УДК 378

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

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.

Приведены результаты педагогических исследований научно-педагогических работников, преподавателей, научных работников, аспирантов, работающих над проблемами развития современного образования и научно-педагогической мысли в теоретическом, историческом и практическом аспектах.

Для научно-педагогических работников, преподавателей, научных работников, аспирантов и студентов.

UDC 378

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.

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.

Приведены результаты педагогических исследований научно-педагогических работников, преподавателей, научных работников, аспирантов, работающих над проблемами развития современного образования и научно-педагогической мысли в теоретическом, историческом и практическом аспекте.

Для научно-педагