disclosure of talents, cordiality, justice, gratitude, diligence, mastery of professional competencies, expansion own scientific outlook, the growth of professional culture. This path lies in science, education, work, self-improvement. Thanks to wisdom, truth and knowledge, a person will be able to reach the highest heights in conquering a professional Olympus. These and other pedagogical tips for future generations were presented in his 30 books and over 500 articles [1].

Education was regarded by the innovator as a deliberate process, conscious activity, and therefore emphasized the importance of special training and formation of a certain personal and professional qualities of a teacher. Convinced that "the most important task of the school is to educate a person with a curious, creative, looking for thought. I imagine my childhood as a school of thinking, and the teacher – as a person, caringly shaping the body and the spiritual world of their students" [4,c.147]. I was sure that every teacher should become a researcher: "In its logic, on a philosophical basis, the creative nature of the pedagogical work is impossible without the element of research... Becomes a master of pedagogical work is the fastest one who felt himself a researcher" [9, c. 248].

V. O. Sukhomlinsky always emphasized that for a successful adaptation of the teacher to the conditions of work in school, it is important to take into account the simple truth – there is no and impossible education without love and respect for pupils, because it is the intelligent love and respect that makes the child able to be exposed to the teacher and the team. He noted: "Every human person is unique, that the upbringing of a new person... is primarily in the disclosure of this uniqueness, identity, creative individuality" [8, p. 93]. Turning to the teachers, he said: "Whatever the faces of human will, mind, heart and wisdom of your personality have not opened up to the child... they must unfold in the background of the main thing – respect for human dignity, the elevation of Man" [10, p. 125]. "The way to the heart of a child lies through friendship, through common interests, hobbies, feelings, experiences" – noted a well-known teacher-practitioner [7, p. 39-40].

Every educator called for "a river in which the hot heart and cold mind merge, to prevent hasty, ill-conceived decisions – this is one of the eternal branches of pedagogical skill. If it dies, it dries – all the books of pedagogy become transformed into ashes" [3, p. 17]. He called for a constant pedagogical search every day – to awaken and show creativity in his work, to try to understand each person through a psychological analysis of the characteristics of each student. This is confirmed by his words: "... without the ability to lay in man today those grains that will come down decades, education would turn into a primitive supervision, a teacher – an illiterate nanny, pedagogy – a miracle. It is necessary to scientifically predict – this is the essence of the culture of the pedagogical process, and the more subtle, thoughtful foresight, the less unexpected misfortunes" [6, p. 327]. Teacher must adhere to pedagogical ethics, respect and love students. In addition, the teacher, as a mentor for young people, should instruct and personalize respect for the principles of universal love, morals, conscience, dignity, justice, integrity, diligence, patriotism, self-knowledge and understanding of the general essence of the world. He insisted on the need for credibility, high culture, and the ability of teachers. V. O. Sukhomlynsky defined: "The teaching profession is human knowledge, a constant penetration into the complex spiritual world of man, which never ceases. A wonderful feature – always open something new in a person, amaze a new one, see a person in the process of its formation – one of those roots that feed the vocation to pedagogical work" [9, p. 7].

Classic has left a rich pedagogical heritage – monographs and brochures, scientific articles, stories and fairy tales for children that are full of wisdom, new thoughts and ideas, which have been tested by time and today, are a priceless gift for all educators. The wide-ranging ideas of his pedagogical heritage ("Hundred Advice to Teacher", "The Heart I Give to Children", "Birth of a Citizen", "Parental Pedagogy", "How to raise a true person", etc.) will help every inquisitive teacher to find answers to his exciting professional development issues and skill.

For example, in the work "One Hundred Advice to Teachers" V. O. Sukhomlyinsky addresses each teacher, makes recommendations in the context of the problem of professional adaptation in school. They will be useful as a future teacher or a beginner teacher, and a teacher with experience:

• adaptation to the content and conditions of activity;

• adaptation to the teaching staff;

• adaptation to the relationship with the mentor and studying the experience of his colleagues;

• to study self-management and self-development (development of motivation, increase of professional knowledge, formation of professional skills, skills, improvement of pedagogical skills, etc.);

• adaptation to relationships with pupils and their parents;

• introduction of parental pedagogy in its pedagogical activity.

V. O. Sukhomlinsky always insisted that the combination in the complex of traditional and non-traditional methods and forms of pedagogical influence extends the possibilities for the upbringing of children. This approach helps teachers to optimize the educational process, make it more saturated and interesting, increase the activity of schoolchildren, make children more responsible, diligent, independent, interested in the results of their educational work. The introduction of new pedagogical techniques, methods, technologies, and the search for something non-standard is a way to increase the professionalism of the teacher to increase the pedagogical skill.

V. O. Sukhomlynsky insisted that the basis of school curricula should be laid research activities of students, associated with the surrounding reality and taking into account its interests. This is due to the fact that traditional methods devote the main role to the teacher, to improve the process of transferring knowledge to the students, and not the science – the activities of students on the acquisition of knowledge, skills, skills and their practical application. He focuses on the activities of the student, in essence, it was a competent approach that is being implemented in our time in school practice. The role of the teacher is that, considering the features of the subject, the age of the students, he leads them steps in the process of knowledge from the known to the unknown, based on the activity and independence of children, their worldview and level of knowledge. Sukhomlinsky's education system created the conditions for humanizing education through the abandonment of reproductive methods of providing and gaining knowledge, the abandonment of memory exploitation in favor of stimulating understanding, reasoning, independent acquisition of knowledge and their use in practice.

The growth of the educational component of the teacher depends on many factors, among the main V. O. Sukhomlinsky in "Conversation with the young director of the school" identified as follows:

1. Deep knowledge of the teacher of his subject.

2. Each teacher has his own creative laboratory, which is enriched year after year – this is a very important aspect of pedagogical culture.

3. A very important element of pedagogical culture is the wealth of methods for studying the child.

4. There is one more side of the pedagogical culture, which can not be said without anxiety – this is the language culture of the teacher.

Educator-innovator gave such guidelines for the formation of professionalism of teachers: to put the basis of the education system "living words and creativity", to teach young people and the teachers themselves"... to be a thinker and a worker. Do not consume the finished product, but be a knowledge seeker. If a person does not acquire knowledge, does not experience the stresses of spiritual, volitional forces, my word about a person will not reach him" [4, p. 506]. It is important for every person, and the teacher needs to "constantly be enriched and renewed, to be today spiritually richer than yesterday" [7, p. 398] he convinced. And this principle is the wisdom of life.

V. O. Sukhomlinsky proved: "creativity of the pedagogical collective is inseparable from the scientific study of their own work and the deep study of the child" [7, p. 79].

The classics insisted on the continuous improvement of the educational level, pedagogical skill, and general culture, since it was firmly convinced that pedagogy is the most necessary art in all arts. "Education is not a mechanical transfer of knowledge from a teacher to a child, but above all human relations": he wrote [4, c. 167]. For educators, he left his guidelines for building up the educational component: "It is above all self-education, your personal efforts, aimed at improving our own culture of work and, above all, the culture of thinking. Without an individual opinion, without a curious look at his own work, no methodological work is possible" [9, p. 137].

Conclusions. The modern stage of development of the educational system of Ukraine puts on the agenda of the formation of a creative person capable of realizing his labor potential in a competitive environment, to increase the human capital of the state. That, in turn, depends on the attitude of society to the national system of education and education, including the extrapolation of V.O. Sukhomlynsky pedagogical heritage. Sukhomlinsky's modern educational process. The views of classical educators in our time are no less relevant than their life. The world pedagogical thought left a huge heritage on the problems of education and education,

including the formation of the educational capital of society. It is worth using the experience gained in practice today, as well as based on already formulated ideas, theories, concepts, to develop theoretical and methodological approaches to building the educational component of human capital of specialists in the pedagogical field.

To summarize, in the context of modern reforms and transformations of the educational space of Ukraine, the most expedient and pedagogically justifiable way is the implementation of time-tested, viable ideas of native classical teachers, in particular V. O. Sukhomlynsky. Studying and using the specialists of the pedagogical industry into the practice of his invaluable experience will allow us not only to develop the national educational space, but also to be competitive in the world market of educational services.

Further scientific researches require historiographical research in the direction of studying and creative application of theoretical foundations and methodological aspects of the development of educational components of the pedagogical branch of the best pedagogical experience of domestic and foreign teachers.

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ІДЕЇ В. О. СУХОМЛИНСЬКОГО В КОНТЕКСТІ РОЗВИТКУ ОСВІТНЬОЇ СКЛАДОВОЇ ФАХІВЦІВ ПЕДАГОГІЧНОЇ ГАЛУЗІ

Автором розкриваються теоретичні засади та методичні аспекти розвитку освітньої складової педагога у творчій спадщині В. О. Сухомлинського. Визначено роль його ідей у професійному розвитку сучасних фахівців педагогічної галузі та розкрито їх дієвість в умовах розбудови Нової української школи, реформування національної освітньої мережі. З'ясовано, що у його науковому доробку широкоаспектно представлено характеристики різноаспектних детермінант, що впливають на нарощення освітньої складової педагогічних кадрів.

У статті проаналізовано педагогічну спадщину В.О. Сухомлинського, що є скарбницею знань, ідей та поглядів на професійне формування фахівців педагогічної галузі; окреслюється актуальність його ідей щодо сучасних підходів до розвитку професіоналізму вчителя в контексті формування освітнього компоненту людського фонду; виявлено залежність зростання професійного педагогічного персоналу від вимог і тенденцій розвитку суспільства. Через призму ідей видатного педагога професійна діяльність викладачів розглядається як важливий фактор формування навчального компоненту фахівців у педагогічній сфері.

Було визначено, що В.О. Сухомлинський постійно підкреслював силу механізму, закладеного в навчально-виховному процесі навчальних закладів щодо формування державних якісних людських ресурсів. Тому логічно, що в його дослідженні активно висвітлюється питання підвищення професіоналізму педагогів. Велика частина його роботи спрямована на пошук шляхів розвитку освітньої складової педагогічного колективу, оскільки саме вчителі мають потенціал для створення та розвитку освітньої складової особистості.

Результати показують, що в контексті сучасних реформ та трансформацій українського освітнього середовища найбільш доцільним і педагогічно виправданим є спосіб реалізації перевірених часом життєздатних ідей учителів, зокрема В.О. Сухомлинського. Вивчення та використання фахівців педагогічної галузі у практиці його безцінного досвіду дозволить нам не тільки розвивати національне освітнє середовище, але й бути конкурентоспроможними на світовому ринку освітніх послуг.

Ключові слова: В. О. Сухомлинський, педагог, освітня складова, навчальний та виховний процес.

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FORMATION AND DEVELOPMENT OF VALUABLE ORIENTATIONS OF STUDENTS IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION IN UKRAINE

The essence of the phenomenon of "value orientation", "formation of student value orientations" has been revealed n the article. The "professional values" as an integrated multi-level education, the coordinate system and the corresponding regulations of the professional's specialist activity have been substantiated. It has been established that professional values of student youth include professional responsibility, the essence-content content of pedagogical work, its moral aspect, principles and professional relations. The functions of value orientations and peculiarities of their formation in the professional training of future specialists of higher education institution of Ukraine have been determined. The peculiarities of students' values n higher education institutions have been revealed. The criteria (cognitive, motivational, activity, personal) and levels (low, average, sufficient and high) of professional-value orientations of students have been determined.

The model is developed and pedagogical conditions of formation and development of students' value orientations in the educational environment of the higher education institution have been substantiated: formation of positive motivation for the profession and necessity of ethical regulation of their own professional actions; updating of educational and methodological support and substantive content of future specialists' professional training (due to the development and implementation of the special course and enrichment of the content of professional disciplines with an axiological component); ensuring systematic and comprehensive self-assessment of professional activity, self-knowledge concerning the acquisition of groups of professional values.

It was established that the mechanism of formation of value orientations in students of higher education institution includes the stages: perception; response (subordinate, voluntary, satisfaction response); assimilation of professional values (acceptance of values, prevalence of professional values, conviction); organization of professional values (conceptualization of professional values, organization of a system of professional values); use of professional values (internalization of professional values, use of professional values in activities).

Keywords: values, value orientations, professional-value orientations of students, model of formation of value orientations, pedagogical conditions of formation of value orientations of students.

Formulation of the problem. Valuable orientation of students is one of the important components in the structure of the personality: they reveal the attitude towards the outside world and find their expression in the interests, needs, views, assessments, motives of social and professional activity. The formation of the system of values of young people, their transformation into value orientations are defined as the priority goals of the modern higher education, declared by the Laws of Ukraine "About Education" and "About Higher Education", the Decrees of the President of Ukraine "About the National Strategy for the Development of Education in Ukraine for 2012-2021", "About the Strategy of National-Patriotic Education of Children and Youth for 2016-2020": it has been stated that the important goals of educational practice are the formation of the personality through patriotic, legal, ecological education, participants in the educational process of moral values, social activity, civic attitude and responsibility, healthy lifestyle, ability to think freely and self-organize in modern conditions**.**

The analysis of psychological and pedagogical literature has shown that the problem of the formation of value orientations of students of higher education institutions, for which they are one of the most important elements in the structure of the professional image of the world, attention is almost not paid in the educational process of the university. In higher education, the formation of professional-value orientations of students is still fragmentary and, for the most part, is limited to studying subjects of the social and humanitarian cycle. Hence, it is erroneous to identify the concepts of values and value orientations; lack of understanding of the mechanisms of the transformation of values in the value orientation of the individual, not well-grounded methodology of diagnosing the level of formation of professional-value orientations of students. This situation slows the implementing of the axiological approach to the practice of students' professional training at the university.

The lack of thorough and systematic research on the problem of the formation of professional-value orientations for students of humanities is exacerbating the contradictions between: social needs in formation the value sphere of the personality of a future specialist and its underestimation in the preparation of students at the university; objectively high value-development potential of the educational environment of the university and practically insufficient level of formation of professional-value orientations of students; increased requirements for the professional-value orientations of the future specialist and the lack of a scientifically grounded methodology for the implementation of this process in a higher education institution.

The research obective is to theoretically substantiate the model and pedagogical conditions for the formation and development of student value orientations in the educational process of higher education institution. According to the obective, the goals of the study have been defined: 1) to reveal the essence of the concept of "formation of value orientations of students" on the basis of clarification of the content of key concepts of the study; to define functions of professional-value orientations and peculiarities of their formation in the training of future specialists in humanities; 2) to substantiate theoretically the model of the formation of value orientations of students in the educational process of higher education institution; 3) determine the pedagogical conditions for the formation of professional-value orientations of students of humanities.

Analysis of recent research and publications. The work of such psychologists as B. Ananiev, V. Volkova, O. Drobnitsky, G. Zaleski, A. Zdravomyslova are devoted to theoretical analysis of the problem of the formation of values and occupational-value orientations. Different aspects of the formation of value orientations of the individual are analyzed in the writings of the pedagogues: E. Basin, V. Biruli, V. Dzyuba, N. Maksymchuk, L. Morozova, O. Naboki, L. Panchenko, O. Tsichotskaya, S. Shandruk, V. Shakhraya.

The axiological approach to the professional training of students, expressed in the orientation of vocational education to the formation of a system of universal human values and professional values that determine the attitude to the outside world, to themselves, their own activities, is disclosed in the scientific works of R. Artsyshevsky, I. Bekh, O. Braslavskaya, M. Yevtuha, I. Zyazyun, A. Mischenko, E. Pochinok, N. Tkacheva, A. Yaroshenko and others.

Research presentation. The period of study at an institution of higher education is extremely important in the formation of value orientations in student youth: firstly, in the

personality the formation of professional competence is formed and the attitude towards the future profession is formed, and secondly, a revaluation of the values inherent in the personality prior to admission to a higher educational establishment and thirdly, the assimilation of new values takes place in the process of interaction with other representatives of the university community. It is necessary to emphasize the importance of higher educational institutions in the process of self-determination of young people and in the process of forming future specialists, since the university plays as a favorable environment not only for the development of professional skills of the student, but also for its development, because it is the embodiment of society in miniature. Thus, the system of values correlates with the concrete historical, socio-political, ideological conditions in which it forms in society as a whole and in each individual person.

Definitive analysis of the concept of "professional-value orientations of the individual" (B. Ananiev, I. Beh, I. Isaev, M. Kagan, O. Kaminska, E. Klimov, A. Leontiev, N. Mironova, L. Orshansky, E. Podolskaya, N. Schemigon, etc.) showed his complexity and connection with the concepts: "value", "professional value", "value orientation of the individual", etc.

The concept of "value orientation of the individual" should be regarded as accepted and understood by the personality of the values that determine his or her choice of a certain type of behavior, actions, way of life.

It was established that the value is subjective-objective, and the value orientation is subjective, and, therefore, the transition of values in value orientations is evidence of objectivization of the individual. Since value orientations are, firstly, a means of detecting the subjective attitude of the individual towards the outside world and, secondly, of the integral psychic neoplasms that provides the integrity of the consciousness, the emotional-sensory sphere and the behavior of the subject, then the value orientations on the basis personal orientation and value; direct educational-professional knowledge; contribute to the value selection of objects of cognition; stimulate both the realization of professional opportunities, and the implementation of the dissatisfied needs of the individual from self-development, self-realization.

Professional-value orientations of students of humanities are a stable system of personal and professional-conscious personality values that serve as benchmarks for professional activity, a motive for professional self-improvement and a regulator of professional-value position. It was found out that professional-value orientations of students of humanities contain a number of common features, described above, but are mediated by peculiarities of humanitarian professions, reflect the content and essence of professional activity, determine its purpose and means, regulate the behavior of the person in the activity.

It should be noted that the professional-value orientations of future specialists have the following functions: diagnostic-cognitive (establishing the real level of professional readiness and knowledge of the new in the context of professional activity), prognostic and motivational (prediction of future professional activity, its results and motivation of professional self-improvement), control-evaluating (control and evaluation of personal professional knowledge, skills and abilities), reflexive and regulatory (self-knowledge, regulation of professional-value position, self-regulation).

It is determined that formation of professional-value orientations of students of humanities is a multidimensional, purposeful and managed process of professional-value formation of the person, which is aimed at transformation of personal and professional values of students into profes-

sional-value orientations in order to ensure the effective realization of socially competent and professional value-oriented their activities.

It is established that the peculiarities of formation of professional-value orientations of students of humanities in the educational process of the university are conditioned by: the need to take into account the specifics of the professional training of future specialists; the expediency of creating an educational university environment conducive to the development of the value sphere of the individual; the polyphasicity of this process; the presence of specific characteristic qualities and properties of a social group, as a student, and age characteristics of youth as a stage of personal development of a future specialist.

It is worth mentioning the need to determine the criteria for the formation of professional-value orientations of students, namely: 1) cognitive (consciously valued knowledge of professional knowledge, the essence-functional understanding of the concepts of "values", "value orientations of the individual", the presence of cognitive interest in future professional activities, 2) motivational (motivation of professional activity, motivation of activity and creativity in professional activity); 3) activity (availability of practical skills and abilities, creativity in professional activity, activity in professional activities); 4) personal (level of self-evaluation of personality and self-assessment of realization of life goals of student's personality; social and life values; values and value orientations; real structure of value orientations of the person; level of relation of "value" and "accessibility" in different spheres of life; level of organization and activity of the process the realization of life's vocations, the level of actualization [2; 6].

To determine the level of formation of professional-value orientations of students of humanities, it has been developed and implemented a methodology for the diagnosis of formation of each criterion: 1) according to the cognitive criterion (analysis of students' progress, analysis of creative and control works, test of unfinished sentences, conversations and observations); 2) according to the motivational criterion (conversation, observation, questioning, diagnostics of the motivation of professional activity (K. Zemfir in the modification of A. Rean), analysis of creative works); 3) according to the activity criterion (observation, questioning, analysis of creative works, analysis of student behavior in a particular pedagogical situation, decision of exercises, expert assessments, methods for identifying the creative potential of a student's personality (N. Kirscheva, N. Ryabchikova)); 4) according to the personal criterion (interviews, questionnaires, observations, methods of self-assessment, self-assessment of the realization of the goals of life of the individual (M. Molochnikov), "life calling" (O. Motkov), study of the level of real harmony of integral indicators of the basic personality, determination of vital values personality (Must-test) (P. Ivanov, E. Kolobova), research of social values of the person, "value orientations" (M. Rokicha), diagnostics of the real structure of value orientations of the person (S. Bubnov), estimation of the level of the self-act ation (A. Shostroma by questionnaire) and individual self).

By the frequency and power of the manifestations of the determined indicators of each of the criteria, the levels of formation of students' professional and value orientations are characterized: low, average, sufficient and high.

Low level of formation of professional-value orientations is characteristic for students who possess basic professional knowledge, fragmentary understanding of the essence and functions of value concepts; they lack a cognitive interest in future professional activities; external motivation for professional activity prevails and there is no motivation for creative

activity and activity in professional activity. These students are not aware of the role behavior in future professional activities, not having practical skills and skills, an initiative; are passive in interpersonal interaction; they lack the clarity in the hierarchy of values, in the formation of life goals and expressiveness of the position of life, in the harmony of the integral indicators of the basic personality; they are not ready for self-regulation and self-actualization.

The average level of formation of professional-value orientations is inherent in students who have sufficient professional knowledge, superficially possess valuable concepts, partly understanding their essence and functions; situationally expressed cognitive interest in the future profession; they are dominated by the external motivation of choosing a future profession over the internal. Such students are situationally aware of their personal role in future professional activities; have skills and abilities of future professional activity; are situationally active and creative; recognize the values of universal values, although individual values prevail. They are characterized by moderate realization of life goals, harmony of integral indicators of the basic personality and expression of a position of life, situational transformation of professional values into professional value orientations and elemental readiness for self-regulation and self-actualization.

Sufficient level of formation of professional-value orientations is fixed among students who possess high-quality professional knowledge, valuable concepts with elements of their creative interpretation, expressed cognitive interest in future professional activity, motivation of achievement and professional activity with even distribution of external and internal motivation, wide repertoire of professional role behaviors They have professional practical skills; are proactive, active and creative, confident in their own forces, including in future professional activities; Representation of value orientations at the terminal and instrumental levels; transform professional values into professional-value orientations; They are characterized by the sufficiency of the harmoniousness of integral indicators of the basic personality and readiness for self-regulation and self-actualization.

The high level of formation of professional-value orientations is characteristic for students with systemic and sound professional knowledge, conscious and valued possession of valuable concepts expressed by cognitive interest in the future profession; a pronounced internal motivation for academic, research, community-based and future professional activities. They are characterized by a multifaceted and conscious repertoire of professional roles, activity, responsibility, participation in student self-government, leadership, creativity; conscious choice of axiological landmarks, conscious perception of professional values and their transformation into professional value orientations; awareness of professional-value orientations as a motivator of professional activity and regulator of professional self-improvement; harmony of integral indicators of the basic personality and readiness for self-regulation and self-actualization.

It was researched that according to all the determined criteria of the formation of professional-value orientations students of the humanitarian specialties of the University are sufficient (43.57% in the control group and 43.85% in the experimental group) and the average (45.75% and 45.68% respectively). A significant part of students of humanities (5.23% in the control group and 4.82% in the experimental group) has a low level of formation of professional-value orientations, while only 5.45% of the students of the control and 5.65% of the experimental group have a high level of formation professional-value orientations.

However, it should be noted that the better level of formation of professional-value orientations of students of humanitarian specialties according to activity and personal criteria, and it is is explained by the sensitivity of the youth age for personal formation in general and the value and professional-value sphere of the individual in particular, as well as the peculiarities of professional-value growth of students as a special social community. At the same time, it was found that students do not sufficiently determine the role and place of value orientations in professional development, which requires updating their motivation to develop a personal value sphere [1; 3; 4].

It was found out that the indexes of the formation of professional-value orientations of students of humanities are the lowest according to the cognitive criterion: students have a superficial category of value categories: "value", "value orientation", "professional value", "professional-value orientation", functions of values, types values, etc., often identifying or substituting these concepts; reproductively reproduce knowledge, even without realizing their essence, use the basic methods of scientific knowledge. Thus, it should be noted that the organization of the educational process at the university is not connected with the formation of students of professional-value orientations.

The theoretically substantiated model of formation of professional-value orientations of students of humanitarian specialties of the University covers the following blocks: target (goal, tasks, methodological approaches, principles), content (training course "Professional-value orientations of future specialists", system of axiologically directed tasks of research work and practical training), technological (forms and methods, pedagogical conditions for the formation of professional-value orientations of students) and effective (criteria, indicators and forms of form vanosti vocational values and the result) (Fig. 1).

It should be noted that the pedagogical conditions for the formation of professional-value orientations of students of humanities in the educational process of the University are: the providingof the axiological orientation of the content of educational, cognitive, research work of students, their practical training; the use of interactive methods and forms of training aimed at developing professional-value orientations among students; effective management of the process of formation of professional-value orientations of students of humanities; formation of positive motivation to the profession and the need for ethical regulation of their own professional activities; ensuring systematic and integrated in the self-assessment of professional activity, self-knowledge about the acquisition of groups of professional values, namely: humanistic, deontological, communicative, competence, emotional-volitional, organizational.

In order to ensure the axiological orientation of the contents of the educational-cognitive, research work of students of the humanities, their practical training course "Professional-value orientations of future specialists" was developed and tested, which was implemented through lectures, practical and seminary classes, independent and individual work.

The educational process at the university is an important factor in the formation of students' professional and value orientations. And so, the main attention in the process of teaching the course and attracting students to research and practical training was emphasized on the need to transform the knowledge acquired in the belief, value, value orientation and practical activities.

Therefore, the goals of both academic activities and the research work of students, programs of passing them various types of practices was modified by axiological filling. These goals were distinguished by the creativity and unordinaryness of their solution.
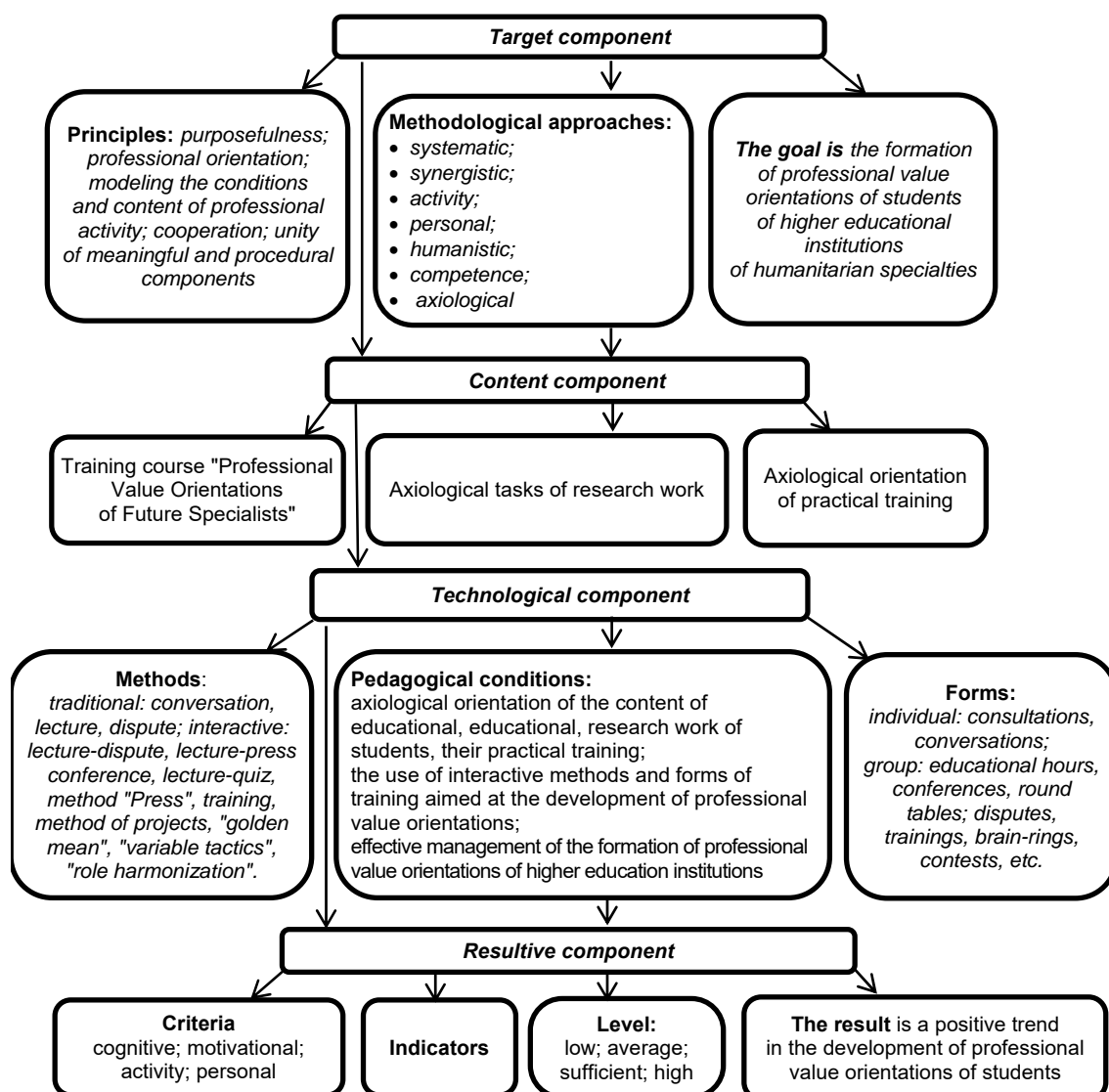
Fig 1. Model of formation of value orientations of students in the educational process of the institution of higher education

Problem lectures, lectures-visualizations, discussions, disputes, seminars, conferences, games, trainings, protection of projects were effective in the process of formation of professional-value orientations of students of humanitarian specialties; simulation of specific situations, case method, etc.

It was established that the mechanism of formation of professional values in students of higher education institution includes the following stages: 1) stage of perception (awareness, readiness for perception, selective attention to perception); 2) response phase (subordinated response, voluntary response, satisfaction response); 3) the stage of assimilation of professional values (acceptance of professional values, prevalence of professional values, conviction); 4) the stage of the organization of professional values (conceptualization of professional values, organization of a system of professional values); 5) the stage of use of professional values (internalization of professional values, the use of professional values in activities).

For the effective management of the process of formation of professional-value orientations of students of humanities, a special role belongs to the personality of the teacher as a professionally competent personality with the formed professional-value orientations. It is the purposeful activity of the teacher who creates a value-oriented educational environment at the university, taking into account the peculiarities of the professional training of future specialists, their personal traits, and the needs of social development, prompting students not only to memorize information, but also to comprehend it, make certain conclusions, generalizations, express their opinion, develop a position, strive for professional self-knowledge, self-improvement, self-education and self-education.

Conclusions. Summing up, it should be noted that the value orientations of the individual are defined as accepted and understood values that determine his or her choice of certain types of behavior, way of life. It is proved that in the structure of personality values orientations serve as the foundation on which the line of professional behavior is constructed. At the stage of the primary choice of the profession, professional values that are determined by the person as the most significant are beginning to form. In the process of professional development, values are checked, supplemented, gaining ever greater personal significance, and the person identifies himself or herself as a representative of the profession.

The conducted research does not include all research aspects of the problem. Further analysis and study need aspects of the application of new interactive technologies in the educational process of the university to form the value sphere of future professionals.

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ФОРМУВАННЯ ТА РОЗВИТОК ЦІННІСНИХ ОРІЄНТАЦІЙ СТУДЕНТІВ ЗАКЛАДУ ВИЩОЇ ОСВІТИ УКРАЇНИ

Розкрито сутність феномену "ціннісні орієнтації", "формування ціннісних орієнтацій студентів". Обґрунтовано "професійні цінності" як комплексне багаторівневе утворення, систему координат і відповідних регулятивів процесу професійної діяльності фахівця. Встановлено, що професійні цінності студентської молоді уособлюють у собі професійну відповідальність, сутнісно-змістовне насичення педагогічної роботи, її моральний аспект, принципи та професійні стосунки. Визначено функції ціннісних орієнтацій та особливості їх формування у професійній підготовці майбутніх фахівців закладу вищої освіти України. З'ясовано особливості цінностей студентської молоді у закладах вищої освіти. Визначено критерії (когнітивний, мотиваційний, діяльнісний, особистісний) та рівні (низький, середній, достатній і високий) сформованості професійно-ціннісних орієнтацій студентів.

Розроблено модель та обґрунтовано педагогічні умови формування та розвитку ціннісних орієнтацій студентів в освітньому середовищі закладу вищої освіти: формування позитивної мотивації до професії та необхідності етичної регламентації власних професійних дій; оновлення навчально-методичного забезпечення та сутнісно-змістовного насичення фахової підготовки майбутніх фахівців (за рахунок розробки та впровадження спецкурсу та збагачення змісту фахових дисциплін аксіологічним компонентом); забезпечення системності та комплексності в самооцінці професійної діяльності, самопізнанні щодо набуття груп професійних цінностей.

Встановлено, що механізм формування ціннісних орієнтацій у студентської молоді закладу вищої освіти охоплює етапи: сприйняття; реагування (підпорядковане, добровільне, задоволення від реагування); засвоєння професійних цінностей (прийняття цінностей, превалювання професійних цінностей, переконаність); організації професійних цінностей (концептуалізація професійних цінностей, організація системи професійних цінностей); використання професійних цінностей (інтеріоризація професійних цінностей, використання професійних цінностей у діяльності).

Ключові слова: цінності, ціннісні орієнтації, професійно-ціннісні орієнтації студентів, модель формування ціннісних орієнтацій, педагогічні умови формування ціннісних орієнтацій студентів.

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**QUALITY ASSURANCE OF UNIVERSITY EDUCATION IN EU COUNTRIES:
ROMANIAN AND POLISH EXPERIENCE**

The article presents an analysis of external and internal assessment of the quality of higher education of Eastern European countries experience, namely Poland and Romania. These countries are close to Ukraine not only geographically, but also have a common socio-historical background. In particular, we consider it promising to introduce experience of these countries, since they have recently been successfully integrated into the European Higher Education Area, and Ukraine is still confidently following this path. The article presents the external quality assurance structure of higher education on the example of Romania, namely the organization, mission, tasks, activities of the Romanian Agency for Quality Assurance of Higher Education (ARACIS), is extremely relevant in the period of Ukrainian Agency for Quality Assurance of Higher Education formation. Concerning the assurance of internal quality of education, the article presents experience of Poland – analyzes the requirements for internal quality of education, standards, the activities of Polish Accreditation Commission.

Keywords: The European Higher Education, quality of higher education, Bologna Declaration, Poland State Accreditation Commission, Romanian Agency for Quality Assurance in Higher Education, Internal quality assurance of education, External quality assurance of education.

Formulation of the problem. The most important direction of the Bologna Declaration and corresponding tasks, implementation of which guarantees the reformation process of university education is to ensure the quality of education and control over it. This is due to globalization of all spheres of life of individual particularly and society in general, in conditions of civilizational tendencies of the modern world, requires the higher education to provide young people the

opportunity to integrate into different societies, to self-determine in life, to act, to be competitive in the global labor market. The solution of this problem is directly related to improving the quality of education. For any country, it provides a solution to the question of HEI presence on the world market of educational services, training of competitive specialists and leadership in the field of innovative development.

Research presentation. Realizing this, Romanian educators pay special attention to this segment not only of the university, but also of education in general. Assessment of education quality in Romanian universities is carried out on the basis of external and internal indicators. External aspect is described in "Bologna Declaration" program document. In Romania, an external assessment is carried out by the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

History of creation of the Agency bring us to Romania's participation in Bologna Process, as of 1999. The evolutions inside the European Higher Education Area required a new approach on the concepts and procedures of quality evaluation and assurance. Thus, ARACIS was established in 2005, in compliance with Government Emergency Ordinance no. 75/2005 approved with modifications by Law no. 87/2006. Although, according to the law, ARACIS took the patrimony and all rights and obligations, logistic infrastructure, technical staff and database of the National Council for Academic Evaluation and Accreditation, the new institution's mission and way of operation are defined in compliance with the European trends established by higher education ministers in the conferences carried out every two years, as of 2001 [5].

The Romanian Agency is directly involved in quality assurance of higher education (ARACIS) is an autonomous, apolitical, state institution of national importance, with its own incomes and budget expenditures. Led by the president and vice president, has two main sectors: accreditation and external quality assessment, consisting of a consultative commission of 15 people.

Since September 2009, ARACIS is a member of the European Association for the Quality Assurance of Higher Education (ENQA), registered in the European Register for the Quality of Higher Education (EQAR).

ARACIS' mission is to carry out the quality external evaluation of education provided by higher education institutions and by other organisations providing higher education study programmes, which operates in Romania with the aim of: certifying, according to quality standards, the capacity of education providing organisations to fulfil the beneficiaries' expectations; contributing to the development of an institutional culture of higher education quality; assuring the protection of direct beneficiaries of study programmes at higher education level by producing and disseminating systematic, coherent and credible information, publicly accessible, about education quality; proposing to the Ministry of Education, Research and Innovation strategies and policies of permanently improving higher education quality, in close correlation with pre-university education [5].

There are three main criteria for assessment of educational activities of universities. *Organizational capabilities*: university has a coherent organizational, management structure and system administration, material base and financial funds, which are essential to guarantee stable operation in short and medium term as well as human resources to achieve the set goal. Institutional capacity means the ability to manage university and administration, it includes logistics and finance which are necessary to enable stable work for short and long-term periods as well as human resources to accomplish tasks and objectives. *Academic efficiency*: coordination of clearly identified goals of teaching, learning, upbringing, content of scientific research, methods and techniques. Selection of students, academic and research staff

with achievements, successful results of study or research. Academic and the educational effectiveness depends on organization of educational and research activities, methods, techniques, means, self-students studying and teacher control over these students. Educational efficiency criteria are direct on projecting goals and results as well as organization of study by means of improvement of educational programs, curricula, teaching methods and methods of student's evaluation. *Quality management:* availability of monitoring centers that evaluate quality of education activities, access to information about results of monitoring and ways to improve the quality of education. At the same time quality management links to strategy, structure, methods and operations to improve quality of study and science research.

These three indicators are complementary and in accordance with the legal provisions, it is compulsory to use them. Every university has to correspond to these three indicators taking into consideration its type, mission and goals. Rector of the university is responsible development and implementation of strategies of educational quality monitoring. Educational quality monitoring is carried out by means of establishing commission. The commission takes into account all three of the above-mentioned indicators when perform quality control of education.

In accordance with current legislation only higher education institutions accredited or authorized to operate provisionally may pursue higher education activities and may use "university" [2, Art. 29, p. 4 a and b) Art. 35, p. (1)]. The accreditation of institutions promoted by the Government, upon the initiative of the Ministry of Education, and approved by ARACIS [2, Art. 31, p. g].

ARACIS evaluates quality based on periodically draws up the methodology and standards for different types of university programs, which have to be confirmed by National Ministry of Education and approved by government decision. After, based on these the standards and methodology on demand of University or on its own initiative ARACIS evaluates study programs, educational services and issue them authorization or accreditation. On its basis and its assessments, the Ministry of Education promotes regulations to establish relevant structures of higher education.

The *evaluation* procedure also has its own features. Its criteria represent the main aspects of the organization from the functioning of education to the financial security of the institution. The value of the criteria allocated to any standard ranging from the minimum level to the appropriate standard each the institution accepts independently. The standard is formulated as performance criteria that define the minimum mandatory level for each activity in education to be considered completed. Each standard has a set of indicators and they are interconnected. The indicator is intended to determine these results, beginning from the minimum allowable level (minimum) to the maximum level of identification. Such interval from the minimum to the maximum is based on the experience of several universities from Romania and Europe. In order to obtain provisional operating permit or accreditation it is necessary to meet minimum required level of the indicator [2].

It worth to notice that evaluation procedure of universities rating is carried out by consortium which involve below listed institutions: Romanian Agency for Quality Assurance in Higher Education (ARACIS), representatives of students, National Research Council (NRC), National Council for Certification of University Titles, Diplomas and Certificates (CNATDCU) and international quality assurance agencies, members of The European Quality Assurance Register for Higher Education. Ranking of universities and curriculum rankings is carried out by consortium during the annual meetings based upon data submitted by Universities.

Ukrainian National Agency for Higher Education Quality Assurance was established in 2015 and its statute was approved. The election results of the Agency's members, held in June 2015, frustrated citizens of Ukraine, even the Ministry of Education and Science issued statement condemning the elections of Agency's members. The public was irritated by the procedure for electing members of the Agency and their qualitative composition, in which a number of pretension were made. The Law of Ukraine "On Education" dated September 5, 2017, changed the principles of forming Ukrainian National Agency for Higher Education Quality Assurance and powers of the entire previous body of the Agency were terminated. January 31, 2018 Government approved personal composition of the commission, which will select members of the Agency, which involved nine people, including European representatives. On December 5, 2018, at the meeting of the Content Commission, 22 members of the Agency were selected, and on December 27, 2018, the Cabinet of Ministers of Ukraine approved them by an ordinance. The same day Government approved new edition of the Statute of the Agency. February 13, 2019 Head of the Agency were approved by order of Cabinet of Ministers of Ukraine. In this context of statement of Ukrainian National Agency of Higher education Quality Assurance we find very important and useful to discover foreign experience and implement in our educational space. Especially we should pay attention to the neighboring countries who had this experience of European Education Space integration not that long time ago and have the same historical and socio-economical background as we do.

The experience of Poland in organizing of internal quality assurance system in education will be interesting for development infrastructure of quality assurance in higher education of Ukraine.

Since the adoption of Lisbon Strategy in 2000 higher education quality assurance has been one of the most important issues concerning education in Europe. According to this document, the most important goal followed by European Union was to build the most competitive knowledge-based economy by 2010. One of the key factors leading to its implementation is the improvement of the higher education system. In the field of higher education, activities aimed at supporting or improving the quality of the services provided are called quality assurance. In the field of higher education, activities aimed at supporting or improving quality of provided services called quality assurance. This term includes assessment, accreditation or verification processes conducted by independent agencies that operate in a higher education environment (through final quality control), as well as self-assessment, student assessment and monitoring processes conducted at the university and its units (internal quality assurance).

One of the basic principles of internal quality assurance system in higher education is the autonomy of higher education institutions. According to this principle, each higher education institution develops its own internal quality assurance system based on its own needs and goals. At the same time, the audit is focused on the procedures that a particular university uses to support and develop the quality of its activities.

The analysis of works on this issue indicates the authors' common interest in adapting the specifics of the educational system of Poland with the requirements and principles of the Bologna process, on internal quality assurance in Polish higher education institutions, but the issue of internal quality assurance of higher education remains uncovered and requires detailed consideration.

Standards and guidelines for quality assurance of Higher Education in European Union (ESG) were adopted in 2005, when proposals for the provision of higher education were prepared by the European Association for Quality Assurance in Higher Education (ENQA) in cooperation with the European Students Union (ESU), European Association for Institutions in Higher Education (EURASHE) and European Universities Association (EUA).

Since 2005, significant progress has been made in ensuring higher education quality, as well as in other areas of the Bologna process, such as qualification frameworks, recognition of qualifications and promotion of learning outcomes use that affect the paradigm shift towards student-centered learning and teaching.

Internal quality assurance in higher education that implemented in Polish universities is a result of Polish participation in the Bologna process. European standards that were published in 2005 year and guiding principles of quality assurance in higher education considered as strategic document in this area. A condition for development of internal quality assurance in higher education includes certain country legal regulations and documents that composed at the university level or its organizational units.

Given this changing context, in 2012 the Ministerial Communiqué invited the E4 Group (ENQA, ESU, EUA, EURASHE) in cooperation with Education International (EI), BUSINESSEUROPE and the European Quality Assurance Register for Higher Education (EQAR) to prepare an initial proposal for a revised ESG "to improve their clarity, applicability and usefulness, including their scope'.

The revision included several consultation rounds involving both the key stakeholder organisations and ministries. The many comments, proposals and recommendations received have been carefully analysed and taken very seriously by the Steering Group (SG). They are reflected in the resulting version of the ESG. Moreover the proposal also reflects a consensus among all the organisations involved on how to take forward quality assurance in the European Higher Education Area and, as such, provides a firm basis for successful implementation [4].

According to European standards student-centered learning is an important element of internal quality assurance of higher education. Student-centered learning and teaching play an important role in stimulating students' motivation, self-analysis and involvement in the educational process. This means a thorough discussion of the development and implementation of educational programs and the evaluation of learning outcomes.

Providing the conditions and support necessary for students to achieve progress in their academic career is in the interests of each student, programs, curricula and systems. It is necessary to have appropriate procedures for enrollment, recognition of qualifications and completion of education, especially when students are mobile, both within and between higher education systems.

Since 1999, the Bologna process has been implemented in Europe, as A. Buchner-Jeziorska notes, "is an attempt to restructure the higher education system in Europe so that it becomes widespread and trustworthy, but remains diverse, or even boasts its diversity" [1, s. 220]. One of the requirements given by the states participating in the Bologna process is cooperation in the field of quality assurance in higher education. The strategic document in this area is the 2005 report (also known as the Bergen Report) entitled "Standards and guidelines for the quality of education in the European Higher Education Area". This document contains the conditions for internal quality assurance in higher education institutions include seven groups of standards:

1. Policy and procedures for quality assurance: Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly

to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

2. Approval, monitoring and periodic review of programmes and awards: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

3. Assessment of students: Students should be assessed using published criteria, regulations and procedures which are applied consistently.

4. Quality assurance of teaching staff: Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

5. Learning resources and student support: Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

6. Information systems: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

7. Public information: Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering [3].

The implementation of European standards in *the area of* internal quality assurance in higher education considered as one of effective means to improve education level that is offered to students as well as enhance and ensure culture of the quality of educational services provided.

Documents of fundamental importance for development and implementation in the area of internal systems of quality assurance in Polish universities listed below: Act of 27 July 2005 on Higher Education that contain information about Poland State Accreditation Commission (PAC); Regulations of the Minister of Science and Higher Education; Statutes and resolutions of the Poland State Accreditation Commission; internal university documents (acts, regulations, orders).

According to act on Higher Education Poland State Accreditation Commission is institution devoted to enhance higher education quality. Poland State Accreditation Commission evaluates quality of education in the area of teaching (Curriculum Assessment) as well as evaluates activity of university departments (institutional assessment).

Poland State Accreditation Commission conclusions and judgements considered as decision-making basement for Minister of Science and Higher Education in the area of establishing of university or granting a right on conducting a specific field of study [7].

After performing the analysis of documents of Poland State Accreditation Commission regarding evaluation *criteria for* programs and institutions it is possible to find specific requirements to internal system of quality assurance in higher education, to define more exactly: in order to manage education sector transparent structure has to be designed; perform ongoing assessment of consequences of education. Employees, students and other external interested parties participate in the processes of quality assurance, creating a culture of quality they influence of process of decision-making in the area of higher education quality. Ensure compliance with internal procedures of quality assurance that enables to verify and evaluate the effectiveness of all elements that influence the quality of education [6].

The final document of the quality assurance system at the university is regulated by internal documents in the university. Resolutions and orders contain information about objectives of system, its objects, quality assurance procedures, learning outcomes. It worth to notice that external quality assurance in different forms may prove effectiveness of the institution's internal quality assurance, act as catalyst for improvement and propose new prospects for institution. External quality assurances certify institution and inform public about quality of institution services.

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ЗОВНІШНЯ ТА ВНУТРІШНЯ ЯКІСТЬ ВИЩОЇ ОСВІТИ У КРАЇНАХ ЄС: ДОСВІД РУМУНІЇ ТА ПОЛЬЩІ

У статті представлений аналіз зовнішньої і внутрішньої оцінки якості досвіду вищої освіти країн Східної Європи, а саме Польщі та Румунії. Ці країни близькі до України не тільки географічно, але і мають загальний соціально-історичні передумови. Зокрема, ми вважаємо перспективним представити досвід цих країн, оскільки вони нещодавно були успішно інтегровані в європейський простір вищої освіти, а Україна все ще впевнено йде цим шляхом.

У статті представлена структура зовнішнього забезпечення якості вищої освіти на прикладі Румунії, а саме організація, місія, завдання, діяльність Румунського агентства щодо забезпечення якості вищої освіти (ARACIS). Ми вважаємо цей досвід надзвичайно актуальним в період формування Українського агентства забезпечення якості вищої освіти, оскільки історія створення Агентства починається з 1999 року, тому у ньому є деякі хороші результати.

Еволюція всередині Європейського простору вищої освіти вимагає нового підходу до концепції і процедури оцінки і забезпечення якості освіти. Румунське агентство безпосередньо бере участь у забезпеченні якості вищої освіти (ARACIS) – автономна, аполітична, державна установа національного значення, з власним бюджетом, його доходами і витратами. На чолі з президентом і віце-президентом агентство складається з двох основних секторів. З вересня 2009 року ARACIS є членом Європейської асоціації забезпечення якості вищої освіти (ENQA) та зареєстроване в Європейському реєстрі якості вищої освіти (EQAR). Місія ARACIS описана і проаналізована в статті.

Аналізуються основні стратегічні документи ЄС щодо забезпечення якості. Також перераховані і аналізуються документи, що мають принципове значення для розробки і впровадження в області внутрішніх систем забезпечення якості в польських університетах. Що стосується забезпечення внутрішнього якості освіти, в статті представлений досвід Польщі – аналізуються вимоги до внутрішньої якості освіти, стандарти, діяльність польської акредитаційної комісії.

Ключові слова: Європейська вища освіта, якість вищої освіти, Болонська декларація, Польська державна комісія з акредитації, Румунське агентство забезпечення якості вищої освіти, внутрішнє забезпечення якості освіти, зовнішнє забезпечення якості освіти.

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FORMATION OF PROFESSIONAL MOTIVATION OF STUDENTS OF INSTITUTIONS
OF HIGHER EDUCATION TO SELF-REALIZATION IN LIFE

The article reveals the issues of professional motivation of graduates of institutions of higher education to self-realization in life, the need for interaction between employers and institutions of higher education, which trains specialists for a particular sphere and not always cope with providing them with the knowledge that affects the development of competencies necessary for the performance of official responsibilities at a particular place of work. The emphasis has been placed on the importance of vocational guidance measures for professional motivation, interaction between employers and institutions of higher education. The importance of acquiring professional competence by students for professional self-realization in the future, application of innovative technologies in their teaching, involvement in situational modeling and project development have been highlighted. It has been emphasized that the component of the student's educational motivation can be orientation to international relations, the state's course on academic mobility.

The publication outlines the positions of modern scholars on the difficulties of self-realization in the professional sphere, which are influenced by external and internal factors. It has been noted that in the structure of readiness for professional activity, there are motivational, emotional-volitional, orientational components. It has been emphasized that insufficient level of professional training of graduates is explained by the emphasis on their attention only on the material and social advantages of the chosen profession. The focus is on the need for youth to find appropriate bases of practice that will satisfy the institution of higher education, students and employers. It has been noted that an important role for the employer plays a potential employee's possession with new information technologies. It has been explained that today it is important to rethink the role of scientific designing, counseling, directing students to self-realization and scientific guidance from teachers as mentors, tutors. It has been emphasized that the modernization of the educational branch focuses on the recognition of the diploma of the graduate of the institutions of higher education as evidence of real professional qualifications.

Keywords: professional motivation, self-realization, occupational orientation measures, professional competence, innovative technologies, international relations, academic mobility.

Formulation of the problem. The continuation of social, economic, political transformations in society is a transformation that extends to the educational branch, as it significantly influences the intensity of the state's development. In these conditions, pedagogical science requires radical changes taking into account domestic and foreign trends of development. Taking into account Ukraine's integration into the European educational space, we must focus on educating young people from the position of humanity, according to which each person develops, realizing his or her own potential. The implementation of creative resources is most effective in the case of its active interaction with other people while preserving their own identity. The ability to productive interaction, which is carried out in the interests of both the individual and society as a whole, manifests itself in the professional activity.

This interaction takes place between employers and higher education institutions that train specialists for a particular field and do not always cope with providing them with the knowledge that affects the development of the competencies necessary for the performance of official duties at a specific place of work. For the same reason, graduates often refuse to work according to their qualification, considering the conditions of work and wages, which often do not correspond to their perceptions of their realization in the professional field.

In today's conditions of development of professional knowledge, the development of a positive attitude towards the future profession is important for young people. The development of this problem is gaining importance in pedagogical theory, in particular, in distinguishing the most important aspects of vocational guidance work both in school and in the process of vocational training.

In order to raise the level of understanding about the specialty chosen for entry by young people, it is necessary to carry out vocational guidance measures: holding nationwide actions, seminars, exhibitions, round tables, training seminars; to form professional motivation, explaining to them what they will have to face in life, carrying out the activity according to the chosen specialty.

Future specialists need to constantly develop and refine themselves so that the employer will be confident in their competence and professionalism, and institutions of higher education, in turn, should focus on the training motivation of students and the quality of their training, taking into account the requirements of the labor market [5].

The objective of the publication is to reveal the issue of professional motivation of graduates of higher education institutions to self-realization in life, in order to realize the importance of a well-balanced approach to the choice of sphere of application of knowledge, skills and abilities acquired in institutions of higher education.

Analysis of recent research and publications. Today's life requires from young people to focus on high professionalism, teamwork, speed and responsibility in decision making, the ability to express themselves and skill in building interpersonal relationships, awareness of the need for constant professional growth, replenishment and knowledge deepening [6]. This induces scientific and pedagogical workers to form the professional motivation of students while studying in the institutions of higher education.

The problem of studying the peculiarities of the formation of professional motivation of a person is devoted to a number of works of domestic and foreign scientists, among which we find the following names: I.R. Abramova, R.S. Vaisman, SA Gaponova, N.E. Gorska, T.V. Ivanova, Ye.P. Ilyin V.A. Karnaukhov G.A. Muhina, A. Pechnikova, L.V. Popova, L.D. Stolyarenko, R.I. Tsvetkova and others. The attention to study of the regularities of the formation of professionalism, individual style of activity is paid attention by B.G. Ananiev, A.A. Bodalev, A.A. Derkach, B.F. Lomov, B.A. Klimov, K.K. Platonov, V. D. Shadrikov, R. L. Krichevsky, L.D. Kudryashova, V.I. Lebedev, A.V. Filippov, V.G. Zazikin, N.V. Kuzmin, A.A. Rean and others.

Modern scholars are convinced that the difficulties of self-realization in the professional sphere depend on external and internal factors. Among them, an important place belongs to the personal factor, as such, which includes a number of individual characteristics of the individual. Professional self-realization is considered as a characteristic of all life path, influenced by changes in the socio-economic state of the country, which causes the transformation of the motivational peculiarities of professional self-realization of the individual.

Successful professional self-realization in human life is promoted by professional competence, readiness to perform a certain type of work that enables its adaptation to the pro-

fession. In the structure of readiness for professional activity, scientists mostly distinguish motivational, emotional-volitional, orientational components.

The motivational component, in their beliefs, includes professional settings, interests, and the desire to be engaged in work. The stability, depth and breadth of professional interests and ideals are determined by orientation. The degree of formation of professional interest determines the nature of the future specialist's work on himself in order to use his abilities and skills. The motivational component brings the rationale for the goals of the activity, due to the emotional and volitional state of the individual. Emotional-volitional component consists of feeling, emotional susceptibility, purposefulness, self-control, persistence, initiative, determination, independence, self-criticism, self-control and others. The orientation component includes value orientations of the individual: beliefs, views, principles and readiness to act in practical situations. The professional beliefs of a specialist are an important part of his readiness for professional activity, which includes professional education, although not only it determines the overall success of the activity. The significant thing is professional ethics with its moral standards, assessment and self-esteem, control and self-control, and so on.

Educational motivation depends on a number of factors, including the institution of higher education and the peculiarities of organization of educational process in it; personal and professional qualities of teachers; the specifics of the disciplines; individual characteristics of students, among which intellectual flexibility, consistency, focus on the result.

The formation of professional competences depends on the student's motivation and is manifested through behavior. The so-called competence according to J. Raven involves: motivation and ability to plunge into activity (to take initiative, take responsibility, analyze the work of organizations or political systems); readiness to plunge into subjectively significant actions (to strive to influence what is happening in the organization, where a person works or on the direction of the movement of society); the ability to help the climate support and encourage those who try to innovate or seek ways to work more effectively; understanding of how the organization and society function, perceiving their own role and the role of other people in organization and society; adequacy of the concept of management-related organizations (risk, efficiency, leadership, responsibility, accountability, communication, equality, participation, welfare and democracy [4].

Research presentation. Formation of professional motivation of students for self-realization in the future takes place under the condition of active position of scientific and pedagogical workers who provide high-quality knowledge of theories, laws, concepts in a way that the future specialist could design them into practical activities that will facilitate increasing of professional potential.

The quality of the process of professional training of students is influenced by their motives related to the interest in a particular profession, the desire to learn a new one and practically realize the acquired knowledge. Insufficient level of professional training for graduates of higher education institutions is due to their emphasis on the material and social benefits of the chosen profession, therefore we can state the fact that an important factor of satisfaction with the profession in the future is the correct identification of the professional interests of young people prior to entering the higher education institutions, awareness of their professional inclinations and understanding of the content of future professional activities.

Today there is a tough competition at the labor market, as employers seek to attract graduates of higher education

institutions to work with modern knowledge and practical skills, and therefore often offer students the opportunity to practice at a particular place of work in order to accelerate their adaptation to it. An important role in this process belongs to the magistracy. It provides the training of students in specific fields with the possible deepening of theoretical knowledge from self-selected disciplines and the passing of industrial practice. Among applicants for higher education, there is the opinion that they need to be affiliated as interns to a particular institution for the entire period of study at the magistracy, although this raises many questions of financial order in connection with the need to pay remuneration to practice. Hence it is necessary to look for future relevant bases for practice that will satisfy the institution of higher education, students and employers.

Usually, most graduate students are busy with their future employment. They listen to the advice of experienced teachers, especially those who invite specialists according to the qualification acquired by students. These teachers may be former graduates of the higher education institutions, who can motivate students to study specific disciplines, because knowledge of them can contribute to the faster doing specific work. Communicating with them helps to make the young people aware of the need to acquire certain competencies. It can change the student's presentation about the specifics of work in a particular field, the possibilities of their professional growth. Formation of professional competences for future specialists depends on their teachers rethinking of their experience and purpose of their activity. It should take place in each professionally-oriented discipline, and this should be facilitated not only by the experience of the teacher, but also by the student's creative attitude to the solution of the tasks, especially when performing independent work, which can be based on substantiation of extraordinary situations in the future professional field, participation in role and business games etc. Independent work motivates students not only to master the content of a particular discipline, but also to develop the ability to take responsibility, find constructive solutions and exit problematic situations, forming perseverance, purposefulness, etc. [1]. It contributes to the deepening and expansion of knowledge, the mastery of the methods of the process of knowledge, the development of cognitive abilities. Independent work contributes to the development of communicative skills, the ability to work not only individually, but also in groups, and from here to carry out tasks both individually and collectively, which is important for the formation of professional competencies.

In the professional motivation of students, the teacher using of innovative technologies (use of electronic educational resources, interactive whiteboards, unique systems of testing and knowledge control, video conferencing, etc.), situation modeling, project development plays an important role in the process of learning.

In this context, the study of the labor market, an analysis of trends in the development of various subject areas is important for the purpose of gathering information for the teaching disciplines. Gradual improvement of online training courses is necessary, transforming the usual learning process into more mobile, in which teachers and students can exchange information in all conditions and at any time. Curricula, programs, and the content of each discipline should be directed to the formation of professional competencies of students.

It is important for an employer that a potential employee can use new information technologies, as well as the scientific-educational workers of the institutions of higher education must be not only informed about the software used by the employers, but also teach students to work with them.

Today it is important to rethink the role of scientific design, counseling, and orientation of students in the process of learning to self-realization. It is desirable to support scientific leadership of teachers as mentors, tutors. As a rule, this is not an easy matter, because scientific-pedagogical workers should give many classes, engage in the preparation of educational publications, scientific publications, conduct public activities, etc. As teachers possess tools for influencing consciousness, emotions, human values, their behavior in the family, the team and are able to pass on this experience to students, we can be certain that many of the problems that exist today in society will be professionally solved.

In the student's age, the need for self-actualization is extremely relevant, so young people need the help of skilled professionals in finding activities in which they could succeed, feel pleasure and inner comfort. It would be useful to organize for them training and master classes on interviewing, finding places of work and practice, internships, writing a resume, etc.

Creation of optimal conditions for the student's self-realization in an institution of higher education, orientation of the strategy of higher education to the humanistic paradigm contribute to the readiness to search for the future sphere of activity, the disclosure of own potential, and the enrichment of student's spirituality.

Today, the component of student's educational motivation can be orientation towards international relations. "The Law of Ukraine about Education" (Article 82. International Cooperation in the System of Education) states that "Establishments of education, scientific, scientific-production institutions of the educational system, state educational management bodies have the right to conclude cooperation agreements, establish direct links with educational establishments, enterprises, institutions, organizations, scientific institutions of the education system of foreign countries, international enterprises, institutions, organizations, foundations, etc. "[3]. It stimulates young people to get jobs that will help them to be realized not only in their country but also abroad. In addition, the professional growth of higher education graduates promotes a course on academic mobility, as referred to in the above-mentioned Law (Article 84 International Academic Mobility), and points to the need for the state to create the conditions for "the development of joint educational and scientific programs with foreign educational institutions, scientific institutions and organizations" and its assistance in "participation in the programs of bilateral and multilateral international exchange of education, pedagogical, scientific, pedagogical and scientific workers "[3].

Conclusions. Doing the professional motivation of graduates of institutions of higher education, scientific-pedagogical staff should take into account the expectations of consumers of educational services, the dynamics of changes in social needs, and promote the development of partnerships between government bodies, employers and the public.

Today it is important to realize that the specialist diploma, as sad in the Law of Ukraine "About Higher Education" (2014), received within the educational institutions, is a signal to the employer as to what position the individual claims to enter the labor market [2]. The modernization of the educational industry focuses on the recognition of it as evidence of real professional qualifications, and not as a formal confirmation of the level of personality education.

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ФОРМУВАННЯ ПРОФЕСІЙНОЇ МОТИВАЦІЇ СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ ДО САМОРЕАЛІЗАЦІЇ В ЖИТТЄДІЯЛЬНОСТІ

Розкривається питання професійної мотивації випускників закладів вищої освіти до самореалізації в життєдіяльності, необхідності взаємодії між роботодавцями і закладами вищої освіти, які готують фахівців для конкретної сфери і не завжди справляються із забезпеченням їх тими знаннями, котрі впливають на вироблення компетентностей, необхідних для виконання посадових обов'язків на конкретному місці роботи. Акцентується увага на значенні у формуванні професійної мотивації профорієнтаційних заходів, взаємодії між роботодавцями і ЗВО. Висвітлюється значення набуття студентами професійної компетентності для професійної самореалізації у майбутньому, застосування у їх навчанні інноваційних технологій, залучення до моделювання ситуацій та розробки проектів. Наголошується, що складовою навчальної мотивації студентів може бути орієнтація на міжнародні зв'язки, взятий у державі курс на академічну мобільність.

У публікації вказано позиції сучасних учених щодо трудноців самореалізації у професійній сфері, на які впливають зовнішні і внутрішні фактори. Зазначено, що в структурі готовності до професійної діяльності вчені здебільшого виділяють мотиваційний, емоційно-вольовий, орієнтаційний компоненти. Підкреслено, що недостатній рівень професійної підготовки випускників пояснюється акцентуванням їх уваги лише на матеріальних і соціальних перевагах обраної професії. Зорієнтовано на необхідність пошуку для молоді відповідних баз практики, які задовольнять заклад вищої освіти, самих студентів та роботодавців. Зауважено, що для роботодавця важливу роль відіграє ступінь володіння потенційним співробітником новими інформаційними технологіями. Пояснено, що на сьогодні важливим є переосмислення ролі наукового проектування, консультування, спрямування студентів на самореалізацію і наукове керівництво з боку викладачів як наставників, тьюторів. Наголошено, що модернізація освітньої галузі орієнтує на усвідомлення диплома випускника ЗВО як свідчення справжньої професійної кваліфікації.

Ключові слова: професійна мотивація, самореалізація, профорієнтаційні заходи, професійна компетентність, інноваційні технології, міжнародні зв'язки, академічна мобільність.

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ORGANIZATIONAL-PEDAGOGICAL ACTIVITY OF I. P. LVOV

Article described the activities of I. P. Lvov as the head of the department of pedagogy of the Chernigov Pedagogical Institute.

It were studied the handwritten labor of a teacher in conducting state examinations, analyzed the annual reports of the Department of Pedagogy, compiled by I. P. Lvov during the 1950-1951,1951-1952,1952-1953 school year, the plans of the department and the lesson plan with students of the 2nd year, Ukrainian and Russian departments of the Faculty of Humanities.

A personal qualities of the teacher were analyzed in the several archival documents. It showed that I. P. Lvov was a wise teacher and morally honest to students and colleagues, intellectually creative to support the department of pedagogy, as well as the laboratory of psychology with it with all the necessary equipment for students' independent education. He was quick-witted, presented innovative pedagogical ideas and introduced them into the pedagogical process of the department of pedagogy.

I. P. Lvov took the initiative to realization educational activities among students such as reports, lectures on the plans of public education authorities, school education authorities, school administration, parental committees and leadership of pedagogical circles.

I. P. Lvov considered it necessary that teachers of the institute read popular lectures to parents of students and thereby pedagogue them. Students of the institute were supposed to get involved in the work of class teachers, to carry out various types of classroom and extracurricular activities with pupils.

Report on the educational and methodical work of the Department of Pedagogy was analyzed At the Department of Pedagogy under the leadership of I. P. Lvov, working curricula for all disciplines of the department were heard in due time at regular meetings. I. P. Lvov in the report indicated positive moments about the educational activities carried out during the school year by teachers of the department of pedagogy to change the working plans of the department.

Keywords: I. P. Lvov, work plan for classes, work plan of the department of pedagogics, annual report

Formulation of the problem. Modern pedagogical science is drew ideas and scientific views from the heritage of Ukraine teachers of the past. Their acquisition for present researchers are great value. It is important not to forget the names of the figures who promoted to the development of pedagogy. Today, the pedagogical heritage of I. P. Lvov is still not completely studied in all aspects. I. P. Lvov is a not popular figure in Ukraine pedagogy. Only a few scientists (A. B. Borovik, N. M. Kuzmenko, A. K. Pronikov) found scientific interest to the personality of I. P. Lvov and briefly described his life, teaching and organizational activities as head of the department and head of teaching practice students.

The research objective is to analyze the organizational and pedagogical activity of I.P.Lvov in the post of head of the department of pedagogy. It is necessary to solve the following tasks: to describe the features of organizational and pedagogical activity of associate professor I. P. Lvov as head of the department of pedagogy, to focus his main ideas on education reform and development of the department of pedagogy in Chernihiv Teachers Institute, Chernigov Pedagogical Institute.

Research presentation. In the state archives of Chernihiv region 115 are stored archival materials, including the autobiography of I. P. Lvov, which indicates that he was born and raised in the town Yuryevka, he received higher education in the Kazan theological academy and he became a lecturer of pedagogy in the Chernigov theological seminary. I. P. Lvov after Seminary he worked at the pedagogical Institute. An Institute has several times changed its name, namely: the Institute of social education, pedagogical Institute, pedagogical Institute. During scientific-pedagogical and organizational activities in the Chernihiv pedagogical Institute I. P. Lvov showed himself as a wise lecturer, he was morally honest to students and colleagues, intellectual and creative to supply the department of pedagogy and psychology laboratory with all necessary equipment for self-training students. He was a smart, gave innovative pedagogical ideas and implements them in pedagogical process of the department of pedagogy. Despite the personal qualities and achievements I. P. Lviv, the Academic Council of Chernihiv pedagogical Institute recommended him for the position of head of the department of pedagogy.

I. P. Lviv was answered for training materials department and laboratory of psychology in it, he worked hard to ensure the department was fully complete with appropriate equipment and teaching materials for teachers and students.

I. P. Lvov, with the aim of improving qualifications, proposed realization seminars on the study of the higher nervous system with academician I. M. Pavlov together with the department of physical training.

Scientific work I. P. Lvov spared special attention. He stressed the need to attract students and teachers to scientific, methodological reports (conferences, seminars, round tables).

I. P. Lvov came up with an initiative to hold socially important work by lecturers: educational activities among students (reports, lectures on the plans of public educational administration, school educational administration, school administration, parent-teachers' association) and leadership pedagogical study group [12].

I. P. Lvov took care of the proper preparation of the department of pedagogy for the academic year (1949-1950) and the correction of defects, which were indicated by the commission for examining the work of the department.

It would not be unnecessary to add that I. P. Lvov intended to take a separate room for conducting psychological experiments. But it were failed for unknown reasons.

I. P. Lvov also regarded it necessary for the teachers of the institute to read popular lectures to the parents of the pupils and thereby they were like pedagogues. Students of the institute were supposed to get involved in the work of class teachers, to carry out various types of classroom and extracurricular activities with students [3].

According to I. P. Lvov, lecturers of the department of pedagogy should enrich their theoretical knowledge, help schools, and actively participated in scientific conferences. He also came out the accession of basic schools to institutions and stay on the budget of higher education institutions. Basic schools should become assistants and pedagogical laboratories [3].

Analyzing the results of the current monitoring of students' progress in pedagogy, I. P. Lvov noted that students understand important questions and answer them correctly. I. P. Lvov added in the report that some students did little to work on the lecture material, but they were better prepared independently for seminar tasks. Some students felt difficulties in introducing the doctrine of Academician I. P. Pavlov into pedagogy, since these questions were not sufficiently covered in educational literature [4].

Also I. P. Lvov analyzed that a small part of the students worked not systematically during the academic year, which was noticeable when viewing student notes in the notes; revealed the inability to use literature, it were logical to express their thoughts. Students lacked philosophical knowledge, poorly developed abstract thinking. Students learned school hygiene successfully, because the material was light and affordable. Pedagogical practice, students of the 2nd course humanitarian faculty, they were held in the schools of the city of Chernigov, where they first got acquainted with the life and work of the school, received skills in educational and educational work.

Summing up the report, I. P. Lvov proposed to turn to the theory of classical teachers, to think over in detail the plan for the organic connection of the work of the department with the work of the school, to provide educational and methodological helps to the school and to adopt from it all the valuable things necessary for the education and training of teaching staff. I. P. Lvov proposed to develop a plan for the pedagogization of the institute and to control its work, created for this a commission from representatives of different departments. He also recommended to strictly regulate the order of mutual visits by teachers of the department of pedagogy and psychology of lectures, seminars [4]. I. P. Lvov advised teachers of psychology of schools of Chernigov, he visited their lessons, on the instructions of the Research Institute of Psychology of the Ukrainian SSR made an inspection of teaching psychology in schools № 7, studied the use of measures of encouragements and punishments by teachers of school № 6 of Chernigov [4].

At the Department of Pedagogy under the leadership of I. P. Lvov, a report on the educational and methodical work of the Department of Pedagogy was heard. Working curricula for all disciplines of the department were discussed in a timely manner at regular meetings [5]. I. P. Lvov in the report indicated statistical data on educational activities carried out during the school year by lecturers of the department of pedagogy and psychology to change the working plans of the department [5]. A minimum of literature was indicated for the development of topics for seminars, students wrote notes. Seminars were held in the form of questions from teachers and student responses. The activity of students in the classroom was small, a small number of students supported the discussion [5]. At the department of Pedagogy and Psychology under the leadership of I. P. Lvov, in the evening, they supported students in the form of group counseling, unscheduled individual counseling and review lectures on pedagogy, conducted for graduate students [5].

I. P. Lvov in the report noted that in all 12 groups of students of the russian language and literature department state exams were passed in pedagogy. I. P. Lvov was struck by the theoretical answers of graduate students in the course of pedagogy. Most students have carefully worked and studied the recommended literature and received positive marks in the exam. In the report, I. P. Lvov pointed out the negative aspects of the state exam, namely: some students knew the school's life and work superficially, they knew little about school documentation, students ' private matters, they didn't work out periodicals on teaching methods of teaching disciplines in schools, as well as pedagogical literature of the then period [5].

In the annual report about the work of the Department of Pedagogy of the Chernihiv Teachers' Institute for the 1951-1952 academic year I. P. Lvov, noted another activity of the department. At the Department of Pedagogy, a pedagogical circle was established, during the classes of which students could improve their knowledge, additionally learn about new

discoveries in pedagogical science. archival documents were analyzed about of the pedagogical circle, in which students expressed a desire to take part in the work of the circle. Themes of the sessions were pedagogical. I. P. Lvov, one of the leaders of the group, at one of the meetings read the report "The Modern Tasks of the Reorganization of the Science of Psychology in the Worldview of Acad. I. P. Pavlova" [5].

I. P. Lvov separately described in the report (the name of the above). I. P. Lvov separately described in the report the work of the department assistant G. P. Svirida, conscientiously realized her duties, provided students with educational and recommended literature in the form of individual monographs, pedagogical magazines, newspapers, as well as visual aids in psychology, pedagogy and school hygiene [5].

A positive moment in the activities of the department, according to I. P. Lvov, was the timely organization of pedagogical exhibitions devoted to the life activity of A. S.Makarenko and national system of public education [5]. I. P. Lvov, to improve students' progress in psychology, recommended: to improve the quality of teaching anatomy and human physiology in the 8th grade; to improve the quality of teaching psychology and logic in secondary schools; to organize systematic help to students for independent work from the first day of study at the Chernihiv pedagogical Institute; to strengthen control over the students' independent work by systematically reviewing lecture notes, discussing them, and more often practice colloquiums, but not to the prejudice of students from other disciplines; not limited to traditional lecture or conversation; work on the book to carry out during the school year; in connection with student poor progres to report student organization; invite students to meetings of the department of pedagogy and psychology so that they report on their independent work; improve the living conditions of students; they often attend lectures by psychology teachers. From pedagogy: to attract more students to work at school; don't assign the seminar topics on the same day as other groups; for practical exercises in pedagogy, students should be allocated to several schools, rather than focusing on one school; it is necessary to increase the hours in the pedagogical practice of graduate students, this will allow enough time to make real plans and tasks for the pedagogical practice and prepare for speaking at school [5].

In the 1954-1955 academic year, I. P. Lvov approved at a meeting of the department a work plan for lessons from logic with students of the verbal and literary faculty (Ukrainian and Russian departments) of the 2nd year [7].

I. P. Lvov worked not only on new methods of pedagogy and psychology developed by him, but even from logic. A scientist proposed to study the logic of humanities in the following order:

1. The concept of thinking, knowledge of thinking and the value of practice.

2. The subject and meaning of logic, the difference between psychological and logical objects from the point of view of thinking, the subject of formal logic, laws and forms of thinking as a reflection of objective reality, formal and dialectical logic [6].

3. Logical laws, concepts, definitions of ideas, division of concepts, types of relationships between concepts: equivalent, cross-concepts, submissions, opposites, contradictions, subjectings, separation of judgments by content, separation of categorical judgments by quality [6].

In 1955, I. P. Lvov headed the commission for state exams of the correspondence department of the Russian language and literature, which included the following delegates: Russian literature teacher P. G. Mineev, Russian teacher. D. D. Odinets, teacher of pedagogy I. P. Kutsenko [1]. The report indicated that all graduate students completed the

curriculum, they passed all tests and exams, the results are recorded in the relevant documentation, personal files are correct. Chernihiv Pedagogical Institute has created all the conditions for the normal realization of state examinations. Examinations were calm. According to the scientist I. P. Lvov, the results of state examinations in pedagogy [1] demonstrated that students mastered program material, most of the students answered correctly and with restraint to didactic questions, educational theories and showed their skills in practical use of theoretical knowledge [1].

I. P. Lvov had the task of analyzing and discussing the resolution of I. A. Kairov "On the state of pedagogical science and measures to eliminate its backwardness" at the Council of the Institute on Pedagogy. The teacher was very worried and responsibly treated to perform work on properly selected measures on the consequences of the backlog of teacher education. I. P. Lvov questioned the scientific decisions regarding general and polytechnic education in schools, noted that the forms and methods of teaching, age characteristics and the level of training of students are considered separately from each other.

After analyzing the resolution "On the state of pedagogical science and measures to eliminate its backlog," I. P. Lvov noted that it did not show the features of learning material acquired by schoolchildren, students, the low level of training of some scientific and pedagogical workers, and were not characterized. The gap between methods and didactics of teaching subjects, there is no scientific development of textbooks on polytechnic education, unrelated theory with practice in productive work and public works.

The resolution pointed out deficiencies in the scientific activities of the Academy of Pedagogical Sciences. I. P. Lvov, in his report (on the resolution), noted that the PSA had been very late in addressing the issue of introducing into the curriculum of general schools practical classes in machine science, electrical engineering and the foundations of agriculture. I. P. Lvov also stressed that the resolution stated that less time was spent on art and moral education in the curriculum, and it follows that at that time there was no need to develop spiritual education in the younger generation [3].

I. P. Lvov analyzed point by point the resolution of I. A. Kairov "On the state of pedagogical science and measures to eliminate its backlog" and agreed with the tasks set by the Academy of Pedagogical Sciences before educational institutions, the Ministry of Public Education, namely: a comprehensive creative study of scientific workers of pedagogics classics on upbringing and education, which should be the main task of solving all pedagogical issues.

Of course, I. P. Lvov showed the prospects for the resolution, consisted in drawing attention to topical issues of teaching pedagogical disciplines, scientific development of theoretical textbooks on pedagogy, history of pedagogy and psychology. I. P. Lvov supported the decision on the preparation of monographs from the main branches of pedagogy, history of pedagogy, organization, practical and theoretical studies, management of educational work in educational institutions. The Academy was supposed to help Ukrainian families better educate their children by printing a series of postcards and brochures on topical issues of family education and to prepare the book "A Practical Guide for Parents". Pedagogical psychology was to be developed not only in the system of psychology, but also in the system of pedagogy with the actual topics of the time [3].

I. P. Lvov supported the proposal of the Academy of Pedagogical Sciences to hold creative events on topical issues of pedagogy; discussion of the textbook on pedagogy V. G. Shimbereva, D. A. Ogorodnikova; publications in the magazine "Ezhegodnik" at the Academy of Pedagogical Sciences of short references on the dissertations of scientists [3].

On behalf of I. P. Lvov, some provisions of I. A. Kairov's resolution "On the state of pedagogical science and measures to eliminate its backwardness" were introduced in practice. In particular, methods for eliminating disadvantages and solving pedagogical problems those were set before state school and the Ministry of Education of the XIXth Congress. At the department of pedagogy has in-depth studied the works of classical pedagogues in order to learn the best indications of realization teaching and research work in educational institutions. Improved at the department of pedagogy and other departments a healthy creative critique and self-criticism in reasonable ethical and pedagogical rules (this applies to recommendations for reviews, sections of scientific papers and methodological work of teachers at the departments of the Chernihiv pedagogical Institute). They made innovations in teaching pedagogy at various faculties of the institute; Some pedagogical techniques were studied extensively in psychology (subject) and vice versa, psychology directions were taught in lectures on pedagogy in more detail; established a working connection of the Chernihiv Pedagogical Institute with schools, introduced teachers of schools with the work of teachers of pedagogical disciplines. This facilitated the selection of important topics for research activities on pedagogical issues, since practice is the basis of skilled pedagogical personnel.

1. All teachers of the Chernihiv pedagogical Institute were supposed to write scientific papers concerning school questions and tasks.

2. Teachers of the Chernihiv pedagogical Institute that offered a choice of topical topics and specific guidelines for scientific work and pedagogical experiments should contact the Republican Research Institute of Pedagogy and Psychology.

3. Included in the research work of individual teachers who shared valuable material from their teaching experience and participated in the experiments.

I.P. Lvov noted the need to hold joint meetings at the Department of Pedagogy and Psychology every 2-3 months, discussing new problems of the pedagogical psychological direction [3].

Conclusions. I. P. Lvov, as head of the pedagogical department of the Chernihiv Pedagogical Institute, proved himself a talented teacher, intelligent and fair leader, his respected and revered his pupils, students and colleagues. His management achievements in educational institutions and institutions of higher education should be used by young leaders and teachers to improve the organization of training and education of students in order to develop their individuality without violating the laws of nature.

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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНА ДІЯЛЬНІСТЬ І. П. ЛЬВОВА

Стаття описує діяльність І. П. Львова як завідувача кафедри педагогіки Чернігівського педагогічного інституту.

Було вивчено рукописну працю вчителя при проведенні державних іспитів, проаналізовано щорічні звіти кафедри педагогіки, складені І.П. Львовим за 1950-1951,1951-1952,1952-1953 навчальний рік, плани кафедри та план заняття зі студентами 2 курсу, українськими та російськими кафедрами гуманітарного факультету.

Особисті якості вчителя були проаналізовані в кількох архівних документах. Це показало, що І. П. Львів був мудрим викладачем і морально чесним до студентів та колег, творчим для підтримки кафедри педагогіки, а також лабораторії психології при ній усім необхідним обладнанням для самостійної освіти студентів. Він презентував новаторські педагогічні ідеї та впровадив їх у педагогічний процес кафедри педагогіки.

І. П. Львів взяв на себе ініціативу щодо реалізації навчальних заходів серед учнів, таких як доповіді, лекції про плани органів народної освіти, органів шкільної освіти, шкільної адміністрації, батьківських комітетів та керівництва педагогічних гуртків.

І. П. Львів вважав за необхідне, щоб викладачі інституту читали популярні лекції батькам студентів. Студенти інституту мали долучитися до роботи класних керівників, проводити з учнями різні види аудиторних та позакласних заходів.

Проаналізовано звіт про навчально-методичну роботу кафедри педагогіки На кафедрі педагогіки під керівництвом І. П. Львова робочі навчальні програми з усіх дисциплін кафедри були своєчасно заслухані на регулярних засіданнях. І. П. Львів у звіті вказав позитивні моменти щодо навчальної діяльності, яку проводили протягом навчального року викладачі кафедри педагогіки щодо зміни робочих планів кафедри.

Ключові слова: І. П. Львів, план роботи для занять, план роботи кафедри педагогіки, щорічний звіт.

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PROFESSIONALLY-PEDAGOGICAL PREPARATION OF TEACHERS OF PUBLIC SCHOOLS IN TEACHING SEMINARIES OF UKRAINE

The article deals with the analysis of professionally-pedagogical preparation of teachers of public schools of teaching seminaries of Ukraine, that can become valuable acquisition for professional preparation of specialists of the modern system of pedagogical education. An important accent have been done on history, forming of maintenance and principles of professional preparation of teachers of public schools in teaching seminaries. The article analyzes the tendency of instability and relative unsystematic of preparation of teachers registers for public schools, that partly predetermined by educational reforms in industry of primary education. It has been proved that requirement to semantic part of professional preparation of teacher of public school were in direct dependence on a social order on the level of its qualification. The general preparation of future teacher was limited, at the same time professionally pedagogical preparation was in the comparatively best state.

The future teachers of public schools often have been studied German classic pedagogics, and educational practice rendered substantial influence on the level of professional preparedness of future teachers of public schools.

Keywords: professional preparation of teacher, public schools, teaching seminary, maintenance of education, principle of education, pedagogical practice.

Formulation of the problem. Preparation of skilled teacher is one of the major scientific, technical and practically professional problems, on the decision of which success of alteration of the system of education depends in a country. The basic objectives of pedagogical educational establishments is realization of high-quality professional preparation of teacher which corresponds to the modern requirements of studies and education of young people. According to the features of the modern stage and prospects of development of pedagogical education there is reformation of maintenance of preparation of future teachers; new requirements are formed to their professional competence; new specialties are introduced, methodology and technology training have been updated. Historical experience of development of pedagogical education didn't lose its significance today. Experience of preparation of teachers of public schools can be important for professional preparation of specialists of modern system of pedagogical education.

Analysis of recent researches and publications. Historical and pedagogical analysis of the development of professional training of future teachers interested many Ukrainian scientists-teachers. In particular, V. Velichkina, N. Demyanenko, I. Kolesnik, T. Stolyarchuk and others. They studied the issues of teacher training in Ukraine in the 19th – the first half of the 20th century, and its activities in public schools; A. Arseniev, N. Zikiev, M. Kuzmin and others studied

the problems of organization the educational process in the teacher's seminaries; the formation of a national school in Ukraine became the subject of study of N. Kalenichenko, M. Stelmakhovich, B. Stuparik, M. Yarmachenko and others; the development of professional pedagogical education, including the Higher Education, studied V. Maiboroda, F. Panachina and others.

Research presentation. According to research by scientists of the 19th and 20th centuries, teaching seminaries have become an organizational and professional basis for the staffing of popular schools. Many progressive native teachers and publicists devoted their works to the study of the literacy of peasants. Well-known teachers-scientists of the end of 19th – the beginning of 20th centuries have been formulated many theoretical positions about the necessity of methodical and practical pedagogical preparations of teacher. Well-known teachers (S. Vasilchenko, B. Grinchenko, M. Korf, T. Lubenets and others) themselves worked as teachers in public schools. The works of M. Drahomanov, M. Korf, K. Ushinsky and other prominent teachers of the second half of the 19th and the beginning of 20th centuries have been described the significant interest in the study of this problem. They proved the necessity of scientific and practical training of the teacher, considering it as the unity of three main areas: general education, general pedagogical and practical area.

In the teachers' seminaries of Ukraine in the second half of the 19th and early 20th centuries, there were the content of teacher training that was directed at the appropriate time for a social order and provided students with elementary knowledge of teaching methods and fragmentary pedagogical skills. Thus, in the seminaries a course of pedagogy was taught, which included the history of pedagogy. Seminarists studied elements of the theory of education, principles and methods of teaching. Particular attention was done the study of foreign pedagogy, first of all, the German pedagogical theories of J. Pesalotzzi, F. Frebel, A. Distervega. The great attention of teachers in studying the course of pedagogy was given to the assimilation of the principles of teaching by future teachers. In the programs of pedagogy and methodological recommendations of the teachers who compiled these programs, we can find almost all the principles of learning, known today. The principle of the nature of the correspondence of the organization of learning ("Educate according to nature"; "Take into account the natural stages of human development; apply the physical and mental activities of the student, the game, the imagination and the ability to observe; use such subjects as tales, biographies, amazing features of famous people and biblical stories"; "Educate in the students the ideas, thoughts and aspirations of the educated person, a true citizen of their country."). The principle of continuity and prospects ("Start teaching from the point at which the student is, show condition the knowledge of the student before the beginning of teaching, avoid re-training, but apply gradualness and continuity of lessons; teach as little as possible but thoroughly; repeat the subject while studying; avoid mixed concepts and do not make ready conclusions for the student"). The principle of systematic learning ("Go from near to far, from easy to complex, from the known to the unknown, teach elementary, not scientific or dogmatic way"; "Try to achieve that the pupils remember everything they learned; repeat the previous material, discuss the content of the proclamations, songs and poems, and develop the memory of children"). Principle of visibility ("It is necessary to teach clearly, this rule is the basis of any education of children and young people; start teaching the subject from the fact, not the principle"). Principles of

accessibility ("Do not teach what the student can not understand, the truth that is learned, but not understood, is harmful; cheer and desire to learn are a sign of understanding; laziness and apathy are born due to misunderstanding of the case…). Teach available, so that the student could himself tell what he learned. "The principle of individualization and differentiation of learning ("Take into account the personality of the student, his individual characteristics, preserve innate abilities and talents of the disciples") [12, p. 32-34].

In periodicals of that time, sometimes the articles appeared related to some aspects of the organization of the educational process, for example, the schedule of classes. In colleges, the schedule of classes was based on the principle – from more complex subjects to simpler ones. For example, mathematics was a more complex subject and had to be included in the schedule by the first lesson, and singing as a simpler subject was the last. Such a division of objects according to the degree of their complexity caused ambiguous evaluation. Some authors believed that the complexity of the subject is very categorical for some children, mathematics may be a simpler subject than singing, and vice versa. Particular attention was paid to the style of behavior and clothes of the teacher, referring to the associative perception of the child – what more pleasant impression of student about a teacher, the more persons interested he studies [7, p. 77].

In their articles in the periodical press, some educators drew the attention of the public to the importance of a deeper study of individual subjects, such as, for example, mathematics and science. They noted that the future folk teacher had to possess them fully in order to be able to teach them at school. With regard to natural science, it was worth teaching children to listen to nature, be able to observe it, noticing everyday phenomena of the natural environment [5, p. 163].

It is known that the course of teaching in the teacher's seminaries lasted three years and was too short in order to provide the seminarians with general and special training. The main task of the teachers' seminaries was religious education, which contributed to the formation of the personality of the national teacher in the spirit of obedience and devotion to the throne and church. Estimating the content of education in the teaching seminary, Andriychuk N. distinguishes such semantic blocks in it: a) *social and spiritual:* theology, sacred history, catechidology, national history; b) *linguistic:* Russian and Church Slavonic languages; c) *natural sciences:* geography, natural sciences, mathematics; d) *special:* the history of pedagogy, the methodology of initial education [1, p. 153].

In the 1878 – 1879 academic year among the subjects studied by the seminarians were: Russian, Church Slavonic, history, arithmetic, geometry, the doctrine of worship, kathazis, sacred history, national history, geography, natural history, the history of pedagogy and the methodology of elementary education. The curricula of all these subjects were composed by teachers of seminaries. The teacher of the subject "The Law of God" compiled a program of three subjects: "Law of God", kathazis and sacred history. The teacher also participated in the development of a curriculum on national history. Teachers' Seminaries were provided with some pedagogical journals and manuals: "Folk School", "Family Evenings", a collection of children's songs and dance games, school gymnastics, a map of sacred history. Such educational methodology helped teachers to create curricula for subjects taught in the seminary [6, p. 9-10].

The subject of sacred history was the actual study of the Bible. The program on this subject covered all major events related to the Holy Scriptures. The program of the national history included the question of studying by the seminarians

all the basic facts of the history of state development – from the reign of Peter I and Nikolai I.

Natural sciences (geography, natural sciences and mathematics) were taught from the first to the last years of study and covered very large amount of material. The geography program was built in such a way as to give the future public teacher a general idea of the structure of the earth. The emphasis was only on the geography of Europe. This part of the world was limited to the geographical representations of the seminarians. By the course of geography included also elementary notions of astronomy: the calendar of the planets, the movement of the moon, etc. The program of natural science was for a period of three years. In the first class students studied only elementary concepts of land, water and plants. In the second and third grade, the seminarians studied sections such as anatomy and physiology of man, physics, botany, electricity and others. During the third grade it was introduced a section of the subject, as "about teaching...", that is, the teaching method [1, p.152].

History of pedagogics was based on the studies of ancient scientists and experience of German teachers because of the lack of the theory of native pedagogy.

The content of teacher training for public schools was determined by the mastery of the knowledge, skills, personal qualities of future teachers of public schools in the context of the content of education in the teacher's seminaries.

Knowledge: the bases of pedagogics (didactics, theory, education), the history of pedagogics (mostly German pedagogical theories), the foundations of psychology, the fundamentals of teaching methods in the public school.

Ability: to realize the main principles of learning to establish the appropriate relations of pedagogical analysis to stimulate and motivate students for organizing the educational process at the public school.

Skills: work with text, use of visibility, pedagogical analysis, leadership in the educational process in public school, acting skills, listening and correct statement of questions and tasks.

The personal qualities of future teachers of public schools in the context of the content of education in the teacher's seminaries: love for children, deep religiousness, interest in pedagogical activity, peacefulness, patience, a conciliatory attitude towards their social status, pedagogical tact, observation.

In practice, for a transition from one class to another, seminarists had to pass examinations. Pupils who completed the first class under the conditions of transfer to the second grade differed only in the number of required exams: they had to make one exam less – 9, seminarists of the second class, as well as graduates made 10 exams at the end of the year. The list of exams included: mathematics (written and oral), Russian (written and oral), history, natural science, geography, singing and calligraphy. In the second grade, the list was added to the pedagogy, and in the third grade instead of the writing up, it was necessary to make pedagogy orally and in writing.

In the teachers' seminaries, it was practiced sometimes to allow seminarians who did not successfully pass the exam, but it happened infrequently. Exceptions to the rules were made by soliciting the Pedagogical Council and the director of the seminary of the educational district. Such solicitor was given, if the seminarian showed exemplary behavior, diligence, and presented hopes. Such retraining of exams was intended only in the first and second grades; in the third grade, reassembly was not intended [10, p. 9-10]. The content of the study subjects studied in the seminaries was saturated with a large amount of actual material, which could be learned by simple memorization, and mostly learning by heart.

In determination of the system of educational practices teaching seminaries it was relied on the great experience of craft students and used the achievements quite carefully: first, observing of the work of the lessons by experienced teachers, then conducting lessons under the guidance of a teacher, and after that – an independent practice. Accordingly, teaching seminaries in the last class inculcated an obligatory visit the pupils of lessons of experimental teacher, since the first semester of the graduation class, and only from the second half – independent work of the students themselves [4, p. 43; 6, p. 59].

Practice began in the second half of the course. Along with the passing of the practice, pedagogy and teaching methods were studied, and constant guidance on practice by experienced teachers was provided [4, p. 48].

Over the course of one and a half years of practice, each seminarian had about 80 days of direct residence in the school, that is, about 15% of the total time spent in the teacher's seminary. During this time, they needed to: attend a teacher's lessons, partly help him during 4 weeks; listen and participate in the discussion of 140– 00 lessons of other pupils; teach 5-6 lessons oneself, in the presence of the mentor of the seminary, the teacher of elementary school and all pupils of the third grade of the seminary; in the presence of only elementary school teachers, 20– 22 lessons [3, p. 98].

V. Flerov, director of one of the teachers' seminaries, wrote: "The teacher's lessons, his attitude toward the children, his methods of teaching, the maintenance of order, education, his own manner, which the pupils are observing, have an extraordinary influence on them, and becoming samples, remain in their memory for life" [8, p. 127].

On March 11, 1902, a valid Provision on the Teachers' Seminary was issued, according to which it was decided to proceed to the gradual transfer of seminaries with a three-year term of study for a four-year term. Back in 1881, the directors of some seminaries filed a petition to the Ministry of Public Education to increase the time of their studies from three to four years due to an absolute lack of time for the pupils. The Ministry of Public Education, however, initiated an increase in the period of study in the teacher's seminaries at the beginning of the 20th century, however, this idea was not supported by the leaders of seminaries, first of all, because of the lack of schoolrooms, teaching staff and funding [11, p. 18].

For 56 years, the Ukrainian seminary teachers of the second half of the nineteenth and early twentieth centuries worked and developed, therefore the forms and methods of teaching in these educational institutions can not be characterized by consistency. At the beginning of the teaching seminary, seminarians were too busy in training and had almost no free time. But over the years, the work of the seminary was streamlined and, as a result, at the end of the nineteenth century, a school of education for the preparation of elementary school teachers was created in Ukraine.

Conclusions. On the basis of the analysis of scientific studies it has been found that the development of Ukrainian teacher seminaries contributed to the increase the interest of scholars and progressive pedagogical community in developing the scientific basis for teacher training for public schools. However, there was a tendency for instability and relative unsystematic training of teachers for public schools, partly due to educational reforms in the field of elementary education. Requirements for the content part of the vocational training of the public school teacher were directly dependent on the social order to the level of his qualification. The general education of the future teacher was rather limited, and the pedagogical education was in a relatively better condition. The study of future teachers of public schools of

pedagogy often reduced to familiarity with the German classical pedagogical theories, educational practice had a significant impact on the level of professional preparedness of future teachers of public schools for professional activities. Studying the experience of training future teachers of public schools will help to realize the need to improve the content and procedural components of future teacher training for a modern school.

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ПРОФЕСІЙНО-ПЕДАГОГІЧНА ПІДГОТОВКА ВЧИТЕЛІВ НАРОДНИХ ШКІЛ В УЧИТЕЛЬСЬКИХ СЕМІНАРІЯХ УКРАЇНИ

Здійснено аналіз професійно-педагогічної підготовки вчителів народних шкіл учительських семінарій України, який може стати цінним надбанням для професійної підготовки фахівців сучасної системи педагогічної освіти. Важливий акцент зроблено на історії, формуванні змісту та принципів професійної підготовки вчителів народних шкіл в учительських семінаріях. Зазначається, що у семінаріях викладався курс педагогіки, який включав у себе й історію педагогіки, де семінаристи вивчали елементи теорії виховання; принципи та методи навчання. Історія педагогіки ґрунтувалася на працях стародавніх вчених і досвіді тогочасних практиків та німецьких педагогів через брак теорії вітчизняної педагогіки. Зокрема, особлива увага зверталася на вивчення педагогічних теорій Й. Песталоцці, Ф. Фребеля, А. Дістервега.

Зміст професійної підготовки вчителів для народних шкіл визначався оволодінням знаннями, уміннями, навичками та особистісними якостями майбутніх учителів народних шкіл у контексті змісту освіти в учительських семінаріях.

У статті відмічається тенденція до нестабільності і відносної безсистемності підготовки вчителів для народних шкіл, що частково зумовлювалася освітніми реформами в галузі початкової освіти. Підкреслено, що вимоги до змістової частини професійної підготовки вчителя народної школи знаходилися у прямій залежності від соціального замовлення на рівень його кваліфікації. Досить обмеженою була загальноосвітня підготовка майбутнього вчителя, в той же час як професійно-педагогічна знаходилася у порівняно кращому стані. Вивчення педагогіки майбутніми вчителями народних шкіл часто зводилося до ознайомлення з німецькими класичними педагогічними теоріями, та навчальна практика справляла суттєвий вплив на рівень професійної підготовленості майбутніх учителів народних шкіл до професійної діяльності.

Ключові слова: професійна підготовка вчителя, народні школи, учительська семінарія, зміст освіти, принцип освіти, педагогічна практика.

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MODERN INFORMATION MOBILE TOOLS OF TRAINING
IN HIGHER EDUCATION INSTITUTIONS

The article is devoted to modern information tools of training as a way to optimize the process of training future specialists. Emphasis is placed on the importance of technological innovation and the theory of learning in the application of a variety of technologies to teaching and teaching.

It is determined that the patterns of behavior of modern students are changing with respect to their rapidly expanding digital environment. Modern digital students think and process information differently from their predecessors – thinking in parallel and linear models and reading visual images that could be used to read text.

It is emphasized that new technologies, such as those described in the article, can give students of the information society and the interaction society the opportunity to receive increased and continuous participation in learning.

Active students interact with their environment and manipulate objects in that environment, observe the impact of their interventions, and build their own interpretations of the phenomena and results of manipulations, share these interpretations with others. These descriptions offer connections to previously identified features of the Information Society and the Society for Interaction and New Technologies.

Different approaches of providing modern active education in higher education institutions are analyzed. In summary, mobile learning devices can provide individuality through unique profiles, this category of technology can be a proper choice of learning environment aimed at enhancing individual learning orientation. Mobile devices need to be in tune with how events are happening around the world and the web, even if those devices have been used for personal purposes only. It is emphasized that a critical aspect of such a strategy is that the mobile device is not simply integrated into the educational and higher education institutions or fell into the hands of its user, as has been done, for example, with recent initiatives on computers and laptops. On the contrary, individual profiles must be intentionally designed into the device and involved in the educational process in educational institutions in general and in higher education institutions in particular.

Keywords: mobile information technology, mobile devices, e-learning, mobile learning, blended learning, active training.

Formulation of the problem. The use of various technologies for teaching and teaching depends on two significant forces: the field of technological innovation (especially today, in hardware and software) and the field of theory of learning. In terms of technological trajectory, training has evolved from textbooks to television, computers, and now to mobile digital devices in a relatively short time. In terms of theoretical trajectory, extensions in ontological and epistemological thought provoked a transformation of educational paradigms (such as behaviorism, cognitivism, and constructivism), which implied a movement toward a more self-regulating, contextual, and interested approach. The development of ways of knowing and ways of learning were shaped by the evolution of society from the industrial and information periods to the age of interaction.

Often, technology and theory of learning evolve along two separate trajectories within less socially complex "labs" or "minds". However, experience indicates that they should be closely linked in practice. That is, when new technologies are introduced, researchers try to apply these technologies to educational purposes, often hoping to demonstrate, through empirical evidence, a better quality of education. Teaching staff (teachers, instructors, etc.), given the real needs of students and the difficulties faced by the educational context, seek to apply adequate educational theories and teaching approaches to integrate new technologies as they enter the information age stage, and the main focus is on delivering and accessing fast, sufficient and complex information. Actual tasks for scholars and practitioners exploring these issues are to use new technologies as a means to improve learning rather than as an end in itself, ie to adopt a pedagogically disciplined approach to teaching and learning to innovate.

Research objective is to analyze information mobile technologies in the organization of active learning in higher education institutions and to determine the level and psychological and pedagogical conditions of their use in the modern educational process.

Analysis of recent research and publications. Issues of introduction of modern information means of training in the educational process were studied by I. Pidlasiy (Modern

information technologies in training of specialists); E. Polat (Modern Information Technologies in the Education System); N. Basov (ICT – technologies in the formation of information culture of future specialists); M.Clarin (Teaching and assessment: ideal and reality); V. Bezpalko (Using modern information technologies in education); O. Shiyan (Culture and application of information technologies);, J. Poplavskaya (Directions of introduction of new information technologies in the process of control and assessment of students' knowledge); V. Tinny (Information and Communication Technologies as a Means of Realization of Self-Educational Activities of Specialists), V. Shukshunov (Application of New Information Technologies in Pedagogy) and others. Didactic and methodological properties of mobile information tools were researched by N. Bondarenko (Mobile applications as a means of communication in the knowledge society: educational aspect); O. Pustovalova (Modern characteristics of the technology of mobile language learning as a pedagogical innovation); A. Avramenko (possibility of practical use of smartphones and tablets in foreign language classes at a higher education institution), etc. [1]. The analysis of the researches on the given problems leads to the conclusion that rational use of modern information mobile means in the educational process of higher education institutions will optimize the training of future specialists and will create more favorable psychological and pedagogical conditions for them.

Research presentation. In the framework of D. Miln's research, our society extends from the information age to the age of interaction, during which the role of digital content expands as such where people interact and what they interact for [2].

To sum up, "digital networks are evolving from data transmission in a purely transactional sense to facilitate social interaction" [3, p. 14]. Instead of simply delivering the document to the person's mailbox, the sender and recipient can use the network to conduct a real-time conference on the document. Second, students in the information age tend to have at least one portable computing device, such as a mobile phone, laptop, or even a portable gaming device. During this interaction, we observe the massive impact of these individual devices through enhanced work and play

space that allow individual users to connect to portable devices for sharing and interaction, say, through the large screen interface, after entering the environment. Third, there is a growing focus on web technologies – this is to move today's students from graphical user interfaces to touch interfaces that provide a greater range of interaction modalities. Interactive smart boards, gesture-based games, digital pens, or even Han's cutting-edge multi-control interfaces allow for greater flexibility and accuracy in supporting human response. Fourth, more and more jobs require people to be drawn to group settings rather than individual indicators. Many learning environments have already begun to reflect this change by investing more in teamwork. Developing technologies are also beginning to be used by many people, although upgraded or adapted ones used by one person (interfaces) still prevail. The transition from the information age to the age of interaction is the basis for understanding learning environments as socio-contextual.

At such a changing age, students today are already different from students of the past in terms of how they have grown and used technology. Prensky M. [4] stresses on the uniqueness today's "digital indigenous" students. A series of empirical studies funded by the Pew Internet and American Life project [3] support the notion of modern students as digital natives.

Similarly, current educators point to some features of today's university students that should be considered when designing new training sites for them, including: a propensity for high-activity and large-scale research, both personal and digital, and simultaneously synthesized; technological skill and ubiquity, using mobile phones, digital cameras, MP3 players and wireless Internet to view, download and send messages; and several priorities, including school, work, sports, volunteerism that make time a precious commodity. In fact, Oblinger J. exemplifies the diverse and open spaces in which, and through which, today's students move through life as an incentive to change spaces in classrooms and campuses. Most researchers agree, but they also talk about such innovative spaces that are still rare and isolated.

Today, evidence suggests that today's student behavior patterns are changing, at least in part, with their rapidly expanding digital environment. Today, everything indicates that modern digital students think and process information differently from their predecessors – thinking in parallel and linear models and reading visual images that could be used to read a text.

Although digital technologies such as virtual reality tend to attract our attention, educators and researchers must balance the tendency to integrate with the latest pedagogical technologies; this is known to many and continues to be open about how people learn and improve their productivity. Involvement is a theoretical construction that has been disclosed in the literature as a prerequisite for active learning. Of course, new technologies such as those described above can give students of the Information Society and the Interaction Society the opportunity to gain increased and ongoing participation in learning.

The concept of interested learning has its roots in established and researched constructive foundations of learning, such as interest, effort, motivation, and time to task. Various authors have characterized interested learning as a high level of active student involvement developed in the learning plan. A students' understanding is formed if they take responsibility for their own learning, during which they actively develop thinking / learning strategies, constantly absorbs the formation and refinement of new ideas and through their speech exchanges with others. Active students interact with their environment and manipulate objects in that environment, observe the impact of their interventions, and build

their own interpretations of the phenomena and results of manipulations, share these interpretations with others. Already, these descriptions offer connections to previously identified features of the Information Society and the Society for Interaction and New Technologies.

Some scientific groups have formulated indicators of active learning. They provided a set of eight learning-related indicators related to vision, objectives, assessment, model, learning context, grouping, role of teacher and student. First, teachers and students share a vision of active learning, in which students take responsibility for learning, are motivated to learn and vigorously learn, and are strategic in their learning. In the learning concerned, the tasks are credible, complex and multidisciplinary, and the assessments are based on reliable results, constant, numerous, varied and fair. These assessments are used by students and faculty to evaluate and develop learning in an interactive way. The model and context for learning are characterized by interactive learning modes with a focus on knowledge sharing. Students study together in heterogeneous and flexible groups with a teacher who acts as an informed guide and facilitator. Students change in a variety of roles, including interrogator, teacher, student, and producer.

Some researchers have offered interesting teaching basics that highlight the problem and the process, which is necessary for authentic learning. The framework includes six indicators: poorly structured, multi-disciplinary issues; the degree of ownership of learning goals, processes and research strategies (eg problem deconstruction); student collaboration with all, flexible roles and accountability; self-control and evaluation of the learning process; use of teachers and experts to provide tools, techniques and support; and real tools to open communication and exchange of experience between students, faculty and experts. Foreign scientists who have researched the issues of the modern educational process in higher education institutions are focusing their attention, within the stated problems, that from a sufficiently deep overview of modern ideas in the teaching of constructivism, that includes cognition, authenticity in learning, self-regulated learning. It should be noted that the index of cooperation and accountability of students is empirically supported [3; 4].

Another point of view in learning is in Wang Kang's research, who grouped indicators of participation in three areas: cognitive, emotional and social. In a cognitive environment, learning differs from the construction and emergence of knowledge, as well as student self-regulation. In the emotional sphere, interested learning is indicated by students who feel safer and more confident. In the social sphere, there are indicators of information / resource sharing and group cohesion and acceptance of one another in the context of cooperation. Each of these domains and their associated metrics are considered in the light of both training and assessment. This database provides a simple guide to the important elements in the learning environment for creating high engagement. However, as Kang V. notes, it should be researched [5].

In any case, the current level of development of technical means has led to the emergence of new approaches in the preparation of future qualified competitive specialists. It is relevant and necessary today to organize the educational process on the basis of specialized applications for mobile devices. The methodological problem of using mobile applications in the educational process is the compilation of a typology of tasks, special formats for all stages of courses based on specialized applications – from the introduction and consolidation of training material and development of skills and their intermediate control to the formation of perceptual and productive activities, socio-cultural competence

and final control. In addition, the organization of monitoring, analysis and evaluation of the quality of training using mobile technologies at all stages of the learning process is quite a difficult issue [1, P.201].

The term "mobile learning" appeared in English-language pedagogical literature more than ten years ago and has recently become increasingly used in Ukraine. There is no doubt that modern training in mobile information technology depends on the proliferation of mobile communications, the popularity of smartphones and tablets, the emergence of a large number of training programs and applications, as well as new technologies, such as gestural interface, which empower the process teaching. The definition of "mobile" characterizes first and foremost two main components of the pedagogical process: access to learning tools and forms of implementation of educational interaction. Today, students can have instant access to study materials and programs, teaching resources, complete assignments, communicate with the teacher at any time, anywhere, thus shaping sociocultural and intercultural competences.

Educational mobile applications are conditionally divided into: mobile applications intended for self-study of the discipline, which can be used as additional material in the classroom and beyond for the development of different skills; mobile curriculum supplements, which are textbook and course additions, appropriate and convenient to use with essential classroom or non-classroom materials; mobile applications intended for the distance (mobile) form of education, containing the main teaching material with tests, a system of checks and references, feedback from the teacher [1, P.202].

Also in the educational process use e-learning, mobile learning (m-learning), blended learning. These technologies allow for lifelong learning. The term "e-learning" means a learning process that uses interactive electronic means of information delivery, electronic media, corporate Internet networks. In addition to electronic libraries, courses, tools for developing the content of the educational process, the system of management of the educational process, independent work of students, e-learning technologies are used, which are also applied in virtual audiences and educational institutions. The development of e-learning is putting forward a new promising model of learning, built on the use of the latest multimedia technologies, the Internet, with the aim of improving the quality of learning, facilitating access to resources, services, and sharing and collaborating at a distance [6].

The goals of using e-learning are:
• work independently with electronic materials using a computer, mobile phone, etc.;
• obtaining consultations, holding meetings, evaluating a remote expert (teacher), the possibility of remote interaction;
• creating a distributed community of users who engage in virtual learning activities;
• timely continuous delivery of e-learning materials;
• standardization and certification of e-learning materials, technologies, distance learning;
• formation and enhancement of information culture of all participants of the educational process;
• mastering, promoting and transferring innovative pedagogical technologies, improving the effectiveness of teachers' activity;
• opportunities to develop educational Web-resources;
• opportunities at any time, from any place to acquire modern knowledge;
• accessibility of education to all comers.

The other technology is a mobile learning (m-learning) – a transfer of knowledge to a mobile device using WAP or GPRS technologies that makes learning flexible, accessible and personalized. The m-learning system extends the possibilities of training, obtaining additional educational services, necessary consultations, answering the questions of independent planning and realization of training on its own trajectory, etc. Possibilities of using mobile devices in the educational process in higher education institutions:
• mobility of participants in the educational process;
• widening the boundaries of the educational process;
• distribution and exchange of materials with the help of modern wireless technologies;
• promotion of better learning of educational material.

The modern educational process uses blended learning, which is a combination of traditional learning and e-learning. The advantages of blended learning are:
• acquiring knowledge as a result of personal communication between students and teachers;
• taking into account the individual features of human perception of information;
• eliminating the likelihood of loss of information due to the fact that the electronic course allows you to return to any part of the material being studied;
• creation of a unified knowledge base;
• assimilation of new knowledge, consolidation of previously obtained knowledge;
• variety of forms of training organization;
• flexibility of the program, possibility of choosing a module of training;
• stimulating the development of self-study skills and information seeking;
• the possibility of prompt feedback from all participants of the educational process;
• convenient pace, time and place for training;
• the possibility of combining learning with work;
• the possibility of taking training to a new level [6].

Therefore, the use of mobile devices will significantly increase the efficiency of the educational process in higher education institutions, namely: by providing access to teaching and reference resources, organizing teacher interaction with students in real time, organizing distance learning, testing opportunities, surveys, questioning, use of other tools in the educational process. This determines the prospects for further research, since the use of modern information and communication and mobile technologies is preferred in the modern educational process in institutions of higher education.

Conclusions. All approaches are quite evident for active learning. Student responsibility for learning is manifested in a variety of ways, including the setting of learning goals, the joint design and representation of knowledge, the acceptance of various roles and tasks, participation in self-monitoring and assessment. Second, flexible group collaboration is also emphasized. Third, the use of diverse and relevant human and non-human resources (teachers, experts, tools, processes, methods, etc.) to support learning is consistent in all cases.

According to the analysis of scientific and pedagogical research, it became clear that the student personality is a common indicator of the learning involved, and given that mobile learning devices can provide individuality through unique profiles, this category of technology can be a proper choice of learning environment aimed at enhancing individuality into learning. Mobile devices are certainly in line with how things are happening around the world and the web, even if those devices have been used for personal purposes only. A critical aspect of such a strategy is that the mobile device has not simply integrated into the educational and higher education institutions or fallen into the hands of its user, as has been done, for example, with recent initiatives

on computers and laptops. On the contrary, individual profiles (such as electronic goal setting, monitoring, reporting, and adjustments) must be intentionally designed into the device and involved in the educational process in general and higher education institutions in particular.

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СУЧАСНІ ІНФОРМАЦІЙНІ МОБІЛЬНІ ЗАСОБИ НАВЧАННЯ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Стаття присвячена сучасним інформаційним засобам навчання як способу оптимізації процесу підготовки майбутніх фахівців.

Наголошено на значущості області технологічних інновацій та області теорії навчання в рамках застосування різноманітних технологій для навчання та викладання.

Визначено, що моделі поведінки сучасних студентів змінюються, щодо їхнього рідного середовища цифрових технологій, які стрімко розповсюджуються. Сучасні цифрові студенти обмірковують та обробляють інформацію принципово по-іншому, на відміну від своїх попередників – мислячи паралельними та лінійними моделями та читаючи візуальні зображення, за допомогою яких можна було б читати текст.

Наголошено на тому, що нові технології, як ті, що описані в статті, можуть надати студентам інформаційного суспільства і суспільства взаємодії можливість отримувати підвищену і постійну участь у навчанні.

Активні студенти взаємодіють зі своїм середовищем і маніпулюють об'єктами в цьому середовищі, спостерігають за впливом їх втручань і будують власні тлумачення явищ та результатів маніпуляцій, поділяють ці інтерпретації з іншими. Ці описи пропонують підключення до раніше виявлених рис інформаційного суспільства і суспільства взаємодії та нових технологій.

Проаналізовано різні підходи забезпечення сучасного активного навчання в закладах вищої освіти. Резюмовано про те, мобільні навчальні пристрої можуть забезпечувати індивідуальність через унікальні профілі, ця категорія технологій може стати належним вибором навчального середовища, спрямованого на посилення індивідуальної спрямованості в навчання. Мобільні пристрої мають узгоджуватись з тим, як відбуваються події в світі та в Інтернеті, навіть якщо ці пристрої були використані лише для досягнення особистих цілей. Закцентовано, що критичний аспект такої стратегії полягає в тому, що мобільний пристрій не просто інтегрувався в навчально-виховне середовище та у заклади вищої освіти або впав у руки його користувача, як це було зроблено, наприклад, з нещодавніми ініціативами щодо комп'ютерів та ноутбуків. Навпаки, індивідуальні профілі повинні бути навмисне спроектовані в пристрій і задіяні в освітньому процесі в закладах освіти взагалі та в закладах вищої освіти зокрема.

Ключові слова: мобільна інформаційна технологія, мобільні пристрої, електронне навчання, мобільне навчання, змішане навчання, активне навчання.

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ACADEMIC INTEGRITY OF STUDENTS: PEDAGOGICAL CONDITIONS OF ITS CONTROL

In the article, the problem of academic integrity of students of higher education institutions is considered and the main pedagogical conditions for reduction of manifestations of academic insanity are offered on the basis of three interrelated psychological and pedagogical components: motivational, normative and cultural value.

Keywords: academic integrity, manifestations of academic integrity, academic responsibility.

Formulation of the problem. In the context of active reform of the higher education system in Ukraine, actual and problem issues are raising its quality. As stated in the Law of Ukraine "On Education", one of the important components of the internal quality assurance system is the system and mechanisms for ensuring academic integrity [6]. In turn, academic integrity concerns not only the quality of education – it significantly affects those citizens who are educating the higher education system in the country, which values are laid down while studying at the university. Our pedagogical observations, interviews with students and teachers indicate that the majority of the subjects of the educational process recognize that manifestations of academic dishonesty take place, but not all of them are ready to recognize their systemic problems in higher education institutions. Thus formed the so-called "vicious circle" – fraud and corruption of education – the negative effects of social inequality (results are not to reach by the best but by the fastest) – low level of experts are braking economic and cultural development of society.

It is worth noting that the concept of academic integrity for Ukrainian realities is rather new, although in the foreign scientific community issues of academic integrity have been under way for quite some time.

The International Center for Academic Integrity at the Rotterdam Institute of Ethics at Clemons University in South Carolina has developed a document entitled "Fundamental Values of Integrity", which states that academic integrity is a commitment to six fundamental values: honesty, trust, justice, respect, responsibility and courage [11]. The Law of Ukraine "On Education" states that " An Academic integrity is a set of ethical principles and statutory rules that should guide the participants in the educational process while teaching, educatingand conducting scientific (creative) activities in order to ensure trust in the results of learning and / or scientific (creative) achievements. Adherence to the academic integrity of the applicants of education implies:

• independent performance of educational tasks, tasks of current and final control of learning outcomes;

• references to sources information in case of using ideas, developments, statements, information;

• observance of the norms of the legislation on the copyright and related rights;

• granting reliable information about the results of their own academic (scientific, artistic) activity, methods used and sources of information [5].

Based on international experience, Ukrainian researchers have identified the following basic principles of academic excellence in higher education institutions: honesty, truth, transparency, accessibility, respect for others, equality and social justice, academic literacy, partnership and mutual assistance [2]. The main violations of academic integrity are considered to be [6]: academic plagiarism – the disclosure (part or in full) of scientific (creative) results obtained by other persons as the results of their own research (creation) and / or reproduction of published texts (published works of art) by other authors without specification of authorship;

Plagiarism – publication (partially or completely) of previously published scientific results as new scientific results; Fabrication – the production of data or facts used in the educational process or scientific research; falsification – a deliberate change or modification of existing data relating to the educational process or scientific research; write-off – execution of written work with the use of external sources of information, except for allowed for use, in particular, when evaluating the results of training; fraud – the provision of knowingly false information about your own educational (scientific, creative) activity or organization of educational process; forms of deception are, in particular, academic plagiarism, selfplagiarism, fabrication, falsification and writing; bribery – provision (receipt) of a participant in an educational process or a proposal for the provision (receipt) of funds, property, services, benefits or any other material or non-tangible goods in order to obtain an unlawful advantage in the educational process; biased evaluation is a deliberate overestimation or underestimation of the evaluation of the results of education for educational instructors [6].

The research objective is to determine the pedagogical conditions for the reduction of the evidence of academic dishonesty of students in higher education institutions.

Analysis of recent sources and publications. The problems of the essence of academic integrity were investigated in his writings by V. Kohan, M. Mintz, I. Petrenko, N. Stukalo, T. Finikov. The reasons for the phenomenon were written by G. Yefimov, I. Romanov. And the efficiency of the technologies was introduced to reveal the manifestations of academic dishonesty I.Krauz, O.Poralo, O. Stefan. The issue of academic integrity and academic culture was studied in Ukrainian educational institutions, including such Ukrainian scientists as A. Artyukhov, S. K urbatov T. Lichman, V. Satsyk, N. Syrotenko, Y. Slobodyanyk, T. Finikov etc. They focused on the dissemination of ethics and integrity established in an academic environment.

An important shift in the issue of academic integrity is the approval of the Project for Promoting Academic Integrity in Ukraine (Srtengthening Academic Integrity in Ukraine Project – SAIUP), implemented by the American Council for International Education by the Ministry of Education and Science of Ukraine and support of the US Embassy in Ukraine, and aims to apply the common experience of the United States and Ukraine to develop and implement a four-year action plan, the content of which is orientation and the teaching of students, teachers and administrators of educational institutions of Ukraine of practical value and the importance of academic integrity, the provision of resources and action plans for their close involvement in strengthening academic well-being Essence in the educational environment [11]. In parallel, the Project will involve MES in order to enable key operational innovations to support sustainable changes in Ukrainian education at the national level. The initiators, performers and partners are considering forming an academic

culture in general, and academic integrity as its component, in particular, as an important part of transformation of Ukrainian educational system. The participants of the project are ten higher education institutions of Ukraine, among them the Institute of International Relations of Taras Shevchenko Kyiv National University.

Research presentation. The phenomenon of academic integrity (as opposed to dishonesty, unfairness) is versatile and can acquire any form. At the heart of this notion is the deliberate violation of generally accepted in the academic space of moral values and legal norms, in order to obtain certain benefits, benefits. In any case of the proliferation of manifestations of academic non- integrity has a devastating impact on the quality of education and research, and therefore – on the perspectives of sustainable development of society.

It should be noted that academic integrity is not a purely modern phenomenon. It is known that already in 1964, William Bauers published the results of the first large-scale study of academic dishonesty in higher education institutions. He interviewed more than 5,000 students in 99 colleges and universities in the United States. According to the survey, it was found that more than half of all respondents once or twice resorted to violating sound academic practices [2].

Particular attention is paid to the results of the all-Ukrainian sociological study conducted within the framework of the project "Academic Culture of Ukrainian Students: The Main Factors of Formation and Development" by the East Ukrainian Social Research Foundation with the support of the International Renaissance Foundation from December 2014 to July 2015. So a survey of 1928 students and 374 teachers in 25 higher education institutions in Ukraine showed that: 78% of students did not take exams independently, 67% of them cheated during the exam, 23% of students indicated that they received ratings for services or money, 90 % of students resort to plagiarism [1]. Compared with these results co – poll was conducted with American students, including more than 75% said they resorted to deception in the process of learning activities, and 68% – acknowledge the facts of copying materials from the Internet without relevant references to the original source [1].

According to the Law of Ukraine "On Education", which introduced a formalized view for all levels of education academic integrity is determined by the parliament of our country as aspects of the academic integrity of scientific and pedagogical employees and applicants education [6].

Academic integrity in the modern concept of discourse on this issue is opposed to the category of academic dishonesty (academic misconduct, dishonesty), the main manifestations of which are found in the following activities [3]:

• fabrication of data (fabrication) – involves the artificial creation of fictitious data or facts in support of the provisions proposed by the author in scientific work;

• data falsification (falsification) – consists in conscious change or modification of already available data for confirmation of certain scientific findings of the researcher;

• bribe in the academic field (bribery) – an illegal extortion from a particular person of material or monetary value in exchange for academic gain (eg, a bribe for exam or written work);

• academic sabotage – the pursuit by the researcher of actions that give him the opportunity to obtain illegitimate academic benefit, or to reduce it to other members of an academic group or community (for example, by delaying the process of reviewing the work of the author for the use of results for his own purposes, the destruction of certain data relative to other competitor researchers);

• professorial dishonesty (professorial misconduct) – abuse of the individual faculty members by their official

duties in order to coerce and exert pressure on colleagues or students;

• academic fraud (cheating) – this is the behavior of students when they use for their own purposes non-permissible materials, information or other auxiliary means in the course of performing educational tasks; The most common form of academic fraud is the scamming, in particular through cribs, by looking at the work of a neighbor during the exam, collaborating with students in order to obtain a common benefit for all, committing actions aimed at preliminary and unlawful familiarization with the content of examination tickets, etc.;

• plagiarism (plagiarism) – Academic conduct which has the following five cumulative characteristics, when a person uses the words, ideas or results of work belonging to another specified source or person without specifying the reference to the source from which it was borrowed from a situation in which it is lawfully expected to indicate the authorship of the original in order to obtain some benefit, respect, benefit, which does not necessarily have to be monetary.

Therefore, we can conclude that academic integrity is a complex phenomenon and combines both ethical norms and rules of human behavior in the educational and scientific environment, the mechanisms and tools by which they are implemented in practice, and the moral and cultural values of personality and society in general. In any case, this is an important problem for contemporary Ukrainian education, which needs to be studied and studied.

To analyze the current state of the problem of integrity in institutions of higher education, an experimental study was conducted that included pedagogical observations, interviews with students and professors, a questionnaire for students of 3-4 year students of the Taras Shevchenko National University of Kyiv.

The conducted research made it possible to make certain conclusions: the main manifestations and academic unrighteousness of students are writing off, three and less – biased evaluation. The plagiarized respondents were also highly evaluated (see Fig. 1).
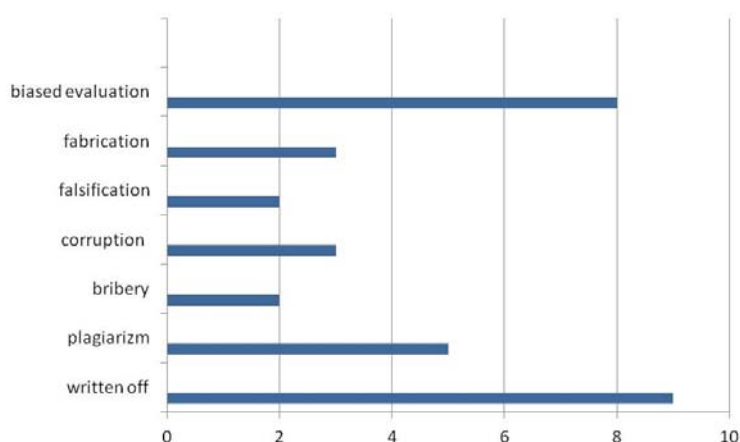

Fig. 1 Manifestations of academic integrity

Factors that have influenced the widespread use of plagiarism, fabrication of research data, writing and other manifestations of scarcity are quite large. One of the main things is, above all, education. When parents do their homework instead of children, or give consent to write off the finished information from the Internet, or if there is a widespread phenomenon of bribery in the family, it is clear that in an adult's life people will follow already established patterns of behavior.

Secondly, the experience of the school. In most urban secondary schools, an average of 30-35 students are in one class. It is physically unrealistic for a teacher to follow all students during a supervisory work or exam, so there is an opportunity for the students to cheat, write to a neighbor or from a telephone. This is a matter of providing the state with the optimum filling of classes. Then the assessment of students' knowledge would be more objective.

Well, and thirdly, the attitude of the teachers themselves. To date, the modern teacher has no motivation to learn to complete his work. This is due to low wages and difficult working conditions and – most hours of workload load extracurricular activities and more. Teachers are forced to look for other earnings by engaging with students in addition, gradually turning into workers, and not people who need to educate honest and intelligent people.

And the last factor is the indifference of the authorities. After all, in addition to the creation of laws on academic integrity, good titles of scientific articles on the fight against evil, those in power need to chat about the integrity of their personal.

The conducted experimental study shows (see Fig. 2) that one of the main reasons for academic integrity of a student is the low level of motivation of students to acquire knowledge.

The question of learning motivation always arises and depends more on the internal system of values, or on the external stimulus. Respondents also identified the work of both students and teachers and that academic dishonesty in higher education is traditionally appointed system. If the first phenomenon can be fought at the system level – reducing the number of academic hours, increasing the time for independent work, reducing the volume of paper work, then the second manifestation must work at the national level.

The category of "integrity" belongs to the multi-level search, and therefore its understanding requires a synergistic approach in identifying the essence and structure that allowed to cover the logic of scientific research with the most significant psychological and moral manifestations of the integrity of students of higher education institutions and to consider them as system-forming components of the structure, from influence which depends both on the content, and on the methods and mechanisms for the formation of the student's youthful fraternity [7]. Therefore, in order to determine psychological and pedagogical conditions for the formation of academic integrity, it is necessary to highlight the main components of academic integrity.

The analysis of scientific literature on this issue and the research conducted, we can conclude that to the main components of the category "academic integrity" as systems belong [7]: motivational (formation of a system of positive motives necessary to motivate and direct students to their integrity, moral behavior); value (universal principles and culture) and normative component (the system of counteraction to academic insecurity at the state level) (see Fig. 3).
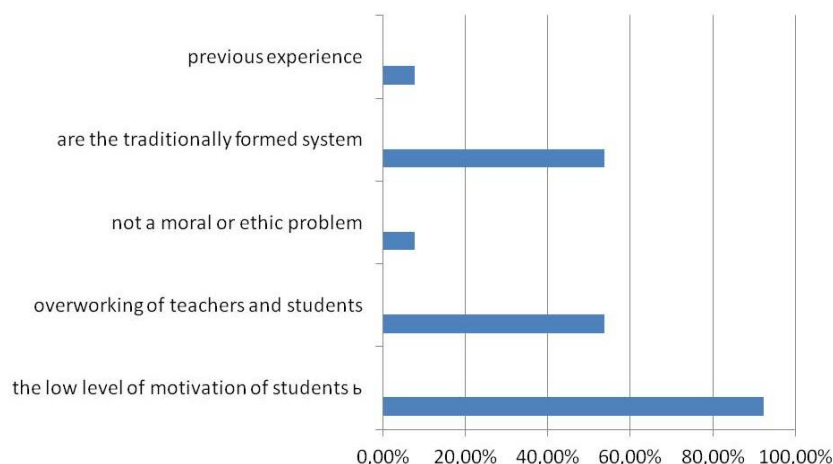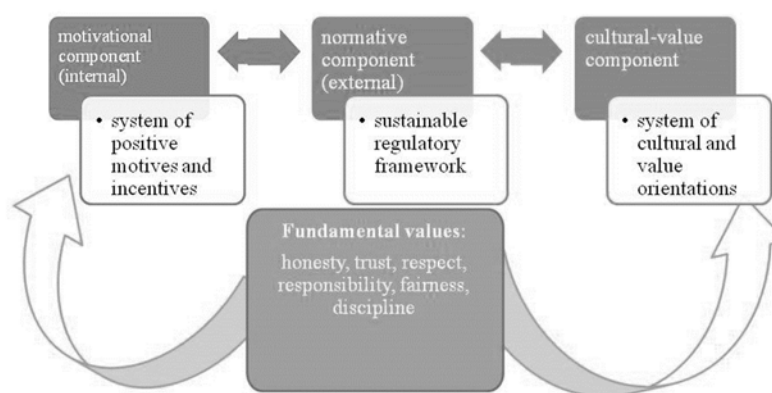
Fig. 2 Reasons for academic integrity

Fig. 3 Components of academic integrity

The motivational component is one of the main but also the most controversial, since it focuses on the internal processes of each participant in the educational activity. In every educational situation, the student is constantly faced with the choice: to work for himself and to acquire new knowledge or to "simplify" his task and to use information processed by others, for example, having written off homework from other students, or "borrowing" other people's scientific results, while not indicating source of borrowing. In order to reduce the above manifestations of academic integrity, it is necessary to address the motivation of both the student and the scientific and pedagogical worker, to rely on their internal incentives and needs, to create a positive and safe atmosphere. Motivation for learning and the development of internal motives is one of the main factors that determine academic culture [7].

Quite global, therefore, the normative component is no less important. It is extremely important that you understand that your current school, as a particular social system, functions in the external environment. It is a complex of certain conditions and external stimuli that affect the object (student / educational institution).

Therefore, the creation of a clear and sustainable regulatory framework is a key step towards the adoption of the principles of academic integrity in higher education institutions. An obvious need is the introduction of issues of academic integrity in the areas of public education policy. Educational institutions have a special responsibility, since they are often one of the last chances of a society to overcome the moral crisis. If habits of honesty are not glued to students before they leave schools, it's unlikely that these habits will be developed later in them.

It is important not only to adopt the necessary legislative acts, which include, in particular, the attraction to academic accountability of those higher education graduates who violate academic integrity: "repeated passing of the assessment (control work, exam, credit, etc.); repeated passing of the educational component of the educational program; deductions from educational institution; deprivation of academic scholarship; deprivation of education provided by the educational institution benefits to pay for education" [6], but provide a reliable system for their implementation in the educational process.

The cultural-value component is the intermediary between the universal human principles and norms of society and the internal values of the individual. The education system is one of the most important factors in changing the consciousness of a modern young person. In view of this, the outlook and quality of education depends on the way in which social relations will be formed on what values, principles, ideas will be formed. Serious problems with ethics, value orientations, culture of thinking and behavior that manifest themselves at all levels of social life are the basis for growing attention and awareness of the need for practical action in the field of academic affirmation in the education system of Ukraine [2].

Speaking of academic good integrity, it should be emphasized that throughout the academic world have long come to the conclusion that a professional he Developing rights is impossible without a general worldview that shapes not only professional and socially active and responsible citizen, a leader who is able to change the world for the better. It is this process that can not become a reality without academic integrity. Therefore, it is worth mentioning the importance of the cultural and value component.

All of the above components are interconnected. Their complex promotes the development of high standards of academic integrity at the personal, institutional and cultural levels. The process of education should be continuous and continuously improved in the light of the emergence of new learning technologies and the ability to motivate participants in the process to make ethical decisions.

It is worth noting that many researchers along with the notion of academic integrity are also distinguished by the notion of academic culture. At the present stage, the problem of the formation of academic culture in pedagogical contexts has been reflected in the scientific works of N. Gordienko, A. Prokhorov, O. Semenog, I. Sizovoy, P. Scott, I. Tomashevskaya, O. Fast, M. Shiversky and others. Academic culture is understood as a set of norms and values of educational and scientific activities of the University. The classical academic values of higher education were formed together with the classical model of the university of industrial society (academic freedom, the unity of research and teaching, etc.) [2].

One can conclude that academic culture is primarily an ethical culture and service to society, as opposed to the notion of academic culture, which is defined as a complex of ethical, moral values and statutory rules defining the activities of participants in the educational process. From this it becomes clear that academic integrity is a broader concept and includes an academic culture.

Academic integrity in institutions of higher education is a systemic problem, and therefore its solution requires systemic changes that should take place in parallel with the formation of the system of quality assurance in higher education. Therefore, an important precondition for this is the creation of favorable and operating organizational and educational conditions for the reduction and full elimination of manifestations of academic insecurity.

The practice of punishment does not justify itself, because it has the character of only external influence on the student, while it is necessary to form the very inner motivation of a young person to adhere to the principles of academic honesty. Actual and progressive in this regard is the approach proposed by many American universities, who see an effective way of asserting academic integrity in the formation of fundamental values and their rooting in the behavior of the young man [2].

On the basis of certain components of academic integrity, one can determine the following pedagogical conditions for the formation of academic integrity of students in higher education institutions (see Fig. 4).
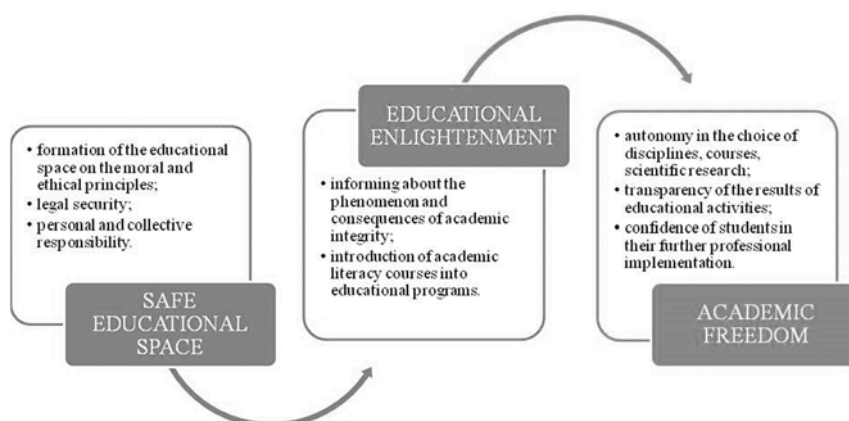

Fig. 4 Pedagogical conditions of academic integrity

As can be seen, the following pedagogical conditions can be distinguished: safe space, educational activity and academic freedom.

The safe educational space includes the moral and ethical values on which pedagogical interaction is constructed; legal protection, that is, each student of the educational process is equal before the law and educational activity is determined by the normative-legal provision; personal and collective responsibility, understood as equal academic accountability.

In the literature on this problem, there are also approaches in which academic well- being is not a problem as such [2]. Proponents of this position say that if strict sanctions are imposed to overcome the manifestations of academic dishonesty, most educators will cease their academic activities because of fear of academic accountability and sanctions. However, ensuring academic integrity depends not only on the constant pursuit of illegal scientists and students, but on creating an atmosphere of trust in the scientific field, a sense of justice and security of their intellectual property. So, creating a secure space is there a necessary condition for successful educational activities, creating conditions for the formation of student social responsibility.

An important condition for the implementation of educational activities on the basis of academic integrity is the pursuit of educational enlightenment. As the results of our experimental study showed, 40% of students were only partially informed about the need for academic integrity. This is a rather good result, but in comparison with the results of the following issues regarding compliance with these academic norms, informing about this problem did not give the desired results. To say that it was not necessary to conduct informative work can not be carried out because the correct educational activities can significantly since diminish manifestations of academic dishonesty.

One of them is the lack of a profound understanding at universities of the importance of academic integrity and the procedures that should ensure this good faith.

Academic freedom in turn is independent of c and in the selection disciplinary etc., research that will provide greater motivation for learning, awareness of career choices, understand the importance of academic integrity; Transparency of educational outcomes minimizing negative manifestations such as corruption, bribery, and biased evaluations that reduce the teacher's credibility and prestige of training; in the students' confidence in their own professional implementation.

Of course, the achievement of sustainable results in implementing the standards of academic integrity is possible only with the continued and persistent efforts of the higher education institution's leadership in advancing these norms

and values. This is not a matter of "quick decision" when the university is sufficient to adopt an ethical code or subscribe to a system of detecting signs of plagiarism in the text and report that the problem has been successfully solved.

Conclusions. Higher school is a peculiar model of society. Therefore, the introduction of academic ideas of good integrity is gradual, complex and lengthy, so must constantly be improved as educational achievement, educational, training and scientific research purposes can only be subject to ethical standards. Ultimately, this will lead to systemic changes in the life of society, starting with concrete changes in the life of every institution of higher education.

It can be concluded that to reduce manifestations of academic integrity must adhere to higher education relevant pedagogical conditions, which is to provide safe educational space, which is formed on the ethical principles and includes legal protection, personal and collective responsibility; Educational activity, which informs about the phenomenon of academic integrity and the consequences of bad faith, as well as the introduction of academic literacy courses in educational programs; academic freedom, which is understood as the transparency of the results of academic integrity, autonomy in the choice of disciplines, scientific research.

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АКАДЕМІЧНА ЦІЛЬНІСТЬ СТУДЕНТІВ: ПЕДАГОГІЧНІ УМОВИ ЇЇ КОНТРОЛЮ

У статті розглянуто проблему академічної доброчесності студентів вищих навчальних закладів та запропоновано основні педагогічні умови для зменшення проявів академічного недоброчесності на основі трьох взаємопов'язаних психолого-педагогічних компонентів: мотиваційної, нормативної та культурної цінності. Вища школа – це своєрідна модель суспільства. Тому впровадження академічних ідей добросовісності є поступовим, складним та тривалим, тому його слід постійно вдосконалювати, оскільки навчальні досягнення та науково-дослідні цілі можуть підпорядковуватися лише етичним стандартам. Зрештою, це призведе до системних змін у житті суспільства, починаючи з конкретних змін у житті кожного вищого навчального закладу.

Можна зробити висновок, що для зменшення проявів академічної доброчесності вищі навчальні заклади повинні дотримуватися відповідних педагогічних умов: забезпечення безпечного освітнього простору, який формується на етичних принципах і включає правовий захист, особисту та колективну відповідальність; навчальна діяльність, яка інформує про явище академічної доброчесності та наслідки недобросовісного характеру, а також про запровадження курсів академічної грамотності в освітніх програмах; академічна свобода, що розуміється як прозорість результатів академічної доброчесності, самостійність у виборі дисциплін, наукові дослідження.

Ключові слова: академічна доброчесність, прояви академічної доброчесності, академічна відповідальність.

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IMPLEMENTATION OF TUTORING PRACTICES IN A HIGH SCHOOL BASED ON THE EXAMPLE OF THE PRIVATE SCHOOL "ATHENS", KYIV

The article actualizes the implementation of tutoring practices that meet the challenges of modern times, help to overcome the contradiction between the current demands from a personality and traditional educational practices. Special attention is paid to the conditions of tutoring practices implementation, meaning creation of an open variable educational environment. The most effective tutoring experience practice, which corresponds with the age specifics of high school students, is designed. A short analysis of a tutor's competence is provided.

Keywords: individualization, tutor, tutoring practices, open educational environment.

Formulation of the problem. Nowadays the educational system is witnessing pivotal changes: forming of different subjects in the educational field, openness and variability of educational models, informal education, continuity of education and so on. All of that means essential changes for a modern school in regards to its resource capabilities. At the current stage of society evolution, there is an initiative to create such an educational model that would allow for development of each individual according to their maximal range of intellectual and psychological resources. Solution of this problem is connected with modernization of the content of education, such as: optimization of methods and technologies in the education process organization, and achievement of modern high-quality education that meets the country's needs and worldwide standards. However, reformation of the Ukrainian educational system cannot be limited by the implementation of new standards, effective pedagogical technologies and forms of pedagogical activities. It also depends on the change of the very didactic principles on which the modern school is based [3]. According to the new tendencies in the Ukrainian educational reformation, realization of the individualization principle becomes more and more important. The principle of individualization is in one way or another present in most of the chapters of the New Ukrainian School Concept [4, p. 7]. Updated educational standards are oriented at discovering one's individuality,

potential, essential personal strengths, students' educational needs, freedom of individual education path choice, development of creative abilities, establishment of a variable educational system. Orientation towards extension of the individual educational possibilities range makes research in the individualization field, especially in high schools, very topical.

Research objective is to analyze the experience of individualization tutoring practices implementation in high school in an open educational environment.

Analysis of recent researches and publications. Individualization of education as a didactics problem was explored by scholars and practicing pedagogues on different levels and from different angles: from fundamental pedagogical research (S. Rabunskiy, I. Unt, T. Kovaleva, O. Tubelsky, P. Shchedrovitskyi, D. Elionkin, B. Bray & K. McClaskey, S. Cavanagh, M. Feldstein & P. Hill, J.F. Fisher) to studies of education individualization characteristics in specific aspects and circumstances: individualization of students' educational environment via Internet (O. Pinchuk, O. Sokolyuk); individualization in the process of separate subjects studying – physics (O. Hnatyuk, V. Konashchuk, V. Syrotyuk), chemistry and biology (M. Lukashchuk, M. Pysmenna, I. Khmelyar), foreign language (S. Nikolaeva, A. Panchenko, L. Sikorska), crafts and drawing (G. Gavrishchak, A. Marushchak, G. Tereshchuk, A. Uruskiy, I. Tsidylo); individualization of education for children with special educational needs (Y. Artemova, N. Holub, O. Hubar, S. Mirskyi, N. Rudneva, L. Shekhovtsov) etc.

Nowadays, many educators discuss additional opportunities in modern educational process organization, its openness and variability. Therefore, it becomes possible to create a fundamentally different educational process. In open educational environment, as a rule, there is no strict structure that defines interactions between students and teachers in a traditional educational process. It is, on the contrary, focused on intersecting research interests of adults and children, their information and experience exchange. Such environment sets a fundamentally different maintenance of any student activities which will be presented in this article based on the example of the educational process of individualization in high school in an innovative educational institution.

If a school poses individualization as an additional task, it is necessary to find special educational methods and forms of organization of educational process as well as educational space in accordance with age specifics that allow for the individualization process to be implemented [2, p. 70]. Implementation of the individualization principle is impossible without creating an open and variable educational environment. The issue of educational space is actively researched by foreign and Ukrainian scholars, such as: I. Bayeva, N. Hontarovska, U. Eco, M. Castells, V. Lebedeva, V. Losova, V. Molyako, V. Nechayev, V. Panov, O. Pisarchuk, S. Podmazin, K. Prikhchodchenko, L. Pukhovska, V. Rubtsov, O. Skidin, I. Ulanovska, A. Khutorskiy, V. Yasvin and others.

Research presentation. The concept of openness is more and more often seen as one of the key characteristics of the modern education, when not only traditional institutions (kindergarten, school, university) have educational functions, but also every element of social and cultural environment can have a certain educational effect [3]. Implementation of the openness principle fundamentally changes the internal educational environment of an educational institution: it leads to an increase of education directions, adoption of new educational technologies, building of another system of organization of educational process and its management. In such situation educational environment for students is set not only by the educational program which is strictly defined for everyone, but by a bigger extent by

awareness of different educational suggestions and their specific implementation.

Any innovation starts from creating the necessary conditions. If a school's administration believes in the value of individualization, promotes its implementation in the educational environment and understand that this is an important development direction for the educational field, it accordingly creates the conditions for its realization. The specifics of an educational environment in which individualization is implemented depend on the institution: whether it is a university, a college or a school (public or private). One way or the other, educational environment should be excessive, so that students have a variety of choices: among courses, speed levels, amounts and learning methods of the educational material, among meetings with different profession representatives [3].

However, suggestion of various educational possibilities does not guarantee implementation of the individualization principle for students. Thus, there is a need for educational technologies and for the work of an educator who possesses special techniques. A tutor, who organizes the tutoring accompaniment of a student, is such an educator.

One of the important questions is, what should be the competence of a modern tutor? There is research by separate scholars and practitioners on this topic, as well as a matrix of tutor competence that was developed within the project Certi. MenTu (Certification of Mentors and Tutors) by the following European countries: the UK, Cyprus, Sweden, Austria, Poland, Greece. All researchers that provide recommendations on the topic follow the understanding that tutoring is a cooperation between an adult and their tutee via individual meeting (tutorials). According to that, tutor competence is defined as follows. First of all, a partner relationship must be established between a tutor and a tutee. Tutor bears the responsibility of establishing such relationship. Tutor must be able to see their tutee as an integral personality, including their character, temper, level of knowledge, talents, interests, value system, and focus not on problems but on their solutions. A tutor should be someone a tutee can trust, they must be able to inspire in accordance with the set goals and incline to reflect. A tutor must be able to help their tutee find their hidden potential and help find the meaning of education, to plan activities, to accept challenges. A tutor must be able to ask the right questions and listen attentively, to concentrate on a tutee's strengths and work towards a tutee's future.

Also, a tutor is someone who can choose methods, techniques and instruments for dealing with professional tasks in their work with a tutee. They are well versed in modern educational technologies, are a professional in their pedagogic field and can support their tutee's pursuits in scientific and research activities. A tutor supports a tutee's progress in learning, and helps, if necessary, to establish connections with outside experts. They help their tutee to plan, define and reach goals. A tutor is always monitoring their tutee's progress, always provides a constructive feedback, discusses the changes in a tutee's life with them. A tutor constantly analyses and evaluates their own actions to increase the effectiveness of the tutoring process. Therefore, ability to self-reflect, to know one's competence and limitations and ability to timely ask for help from other specialists is incredibly important for a tutor.

A tutor complies with the following principles in their work:

• In the process of work, a tutee is the leader, while a tutor only helps to define the primary goal and foreground tasks in the process of learning. A tutor motivates, inspires and encourages to search for solutions, conclusions and development of skills;

• The key aim of a tutor is to support a young human being's all-around development (not only within the school program), which is based on a partnership between a tutor and a tutee. Therefore, a tutor invests a lot of time in the beginning of the cooperation in the very formation of this partnership, as well as their own authority;

• The main instrument a tutor works with is conversation, thus communication skills, ability to negotiate and solve conflicts are most important among other competence skills a tutor must possess;

• A tutor always attends to their own development.

Organization of the educational environment of choice is natural for students of Anglo-Saxon, Finnish, Estonian schools etc. In Ukraine, such environment is implemented in private innovative schools, the experience of which can be used in public schools are well. However, certain limitations should be taken into account, which can be found inside a school itself: first of all, lack of belief in students' choices, the very thing that makes them subjects, not objects of the educational process. Second of all, teachers might be unwilling to share their power with students. Third of all, such educational process is not easy to manage [8, p.67]. As a result, students have minimal ability to choose goals, methods, forms and content of their own education. So, creation of favorable conditions for shaping the skills of initiative, individual, responsible student activity is of actual interest.

Currently, in order to be successful in a broad sense of the word, a modern school graduate must possess the following skills:

• flexibly adapt in changeable situations, independently acquire necessary knowledge, skill, competence;

• apply their knowledge, skill and competence in practice to solve various problems, be overall competent in different life areas;

• think independently and critically, seek and find rational ways out of complicated situations, use modern technologies, be able to think creatively and generate new ideas;

• work with various, constantly growing amounts of information;

• be communicative, sociable in different social groups;

• be able to work in a team as well as alone in different fields;

• prevent conflicts and successfully find ways out of them.

In high school, the basic psychologic and pedagogic process is the establishment of a student's identity, integral "I", the formation of the "I-concept". Therefore, self-definition is the major process to occur in children of high school age. Self-definition of a personality means finding a certain position in different areas of life activity and determination of future plans [4]. In circumstances of educational process individualization, the need of self-identification is actualized in school, and, accordingly, its educational space becomes the major place for this key age-related demand. Organization of the educational space for high schoolers demands a more complicated educational space, which is due to the issue of solving main tasks of the juvenile age: professional and personal self-definition. General age specifics testify that high schoolers are prone to interest differentiation and growing variability of their educational activities. Which is why it is so important to provide every high schooler with a possibility of choice in the area of their personal development.

Objectively, the need for high schoolers to be able to make their own decisions is growing. Young people not only receive the experience of solving problems, but also learn how to act individually in non-standard situations. Due to that, if high school allows for individualization of the educational process, it provides every high schooler with a wide range of places and situations where students get an opportunity to plan the organization of their own activities individually. High schoolers gradually learn to accept responsibility for their own education and future.

Creation of a harmonic educational environment that allows to include personal intentions of the students is the fundamental core of tutoring [8, p.12]. Tutoring practice considerably changes the educational environment, for example: multi-profile education in high school, when students choose to study in different groups created based on their priority interests; different levels of learning of the school subjects; children's academy; various practices of additional education; projects conducted by students; business imitation games and so on. Open educational environment grants students a choice of self-definition, definition of their educational and life paths. Nowadays, in Ukrainian schools tutoring is only starting to get implemented. However, there are already certain tutoring practices which demonstrate its effectiveness, especially in high school. Further several such practices, realized in the "Athens" private school during the last three years, are examined.

In the "Athens" school, opportunities for choosing individual activity for high schoolers presume the following conditions:

1. Openness: a student can go beyond any previously set educational program. That means that not only the school provides educational functions, but also every other element of one's social environment do so, which can and should be used appropriately.

2. Variability: a possibility to choose from any available educational propositions.

3. Tutoring accompaniment: a possibility to have regular consultations with an adult, creation of conditions for mutual work of both a student and an educator.

4. Social practices: any activity beyond classrooms that allows students to "fill in the gaps", to catch up with or surpass educational material, as well as any attempts at primary professional attempts.

5. Meta-subjectivity principle: forming of a full integral picture of the world.

6. Distribution of students between study groups depending on the education direction of their choosing.

7. Social-educational partnership: system of the school's partnership with different institutions, professionals etc.

In order to create such conditions special pedagogical technologies are used. High schoolers can choose their own desired level of studying achievements. At the beginning of every trimester (which is the standard working schedule for the "Athens") all students together with their parents and a tutor sign up an agreement. Such agreement lasts for the following trimester and states what level of achievement from each separate subject a student anticipates, which is a student's responsibility to follow up and fulfill during a trimester. At the end of a trimester the results are analyzed and conclusions are drawn in order to understand what was achieved by a student, what wasn't and why, and what should be done next. Reflection upon the results of a trimester happens during a tutorial (when a tutor and their tutee meet).

One of the most successful projects in the "Athens" that was accomplished by the school educators is the practice of the so-called faculties. Students of 10 and 11 grades choose their own faculty: Media, Science, Social and Business faculties are available to them. The choice belongs to students, because it depends on their own understanding of their future professional development. Such method of student differentiation is connected to the meta-subjectivity principle, which is reflected in their work in a faculty. The required condition for students is to regularly produce some results of their activities and present them each trimester to all the students of that year. Such work can include: an art gallery, completely organized only by the faculty students (from the

concept to its realization); their own magazine (from the concept to its printing); scientific research on the basis of Kyiv Polytechnic University and Bogomolets Medical University laboratories; children's civic organization; a play; a law imitation game. These activities allow students to better understand themselves, their inclinations, to choose further education or, on the contrary, change their minds and think in a new direction.

Apart from that, at the beginning of each trimester, high schoolers choose facultative courses they would like to attend. The choice should always be surplus. For example, students can be offered 10 courses, out of which only 3 can be chosen. Facultative courses can be offered by school teachers as well as outside professionals.

The school is open to the outside world; therefore, a lot of time high schoolers spend outside its walls: go on excursions, meet experts, visit exhibitions and theatre. Also, the school invites all kinds of professionals: film directs, lawyers, sociologists, journalists and so on. This is a so-called "passive" acquaintance with certain professions and types of activity. "Active" social participation is made possible due to the yearly "Immersion": an imitation game carried out every year with a different aim outside the school. For a week, students get immersed in a specific topic: for example, "Future Profession", when students take part in a simulation game, writing motivational letters, putting together their CVs, participating in a work interview, getting a job, allocating resources, hiring workers for their business and so on. Or, together with Polish high schoolers from the Katowice Association of Private Schools (Poland), an "Immersion" was built upon a topic "Problems and perspectives of the development of old industrial regions in Ukraine and Poland". Students were solving complicated political, economic and social problems through an imitation game and debates which were conducted in English. Such organization of school work is possible first of all because mixed learning is introduced into the teaching activity of the school, when part of the learning material (mainly theoretical) is mastered by students individually, while in a school they work on their practical skills. Another advantage is the fact that "Athens" is a full-day school, which means that students can get advice or consultation from a teacher during the whole day from morning to evening.

Another effective practice of the school is the possibility for students to study remotely. Distance education is chosen by students (with the agreement of their parents), when a child's interests are so deep, completely realized by that child, and impossible to satisfy within the school program, or when a student needs such organization of the speed, place or content of education which cannot be provided by the school.

Distance education is organized in such a way that students, along with a teacher and with the help of a tutor, put together individual learning plans which involve mastering courses at a pace that suits a particular student. A special electronic resource was created by the school that hosts all coursebooks, learning criteria for every course, tasks for individual work, links to resources (videos, presentation, books etc.) which can help to learn the material. Thrice a year, students are supposed to meet with teachers to demonstrate their individually acquired knowledge. It happens in forms of doing tests, writing essays, answering verbal questions, defending their own projects. During the year students are accompanied by an individual tutor.

In order to organize conditions for tutoring activity the school work system was developed in such a way that allows tutors to be initiative, to research, to try, plan, analyze and work towards real results. Tutors are provided with space to conduct tutorials in, to analyze and reflect on their own work (schedule, rooms), a clear set of functions to follow. Pedagogues that have an appropriate training and have

a certificate or a diploma can be tutors. Tutor selection happens at the beginning of every school year. A student chooses a mentor, and a tutor chooses their tutee. The school follows the idea that not every student needs individual tutoring, or, at the very least, not at every stage of their educational path. Therefore, students themselves make a decision whether they need an individual tutor or not.

Selection happens in the following fashion: a certified tutor of the school presents themselves to students (in an express-interview, by posting their profile, personal and professional, on special dashboards, a website, or doing a personal presentation at student meetings). Students who would like to have an individual tutor also white a short essay or a motivational letter about themselves: what they are interested in, what they would like to do, why they want an individual tutor and so on. Tutorial (meetings between a tutor and a student) happen twice a week for 45 minutes each during half a year or one year, depending on a student's request.

Conclusions. Thus, the basis of tutoring is individual meetings, during which in an atmosphere of a dialogue and mutual respect a tutor works with their tutee, allowing them to deeper understand a certain area of knowledge, develop their ability to individually acquire such knowledge, and also helping to learn how to use their own talents in fullest. The main task of tutoring is to lead a tutee to maturity and wisdom. It takes a certain time, regularity of work and concentration – these are the specifics that differ tutoring from other education methods. The aim of tutoring is to help students graduate school with a clear perspective of their future (life path), to help them grow up, acquire maturity (build up a system of values, be able to make decisions and take responsibility for them), to be responsible for their own education, to create positive relationships is school as well as beyond it.

Tutoring has its own methods, forms, principles and practices that are already working. In a school, both developing and scientific tutoring is used, and sometimes they intersect. Results of individual meetings between tutors and students can be seen through individual projects by students, their development of life skills, individual thinking, critical thinking, ability to set own goals, ways of their achievement in accordance with own needs, interests and talents. In scientific tutoring, a tutor also accompanies their tutee in their scientific research. Results of such cooperation can be expressed through defense of a scientific research, participation in contests, exhibitions, conferences, Olympiads and so on.

The abovementioned educational practices in the high school of the "Athens" school demand certain conditions for their implementation. The conditions are as follows:

• Resources: informational technologies in all their variability, ability to go beyond the context of the school (human resources outside of school, cooperation with business, culture, science representatives and so on);

• Mobility: mobility of educators (connections to the international pedagogical community), openness to everything new, and also mobility of the educational content – students' ability to use any knowledge and skills acquired at school in diverse real-life situations and make effective decisions in problematic situations;

• Reflection: transgression from education to self-education.

Organization of such conditions makes educational practices of individualization actual, not theoretical.

Therefore, due to variability, openness of the educational environment via cooperation of the school with outside experts and professionals, engagement of students to choose consciously and shape their own educational paths, and tutoring support, effectiveness of the individualization of the educational process becomes real.

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РЕАЛІЗАЦІЯ ТЬЮТОРСЬКИХ ПРАКТИК У СТАРШИХ КЛАСАХ НА ПРИКЛАДІ ПРИВАТНОЇ ШКОЛИ "АФІНИ" м. КИЄВА

У статті актуалізовано необхідність впровадження т'юторських практик, які відповідають викликам часу, сприяють подоланню суперечності між вимогамисучасності до особистості та традиційними освітніми практиками. Приділено увагу умовам реалізації т'юторських практик, а саме створенню варіативного відкритого освітнього середовища. Сконструйовано досвід ефективних т'юторських практик, які відповідають віковим особливостям учнів старших класів; подано стислий аналіз компетенцій тьютора.

Досліджено, що т'юторство має свої методи, форми, принципи та практики, які вже працюють. У школі використовують як розвиваюче, так і наукове навчання. Результати індивідуальних зустрічей між т'юторами та учнями виявляються через проекти учнів, їх розвиток життєвих навичок, критичне мислення, вміння ставити власні цілі, способи їх досягнення відповідно до власних потреб, інтересів та талантів. У науковому навчанні т'ютор також супроводжує в наукових дослідженнях. Результати такої співпраці можуть бути виражені захистом наукового дослідження, участю у конкурсах, виставках, конференціях, олімпіадах тощо.

Зазначено такі умови впровадження тьюторських практик як ресурси (інформаційні технології, людські ресурси поза школою, співпраця з бізнесом, культурою, представниками науки тощо); мобільність освітян (зв'язок з міжнародною педагогічною спільнотою), відкритість до всього нового, а також мобільність навчального контенту – здатність учнів використовувати будь-які знання та навички, набуті в школі, в різних ситуаціях із реального життя та приймати ефективні рішення в проблемних ситуаціях; рефлексія (перехід від освіти до самоосвіти).

Встановлено, що залучення учнів до свідомого вибору та формування власних освітніх шляхів, а також т'юторська підтримка, ефективність індивідуалізації навчального процесу стає реальною завдяки відкритому освітнього середовища через співпрацю школи з сторонніми експертами та професіоналами.

Ключові слова: індивідуалізація, т'ютор, т'юторські практики, відкрите освітнє середовище.

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ORGANIZATION OF PERSONAL ACTIVITY OF THE MANAGER, AS A CONDITION OF EFFICIENT ADMINISTRATION OF THE EDUCATIONAL INSTITUTION

The article outlines the theoretical foundations of organization of time management of the manager, time management systems, components of the organization of the personal time of the manager. The main preconditions of efficient organization of working time of the manager of the institution of education are considered. The tools of increasing the efficiency of working time, in particular the organization of self-management of the manager, as a factor contributing to the optimization of their own resources and their management, are analyzed. It is noted that the driving force of management is the intelligence, emotions, feelings and will of man – the manager, the head. It is shown that the key to successful management in the system of social relations is the understanding and consideration of the capabilities of the human factor. Find determinants that help make the organization of work time optimal. The connection between the effective implementation of management functions in the educational sphere and the understanding of working time management levers is considered. Opportunities for optimizing the time management of the head of a higher education institution are revealed.

Keywords: time management, goal-setting, planning, self-management, methods of organization of time, tools of time management, professional reflection.

Formulation of the problem. Social management is a management that is carried out in human society, people in relation to people. Both the subject and the object of control are presented by man. In the managerial systems that operate in a social environment, the human factor is the main and leading factor, which includes: level of qualification, social activity, production initiative, level of professional and general training, civic responsibility, state of health, physical training, etc. According to the Law of Ukraine "On Higher Education" (No. 1556-VII of 01.07.2014), in particular Section VII "Management of Higher Education Establishment", a list of tasks, functions, responsibilities of the head of the Ministry of Health, the dean of the faculty, the director of the educational-scientific institute, the manager department, head of the structural unit. Such a list involves the existence of a system in the organization of activities, the need for special training for the planning and organization of the institution, teaching and research unit. The study of the content of duties, the implementation of which is envisaged by the law "On Higher Education" and the requirements for applicants for a leadership position [3], show that there is a significant contradiction between them in the modern system of higher education. By comparing the requirements to the applicant for a managerial position and the content of the authority of the manager of the institutions of higher education, it becomes apparent that in order to effectively carry out his mission, the

manager needs a number of competencies in planning, organizing motivation and control of managerial processes. Analyzing the conditions under which these functions can be performed effectively, we conclude that one of the most important – is the ability of the head to organize their own activities. It permeates the entire control system. It is impossible to effectively manage management functions, if there is no clear idea of the hierarchy of their own goals, time and spatial opportunities for their achievement, the ability to calculate and allocate goals that need to be achieved today, tomorrow, in the short and long term. The search for determinants to help determine the relationship between the organization's own activities of a higher education institution manager and the effectiveness of management **is the research objective.**

To achieve this, the following **goals** were solved: a number of approaches to the organization of time management were investigated, the main determinants influencing the organization of the personal time management of the institutions of higher education were determined, the actual state of the process of organizing their own activities by the heads of one of the institutions of higher education was analyzed.

Analysis of recent research and publications. Some aspects of the effectiveness of managerial work in the educational sphere were studied by various scholars: pedagogical management (VI Bondar, K. Ya. Vazina, MI Pryhodko, V.P. Simonov); organizational culture of the head of the ZSSO (GM Timoshenko), professional self-education (SB Yelakanov, L.V.Kondrashova, O.N.Yakubovskaya), development of pedagogical reflection and mechanisms of reflexive management of educational process (O. S. Anisimov, Yu.N.Kulyutkin, AF Linnenko, G.S.Sukhobska, N.D. Khmel). In the indicated researches the role and place of professional self-development, self-improvement, motivational-value relation to itself as a subject of administrative activity is shown. At the same time, studying the questions of determining the effectiveness of planning, organizing the motivation and control of managerial processes, the manager's ability to organize his own activities did not find enough coverage in the field of educational management. This work is a continuation of the study of approaches to the scientific organization of work of the head of the institutions of higher education, which is conducted by the Department of Pedagogy of the Taras Shevchenko National University in the framework of the improvement of the educational program "Management of the institution of higher education". To date,

a comprehensive assessment of the effectiveness of the managerial activity of the head of the institution of higher education has been carried out [3], the use of the principles of neuro-linguistic programming in the preparation of managers for the educational sphere [2] has been explored.

Research presentation. Suppose that the effectiveness of planning, organization, motivation and control of managerial processes in an educational institution can be increased by examining the impact on its level of ability to organize its own activities, identify determinants of its effectiveness, which depend on the organization of personal work and affect the quality of management and on this basis to develop recommendations for its organization, taking into account the content of the duties of the manager and the level of his professional tasks. We will try to confirm or refute this assumption.

To date, there are many time management systems in the world, both completely new and developed several centuries ago. When organizing any activity it is important to learn how to take into account the experience gained, enriching it with its own achievements and taking into account the conditions of professional activity in a specific working city. When it comes to personal managerial planning, it must be taken into account that the success of the entire organization managed by the manager depends on its rational organization. By studying the experience gained in this area, we will analyze some of the approaches and systems that have already been tested by time and prove their effectiveness, we will find out the possibilities of their use in the practice of the managerial activity of the head of the institution of higher education.

One of the most famous in the world is the time management system of Benjamin Franklin (17.01.1706 – 17.04.1790). He argued, "If time is the most precious thing, then the waste of time is the most profligate." Benjamin Franklin was a renowned scientist, talented journalist, experienced diplomat and wise politician. His system works on the principle of "from big to small". Franklin argues that every human action must be consistent with its vital values and is aimed at fulfilling a global life goal. In order that the path to the intended goal was easy and fast, it is divided into smaller volume and implementation times, and in turn, they are broken down into several concrete and achievable tasks in the near future. The system resembles a pyramid, in the lower part of which are the fundamental life principles and the most voluminous goals, in the medium-long-term, on the upper – specific short-term tasks to achieve these goals. Visually, the pyramid has the form, shown in Fig. 1
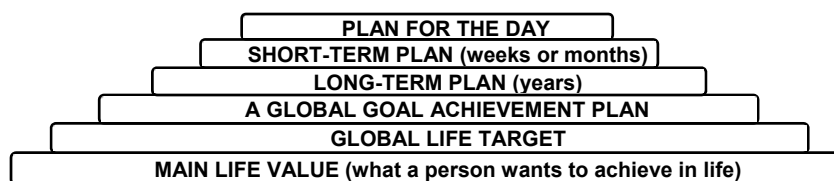

Fig. 1. Pyramid of the goals of Benjamin Franklin

The first level of the pyramid. It is from the principles, values laid in the foundation, the foundation of the pyramid will depend on all subsequent actions. At this level, values are determined, priorities are the hierarchy of vital values. This level is the most difficult – a person to understand his feelings and thoughts is not easy. It is extremely important to find their own values. Often, what we consider value is deceit, imposed by society, family, friends circumstances, etc. Having compiled a list of values, it is necessary to carefully analyze it, excluding contradictory ones. Periodically, they should be reviewed (approximately once a year). It's time, and it is normal that life priorities are changing.

The second level is closely related to the previous one. Based on the chosen values, a person must set himself a specific goal, the largest and most important, for the

achievement of which he will work for the next few years or even decades. It is important to remember that the global goal should not be contrary to the basic values of life**.**

The third level. Its feature is the absence of a time component: in the master plan, only actions are prescribed, and the time of their execution is not indicated.

The fourth level – the plan is to indicate the specific dates of implementation. It is important to put a non-abstract date (for example, "this year"), and clearly prescribe the terms and compare each item of the long-term plan with the relevant point of the general, clearly understanding the time limits of its implementation. Make adjustments to long-term plans is desirable every 4-6 months.

The fifth level – a plan from a few weeks to several months. Each item must correspond to any of the long-term items. It is

often necessary to view the plan. It is desirable to re-read (and make changes, if necessary) 1-2 times a month.

The sixth level is the preparation of daily plans, they are directly dependent on short-term plans. It is important that each point of the plan has a clear timeframe. Make the plan a day better the day before in the evening. During the day it can and should be adjusted.

Time management throughout the day. When planning for a day, you need to take into account the priority of a particular case. Usually all cases can be classified into one of three categories. Important and urgent, important but non-terminating, unimportant. At first, you should start executing important cases, then proceed to the implementation of secondary and, if there is time, to do minor things. It is not necessary to grab immediately for everything, otherwise you can not have time to do anything at all [6].

For effective planning, you can use a blog diverted by the Franklin system. Several of the first or last pages of it are intended to capture vital values and global goals. There is also a table for drawing up a master plan. To record long-term plans, there is always a place at the beginning of the diary, for recording short-term – at the beginning of each month and every week. Plans for a day are recorded on a page with the corresponding date, with each case assigned a different degree of priority (A – important, B – minor, C – insignificant). As the case is completed, the letters X are additionally marked – canceled or V – executed. Before the affairs, carried over to another day, put a new date for their implementation. The main value of the Franklin system is that it helps save time, disciplines the process of self-organization, helps to plan and organize activities in accordance with the main vital values [7].

Another approach to planning we see in one of the leading theorists and practitioners of the effective management of Peter Drucker (November 19, 1909 – November 11, 2005), columnist, economist, writer, university professor, journalist, lawyer, sculptor. In his book, "An Effective Leader," he writes: "According to my observations, experienced managers do not immediately rush to solve their problems. They start with an analysis of their time, and not from planning – first they are thinking how to distribute their time. Then they try to control the time, the most important element of which is to reduce unproductive costs. Finally, their "personal" time combines in the maximum possible large and interconnected blocks. According to P.Drucker, this process consists of three components: time registration; time management; enlargement of time [8].

The easiest way to understand what time is spent is to analyze the structure of the day. To register the current affairs, create a small helper file (or keep in his diary) where to fix the start and end times, give them a brief description, record the obstacles. You can make separate columns and a separate column with your own estimate of the effectiveness of the time spent (efficiently / inefficiently), with the time division of time for the time to fix the distracting moments (checking mail, interrupting, talking with a colleague, breaks on tea, diverting to checking updates in social networks, etc.) affairs: work, personal, tasks, etc.

After mastering the registration skills, you can start managing time – knowingly control it, what and in what amount is spent on specific activities. This analysis helps to understand the factors of the efficiency and productivity of personal work and go to the stage of consolidation of time.

Why do we have to pay particular attention to the stage of consolidation of time? The organization of the educational process requires careful preliminary and ongoing discussion, preparation of decisions on important issues. The fragmentation in the work leads only to the need for repetition of operations. That is why a good manager always strives to consolidate his discretionary time. He understands that for solving creative problems he needs large blocks of time, because

small sections cannot be used effectively. It has been established that even a quarter of a working day, grouped by large time blocks, may be sufficient to carry out important work. On the contrary, three quarters of the working time can be spent mediocrely if they are broken up in fifteen to twenty minutes.

Thus, employees of the educational sphere, and especially managers, must learn to dispose of their time enlarged blocks. Splitting time does not lead to the desired result, even if its total amount available is quite large. This thesis is especially relevant with regard to the time spent on working with people, namely, such a work – the central link in the activities of the head, manager of the institution of education. People spend time, and most of them are in vain.

Thus, time management is the action or process of training the conscious control over the amount of time spent on specific activities, which can significantly increase the efficiency and productivity of labor. Skillful time management can improve the skills, tools and methods used when performing specific tasks, projects, and goals. The time management system is their combination. Possession of such a system, building it depending on the goals and objectives of management, will help correctly plan, distribute and organize not only their time, but also the time of their subordinates, which will enable to lead to a qualitatively new level of organization of activities in the area headed by the head.

The methodology of organization is the leader of his time, and as a result, improving its efficiency is time management. Time management for many people is a lifestyle that avoids constant stress. In such people, everything follows the plan and they always make it.

The purpose of time management is to help to understand the specifics and nuances as much as possible, as well as at the deepest level to realize and feel how effective the organization can at one time contribute to the achievement of goals, to help develop the potential of his personality and to have a beneficial effect on the effectiveness of the functioning of the managed organization and on life in general.

Today there is a huge variety of different approaches to time management.

As the author of the book "Time Management:" Time Management Practice "Sergey Kalinin, experts distinguish three types of time management: personal (personal), role (professional), as well as social time management. And within these types there can be unlimited (and even overlapping) number of systems, methods and concepts of time management, some of which have copyright names.

Individual time management is closely linked to personal self-development and is carried out personally by a person who wants to improve the efficiency of their activities.

Role-based (professional) time-management helps a person to be effective in implementing a specific social role, usually a professional one. According to the author, professional time management – "this is 50% of the psychology of work and another 50% of the methods of improving the efficiency of labor, borrowed from the NOP (scientific organization of labor [4].

By studying all the diversity of approaches to time management, one can understand that there are three principal aspects of time management – systems, concepts, and methods of time management.

Time management system – a combination of interacting elements, in particular, concepts and methods of time management, aimed at achieving the goal.

The concept of time management is a certain way of understanding and perceiving the effectiveness of using personal time, on which the satisfaction with personal time management depends to a large extent.

The method of time management is a systematic sequence of actions aimed at solving a specific task of time management.

Consider the process of planning and organizing the work of the manager, taking into account existing systems, concepts and methods of time management.

Planning is the first important link in the organization of rational work of the head. It necessarily involves both the establishment of realistic timing for achieving the goals and objectives set, and the implementation of specific content. Setting deadlines is an important and crucial moment in planning. The ability to waste time is a sign of a high culture of management, brought up and organized by a person. There is such a law of management: the more time the manager spends on planning, the less he goes to the direct solution to the problem, which saves the total time [9].

If you spend 7-8 minutes planning on a working day and consistently follow the plan, you can win around an hour to complete tasks every day. This is another advantage in planning.

The rational organization of the work of the head assumes a clear idea: what does he do when and how much time does it take? A survey of the activities of vice-rectors, department heads (8), deans of faculties, directors of institutes, scientific centers (16), secretaries, assistant managers (16) of institutions of higher education (total sample size of 40 respondents) showed that it is a question of strict planning for the following directions:

• solving the issues of organizing the educational process;
• work with documents;
• Meetings, negotiations, conversations;
• solution of socio-economic issues;
• work with personnel;
• assignment.
• the obligatory component (which unfortunately cannot be planned) are non-productive expenditures of time.

In the above systems, planning begins with the definition of long-term (strategic, vital) goals. According to the authors of the book "Competing for the Future" G.Hamela and KKPrahalad, only 2.4% of the time spend on strategic planning. The task of the leader, in their opinion, is to see the future before it comes before anything. On such a vision, it is necessary to spend from 20% to 50% of the time spent on planning [1].

Our research has shown that most executives avoid elaboration of long-term plans. Among the main reasons can be called: do not know how they cannot develop them; believe that this is difficult for a long time and this is not necessary; those who do it do not use them in the current planning; Remote results are not perceived as real. Thus, in the process of training managers of the educational sphere, their training in the system of professional development, organization of professional self-development, it is important to understand the role of strategic planning for the organization of the personal time of the head and the methods of organization of his organization (Benjamin Franklin's Pyramid goals, the Radiation Diagram method, etc.).

It is expedient to start the organization of personal time with planning for 1 day, since: this is the smallest and well-known unit; you can consider each new day as the beginning (if the previous one was unsuccessful); who can not follow the plan for a day, will not be able to follow plans for a longer term. It is expedient to include in the plan for 1 day: tasks, activities, obligatory and desired meetings, everything required from the list for a week, month, unfulfilled tasks of the previous day, cases that have arisen additional, cases that are repeated from time to time. Plans contained in memory lose out in a clear sense, and, as experience shows, are subject to frequent changes. Therefore, the plan should be written in writing. It has some advantages: memory unloading; has a psychological effect of self-motivation, actions in the performance of tasks of a given day will be more focused and oriented to the steady performance of the planned; will help less distract (that is, concentrate), which, in turn, will force them to accomplish precisely scheduled tasks; will not lose out of sight unfulfilled items (transfer to the next day);

will make it possible to achieve greater success by assessing the need for time and possible obstacles, scheduling "buffer time" for unforeseen events. Written plans collected in a binder, at the same time, are information (document) about the work performed and in certain cases may be evidence or a protocol of activity or inactivity.

The responses of the survey participants to the questionnaire regarding the vision of improving the planning and use of working time showed that most see them as: improving the delegation process; prioritization; optimization of motivating goals – own and goals of subordinates; introduction of monitoring system for implementation of plans. An absolute majority of participants want to learn how to isolate from the whole mass of things those that are most important and promising. Eisenhower matrix can be used to streamline the activities of the supervisor. It is a simple tool that helps to avoid the state of analytical paralysis that occurs every time you do not even know where to start. The use of the matrix helps not only to understand things, but also to reduce the emotional load. Subsequently, having mastered the principles of this concept, one can learn how to quickly and easily identify the difference between the important, the urgent, the secondary and the unnecessary. This tool is suitable for those who are ready and able to evaluate the importance of their tasks and clearly classify them. The method implies the division of tasks and actions into four groups: urgent and important; important but not urgent; urgent but not important; not urgent and not important. The ultimate goal of the Eisenhower method is to help filter out secondary affairs from important decisions and focus on what really matters.

Value of quadrants in the matrix:

Tasks are distributed to specific quadrants, which, in turn, determine when and how long you can complete tasks.

• Quadrant I – "Do it immediately" (urgent and important). These are priority tasks that require immediate attention. They have tough times and should be performed first and foremost in person.

• Quadrant II – "Decide when you do it" (important, but not urgent). This quadrant is a strategic part of the matrix, ideally suited for long-term development. The elements that it contains are important, but do not require immediate intervention. In this case, the tasks have a certain term and are also performed in person.

• Quadrant III – "Delegate to somebody" (urgent but not important). This quadrant includes phone calls, emails, meetings and events planning. These types of tasks usually do not require personal attention, because they have no measurable result. Quadrant III helps to minimize what distracts from important work. Through delegation, the manager can focus on more serious things.

• Quadrant IV – "Do it later" (not important, not urgent). Actions that fall into quadrant IV are related things that do not bring any value. Simply put, this is something that you can always postpone without fear of any consequences. These things take time and prevent them from performing more important tasks that are being done in the first two quadrants.

Distribution of quadrant tasks has some peculiarities and should be taken into account: lists of cases make life easier. We must be convinced that when assigning tasks, the right questions are asked to help determine what needs to be done in the first place. The key feature is the priority. Only personally, the leader can determine the level of priority of the items in the list. Therefore, every morning, we must begin with the register of cases from the matrix, and by the end of the week you can see the result [5].

The results of self-analysis of the personal activity of managers in our study showed: there are those that focus on problems. Each day for them is a struggle with problems, but their number increases day by day. Less time is spent on joyful feelings from solved problems; the number of stressful situations is increasing. The only way to get rid of problems is that

many executives of this type see immersion in the quadrant IV case, which is perceived as a kind of holiday.

Other managers spend most of their time on urgent but unimportant cases, believing they are dealing with quadrant I. For them, urgency becomes important. In most cases, this is due to the fact that the interests and expectations of other people who are adapting to them tend to overwhelm them. As a result, they feel a victim of circumstances that are higher than them.

Managers who work with important but non-urgent cases focused on preventing problems by building relationships with others, strategic planning, preventive actions and the acquisition of new knowledge. Therefore, the number of crisis situations they are relatively small. As a result, they do not feel "cornered", in which there is time to rest and creative work. But these were the smallest number.

Discussion of the results of self-examination and the search for solutions in problem situations has shown that for most managers leaving the situation that does not satisfy them is the transition from work in quadrants I and III to work in quadrant II. In addition, it turned out that such a transition is quite complex and requires some courage. First, the only time resource for classes in quadrant II is the time from quadrants III and IV. And here it is necessary to develop in itself two skills: to carry out an analysis of the expenses of his time and learn to refuse from the cases imposed from the outside, and relate to the unimportant. Refusing to work in quadrants 3 and 4, it is important to keep in mind that people are always forced to speak to someone or for some reason, "no" because of the limited time. For many, it's easier to say "no" to yourself, taking time in your own health and development, family, creativity and giving this time to the interests of others. This human feature is liked to use crisis leaders who follow the rule: "If you want the thing to be done, instruct its busy person", so it is important to learn to say "no" to others, not allowing themselves to engage in solving crisis problems.

Conclusions:

1. Social governance is a management carried out in human society, people in relation to people. Both the subject and the object of control are presented by man. In the managerial systems that operate in a social environment, the human factor is the main and leading factor, which includes: level of qualification, social activity, production initiative, level of professional and general preparation, civic responsibility, health condition, physical training, motivation, ability to self-organization.

2. To effectively carry out its mission, the head of an educational institution requires a range of competencies in the planning, organization of motivation and control of managerial processes. An analysis of the conditions under which these functions can be performed effectively showed that one of the most important is the manager's ability to organize his own activities.

3. When organizing the management of their own time, the leader must learn to take into account the accumulated experience, enriching his own achievements and take into account the conditions of planning and organization of activities in a specific workplace.

4. The methodology of organizing a leader of his time and, as a consequence, improving his efficiency is a time management that should become a lifestyle for the manager, which allows you to understand and feel how an effective organization can at its own time contribute to the achievement of goals, to help develop the potential of the individual and to have a beneficial effect on the effectiveness of the functioning of the managed organization and on life in general.

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ОРГАНІЗАЦІЯ ОСОБИСТОЇ ДІЯЛЬНОСТІ КЕРІВНИКА, ЯК УМОВА ЕФЕКТИВНОГО УПРАВЛІННЯ ЗАКЛАДОМ ОСВІТИ

Розглянуто протиріччя між обов'язками керівника у закладі вищої освіти, які визначаються законами і демократичною процедурою обрання на посаду, що не завжди забезпечує відповідність претендента вимогам професійної діяльності. Досліджено один із можливих напрямів подолання цього протиріччя керівником за рахунок організації особистої праці вже після обрання на посаду. Розглянуто теоретичні основи організації управління часом керівника, системи управління часом, складові організації особистого часу керівника. Визначено основні передумови ефективної організації робочого часу управлінця закладу освіти. Проаналізовано інструменти підвищення ефективності робочого часу, зокрема організація самоменеджменту управління, як чинника, що сприяє оптимізації власних ресурсів і управління ними. Зазначено, що рушійною силою управління виступають інтелект, емоції, почуття і воля людини – управлінця, керівника. Дослідження пріоритетів діяльності управлінців рівня проректора і керівника навчальним підрозділом ЗВО показало, що визначальним для успішного управління в системі соціальних відносин є розуміння і врахування можливостей людського фактору. Здійснено пошук детермінант, які допомагають зробити процес організації робочого часу оптимальним. Розглянуто зв'язок ефективної реалізації функцій управління в освітній сфері і розуміння важелів управління власним робочим часом. Розкрито підходи і можливості щодо оптимізації управління часом керівника закладу вищої освіти. На основі перевірки в ході дослідження, обґрунтовано і запропоновано алгоритм системного планування, що у сукупності з рекомендаціями по організації особистого часу дозволяє оптимізувати діяльність управління закладу вищої освіти і підвищити її ефективність.

Ключові слова: управління часом, цілепокладання, планування, самоменеджмент, методи організації часу, інструменти управління часом, професійна рефлексія.

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THE FUTURE TEACHER OF TECHNOLOGY IS A MORAL AND CULTURAL PERSONALITY IN THE EDUCATIONAL AND UPBRINGING APPROACHES OF EDUCATION

The article deals with the main ideas and principles of the problem under investigation; outlines the main professional abilities and competencies and implementing the methodological support into the educational process, which contributes to the effective formation of moral culture among future teachers of technology. According to leading scientists, the orientation of the higher school to the modern and even advanced level of development the socio-industrial relations in the specialists' training is possible only subject to the study of these requirements, because of the study of this specialist. The search for improvement of the professional training of the future teacher is a problem, the urgency of which is conditioned by the tendency of the requirements for the professional activity of the teacher.

The modern education of Ukraine is aimed at providing the students with the necessary knowledge, development of skills and abilities. During the training period, the future teacher should submit a lot of factual material. It is necessary to highlight the economic knowledge of most graduates of schools that have a theorized character, detached from reality, and, as a result, young people cannot resist the negative effects of a market economy. This is evidenced by the realities of the present; a part of the youth cannot be competitive in the labor market, due to lack of practical skills, moral and ethical education, the level of culture of communication and business etiquette of labor activity. In order to solve these tasks, an active implementation into the educational process of educational institutions, in particular pedagogical, disciplines of economic direction, is carried out. The researches show that a modern school needs teachers of technologies with a broad world outlook that possess not only a system of integrated knowledge of technological, psychological and pedagogical, methodical character, but also deep economic thinking. The establishments of higher education creating the cultural potential of the individual, designed to determine the way of its self-realization, the subjective content of its productive activities. Dependence of the level of formation and characteristics of the culture of the individual can vary in specific types and spheres of social life.

Keywords: a moral and cultural personality, an educational process, technology, a modern school, a leader, culture, an economic education, professional competence, competence, professional communication.

Formulation of the problem. The modernization of the educational system of Ukraine in the third millennium is aimed at the cultivation of a cultural person that meets the requirements of time and those processes that take place in the modern globalized world. The transition to a market economy determines the profound socio-economic changes in the state and reveals to the society an important pedagogical problem of the formation of entrepreneurship skills of young people, teaching to enter into life under current conditions and realities, and hence – an important transformation of the essence of education, especially the higher, the initial one. However, as evidenced by the analysis of practice, providing young people with purely economic knowledge do not solve the issue of their adaptation in the current dynamic socio-economic conditions. In our opinion, this economic knowledge is predominantly depressed and disconnected from real reality, resulting in the youth being unable to effectively counteract negative challenges in the era of globalization. Today, most young people are not well prepared for a changing labor market not only because of the lack of theoretical knowledge and practical skills.

Research objective is introducing the concept of educational and upbringing areas of education and identify the ways of implementation of this way directly in order to shape the moral culture of the future teachers of technology.

Analysis of recent researches and publications. The emergence and rise of the formation of moral culture of future teachers of technology, the preparation for the work of student and student youth, were highlighted in the works of famous scientists A.Vykhrushch, V.Oliynyk, M.Korets, V.Madzihon, Ye. Kulyk, O.Shpark, V. Tymenko, and others.

Research presentation. The development of education and science in Ukraine is inextricably linked with the history and rise of the Ukrainian nation and state. The formation of the Ukrainian nation took place in a considerable context of national processes, which traced both the intellectual aspects and inhibitions that influenced the national development of education and the quality of its management, the vocational training.

The educational process is systematic. The purpose of the current educational process of student in the process of formation the moral culture, is formulated by the harmony of social and individual goals, tasks, cooperation in their achievement.

Because of that, the socio-cultural processes, connected with the formation of the person' future memory, foreshadow a number of defining features, with the general logical direction to humanization of all human life branches. World perception of "culture" in its generally accepted thought carries the unique achievements of a person in the intellectual and mental spheres. Therefore, the process of integrating the depth of the mind, the will of power, the powers of the spirit becomes almost a priority task of the modern person. In this sense, the system-forming mechanisms of self-knowledge give the individual a universal opportunity to creative self-realization.

In their science works, the scholars have addressed such issues as the organization of educational and edifying functions to strengthen the role of the teacher as the leader of the process of socialization during the educational activities, in the process of studying, upbringing and development of cognitive interests and needs.

In the course of the study, we have determined that at the present stage it becomes more obvious that the traditional school is oriented on the transfer of knowledge, skills and abilities, does not keep pace with the rhythms of their build-up. The current school does not sufficiently develop the abilities needed by its graduates in order to independently self-identify in the world, to make weighty decisions about their future. The main drawbacks of the traditional system of education are the inability and unwillingness of young people to study constantly, lack of the formation of value attitudes towards their own development and education.

History shows that the dreams of humanity about the improvement of society are organically intertwined with thoughts on the improvement of labor education, and at the present time, it is a youth curriculum to work in a market economy. The millennial practice has given the chance to take the best ways to influence the person in order to

succeed in moral and psychological and practical preparation for independent work life.

Preparing the young people for work in a market economy requires the significant changes in the economic education and schooling. This is the study of the foundations of the economy, the development of information and communication technologies, entrepreneurship, marketing and other disciplines, which form the professional competence of future specialist, and high professional skills.

Taking into consideration that the professional excellence is the goal and result of professional development and professional competence can be revealed as the level of skill that a person obtains on the path of professional development, gaining professionalism. The professionalism and skill of the future teacher of the educational and edifying directions of education in our research is based, first of all, on the professional competence, its contents content with qualitative knowledge, which depends on many factors: the level of development of psychology, pedagogy, anthropology and cultural studies, the social and economic reasons, which varies according to the processes taking place in education and society.

In the course of studying this problem, we have defined the interpretation of the concept "competence". In broad sense, competence is understood as the degree of maturity of a person who considers the true level of mental development of personality (learning and upbringing) and gives the right to a person to function successfully in a society. In a narrow sense, competence is analyzed as an activity characteristic, in other words, the degree of human involvement in activities that involves possession of the appropriate competence [1].

The future teacher of technology, economic education and upbringing should be based on such basic constituent principles of competence: science, communication with life, with the practice of creating the material goods, which forms the internal structure of competence.

Therefore, the task of education and training of the future teacher of technology becomes a strategic task that determines the state further development. The educational training and the professional competence formation of the future teacher of technology in the current conditions are related to the socio-economic problems of the society development, the development of competition, changes in the content of training, as well as the preparation and implementation of new programs, textbooks, which answer the requirements of a market economy.

The place and importance of economic education in the educational plans of educational institutions of all levels determine a number of reasons: first, the need to give the young generation initial knowledge of the essence, principles and purpose of economic activity of people in society, and secondly, to form a system of new generation of specialists in the national manage the economic knowledge, business efficiency, entrepreneurship, to teach to analyze the economic situation and make informed decisions, thirdly, to provide young people with the theoretical knowledge necessary for the management of production and economic processes.

The article substantiates that the economic education and excellent approaches to its mastering, as well as the use of Ukrainian normative documents, programs and standards are the main factors for the theoretical and methodological principles of forming the key competences for young people.

The decision of this case determines the processing and implementation of such a system of teaching the economic disciplines, which would ensure the compliance with the principles of continuity, consistency, systemcity, completeness. Based on these principles, the students can better understand the system of economic ties in action, from the childhood grasp the main economic concepts, and truthfully

evaluate the causes and consequences of various social phenomena.

The knowledge of the fundamentals of economics positively affects the development of creativity, moral culture of the student, which helps in finding the ways of new studying or work, makes it possible to effectively use their perspectives in their interests and interests of society, which is very relevant during the formation of a young person as a citizen. The moral culture of future teachers of technology in economic awareness forms the general competence of the student, the ability to analyze and assess the economic situation, the ability to solve specific life problems [1].

The next changes, convinced, will be dictated by two factors: the growth of the single world economy and the right to choose the consumer. We must go (and realize) that the world today is not just the only gigantic electronics market, the automotive industry, financial services, etc., but also a single educational market. And in this educational market, the future teacher of technologies should not only have profound knowledge of the educational system, orientation in the latest technologies, but also be able to determine the anatomical, physiological, psychological, production-potential features of the pedagogical influence, which is also the subject of the pedagogical process. In other words, the teacher must be a physician of the human soul, able not only to put a scientifically grounded diagnosis, but also the art of his call and competence, together with the subject, parents, to design a road to the world of knowledge in such a way that "people around the world could participate in the best training courses conducted by the most famous teachers" [2].

The process of upbringing and shaping the moral culture of future teachers of technology is a multifactorial process: it affects the family, partial teachers, the whole system of lifelong education as a whole, a whole society with its educational institutions. It is determined that the heavier in its orientation and content the influences of the combined educational activities and unbiased conditions are focused, the formation of personality is more successful. The peculiarity of the educational process is manifested in the activity of the lecturer – the head of this process, which is conditioned not only by objective laws. His activities are mostly art in its nature, which testifies to the peculiarity of the personality of the teacher, his individuality and character.

Technology is the word of Greek origin, which originally means the knowledge about skill. The state-building processes that are taking place in Ukraine today cover all areas of life. The process of establishing a national school in Ukraine is characterized by the search for such pedagogical technologies that would maximally contribute to the formation of a socially active, creative person capable of self-regulation of one's own life. Particularly relevant is the problem of formation of a new high school, which is designed to form nationally conscious and spiritually rich professionals-teachers of technology, with a high level of culture, etiquette and tolerance, Professor O. Shpak notes in his works [3].

The concept "culture" in its common sense determines the special achievements of person in the mental and psychic spheres of the application of ones' forces. Therefore, the process of integration of the power of reason, the will of power, and the powers of the spirit becomes almost a priority task of the modern person. In this sense, the system-forming mechanisms of self-knowledge give the individual a universal opportunity to creative self-realization.

Thus, the formation of a moral culture in a competitive market economy requires the power of reason as a manifestation of the ability to form a culture of future teachers of technology, the development of intelligence and the development of a high level of professionalism, forming a general erudition of professional competencies.

The economic knowledge of most graduates of schools has a theoretical character, detached from reality, and as a result, young people are not able to counteract the adverse events of a market economy. As the realities of the present indicate, a part of young people cannot be competitive in the labor market, due to a lack of practical skills, moral and ethical education, the level of culture of communication and business etiquette of labor activity.

The general goal of education and formation the moral culture of future teachers of technology is specified through a system of educational tasks, which are united in directions:

Intellectual (mental) education implies: assimilation of the knowledge system, which is designed from the corresponding education subjects and contains a list of semantic elements of social experience (facts, concepts, definitions, theorems, laws, regulations, rules, algorithms of activity); development of cognitive interest, creative activity, thinking, rational organization of education work; development of critical thinking, ability to realize and defend a personal position; development of the ability to independently acquire knowledge; readiness for application of knowledge, skills in practical activity; personal outlook formation it's a generalized understanding of the world as a whole on the basis of a large number of orderly views, beliefs, ideals.

Patriotic education: education of love for native land, family, people, the Motherland; formation of national consciousness; cultivation of the best features of the state mentality, hard work, individual freedom, deep connection with nature, etc; education of the attentive attitude to the national wealth of the country, language, culture, traditions; formation of readiness for creative work for the benefit of people, a feat in the name of prosperity of the state; formation of responsibility for the fate of the Motherland; education of civic duty towards the country by society; formation of political culture; development of ethics of interethnic relations.

Legal education: instilling respect for human and civil rights and freedoms;

education of respect for the Constitution, laws of Ukraine, state symbols (Emblem, Banner, Hymn); mastering the foundations of state, labor, civil, family and criminal law; formation of a deep awareness of the relationship between the ideas of freedom, human rights and its civil responsibility; education of respect for the rights and freedoms of other people; formation of active counteraction to cases of violation of laws.

Moral education: Formation in the students of the foundations of universal and folk morality: conscientiousness, decency, tact, compassion, mercy, kindness, honesty, humanity, tolerance and other charity; education of respect for parents, spiritual unity of generations; education of self-esteem: honor, freedom, equality, hard work, self-discipline; readiness to build their lives in accordance with the principles of humanism; cultivating a culture of behavior.

Artistic and aesthetic education: mastering the basics of folk art, music, architecture, oral folk art, national song and dance culture, everyday life, crafts, games; formation of a system of knowledge about world culture and art; development of aesthetic needs and feelings; development of artistic abilities and creative activity; readiness to build their own lives according to the laws of beauty.

Labor education: development of conscious attitude to work as the highest value of man and society; formation of labor skills and abilities; formation of the ability to work independently and effectively; development of the need for creative work; education of business efficiency, entrepreneurship; raising the sense of the owner and economic responsibility; the formation of readiness for work in a market economy.

Environmental education: formation of understanding the necessary harmony of man and nature; mastering the knowledge about the nature of land; raising the sense of responsibility for nature as national wealth, the basis of life on earth; formation of readiness for active ecological activity; forming the foundations of global economic thinking.

In the developed countries of the world, the purposeful education is the main direction of the activities of general education institutions, and moral, spiritual formation of personality – its most important tasks [4].

The upbringing of youth on the Christian basis of culture in the upbringing of youth in Ukrainian society, the author is disclosed in [5, 101-105]. The term "culture" has Latin origin (cultura – processing, development, and education) and initially meant the allocation of soil, its processing. Initially, under the culture understood all changes in the natural object, which took place under the influence of man. For the first time, the term culture originated in ancient Greece and was translated as educated. The whole world was divided into the educated and the ignorant. Everything that was found in Greece was considered cultural, and beyond it – that is a barbarian. Subsequently, the word culture received a generalized meaning and they began to call everything created by man. In this approach, culture is understood as created by man "second nature". Culture includes the results of material and spiritual production.

Culture – a specific way of organizing the development of human activity, discovered as a result of material and spiritual work, in the totality of human relations to nature, between themselves and to themselves.

It should be noted that the subject of cultural studies was developed by the authors Valentyna and Viktor Zdorovenko, where the authors cover the aspects that are characteristic of current graduates and argue that culture is oriented on the integration of all types and methods of human activity from the perspective of development, improvement of the person as a subject and at the same time object of this activity [6].

In the study, the author found that at the present stage it becomes increasingly obvious that the traditional school is focused on the transfer of knowledge, skills and abilities, does not keep up with the pace of their build-up. The modern school does not sufficiently develop the abilities needed by its graduates in order to self-identify themselves in the world, make informed decisions about their future, and be active and mobile in the labor market. The main disadvantages of the traditional system of education are its inability and unwillingness to constantly study young people, incompetence of a value relation to their own development and education [7].

As a result of studying the students, the future technology teachers in the educational and upbring directions should realize the communicative intent to convince adequately the task and conditions of communication; to ensure the coherence and integrity of the statement; give arguments and evidence, express their point of view.

Thus, the communicative competence of the future teacher is understood as the integral quality of the individual, which synthesizes the general culture of communication and its specific manifestations in the professional activity. It is precisely the means of a living convincing word that ensures the formation of the student's or the student's creative personality. The nature of the lecturer's activity, his style of communication, is one of the key to his professional influence on the subject of the educational process.

Conclusions

1. Each educated system is based on the values that determine the direction of the educational process: on the interests of society, state or personality (individual and personal devel-

opment); on the relationship between the participants in the process (authoritarian or humanistic); on the content of the educational process – knowledge or developmental.

The success of the restructuring of the socioeconomic system depends primarily on the individual and its cultural potential, on the level of formation of socially significant, creative qualities of man, from their practical implementation in all spheres of management, production, science. Therefore, the further development of the domestic economy also depends to a large extent on the qualitative training of future teachers of technology, who must create the proper conditions for self-realization, the development of entrepreneurship and professional self-determination of students in order to socialize and adapt them in a modern, globalized world.

2. The moral culture of education involves excessive management of the educational process, according to which the future teachers purposefully master social tasks and ideologically oriented qualities; the regulation that comes to ignore the inner world of the individual.

3. The humanistic education system puts the personality of the future teacher of technology in the epicenter as the highest value of life. The formation of the moral culture of future teachers of technology involves not only the level of development of social properties of the individual, but also the upbringing of values, expressing the ideal of a person who, under all conditions, maintains true humanity.

Therefore, the further development of the domestic economy also depends to a large extent on the qualitative training of future teachers of technology, who must create the proper conditions for self-realization, the development of entrepreneurship and professional self-determination of students in order to socialize and adapt them in a modern, globalized world.

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МАЙБУТНІЙ ВЧИТЕЛЬ ТЕХНОЛОГІЙ – МОРАЛЬНО-КУЛЬТУРНА ОСОБИСТІСТЬ В ОСВІТНЬО-ВИХОВНИХ НАПРЯМКАХ ОСВІТИ

Висвітлено основні ідей та принципи досліджуваної проблеми; окресленні основні професійні здібності і компетенції та впровадження методичного забезпечення в навчальний процес, що сприяє ефективному формуванню моральної культури у майбутніх вчителів технологій. Як вважають провідні вчені, орієнтація вищої школи на сучасний і навіть випереджаючий рівень розвитку суспільно-виробничих відносин у підготовці фахівця можлива лише за умови вивчення цих вимог, через дослідження діяльності цього фахівця. Пошук вдосконалення професійної підготовки майбутнього вчителя – проблема, актуальність якої обумовлена тенденцією вимог до професійної діяльності вчителя.

Сучасна освіта України спрямована на надання учням необхідних знань, вироблення умінь і навичок. За період навчання майбутній вчитель має подати багато фактичного матеріалу. В досліджені висвітлюються економічні знання більшості випускників шкіл які мають теоретизований характер, відірваний від реальної дійсності, унаслідок чого молоді люди не можуть протистояти негативним явищам ринкової економіки. Про це свідчать реалії сьогодення, частина молоді не може бути конкурентоздатною на ринку праці, з причин нестачі практичних навичок, морально-етичного виховання, рівня культури спілкування та ділового етикету трудової діяльності. З метою розв'язання цих завдань здійснюється активне впровадження у навчальний процес навчальних закладів, зокрема педагогічних, дисциплін економічного спрямування. Досліджено, сучасна школа потребує вчителів технологій з широким світоглядом, які володіють не лише системою інтегрованих знань технологічного, психолого-педагогічного, методичного характеру, а й глибоким економічним мисленням. Заклади вищої освіти створюючи культурний потенціал особистості, покликані визначати спосіб її самореалізації, суб'єктивний зміст її продуктивної діяльності. Залежність рівня сформованості і особливостей культури особистості можуть мінятися в конкретних видах і сферах соціального життя. На кожному етапі соціального розвитку, у тому числі і формування її культури, є передумовою продуктивного функціонування суспільства.

Ключові слова: морально-культурна особистість, виховний процес, технології, сучасна школа, керівник, культура, економічна освіта, професійна компетентність, компетенція, професійне спілкування.

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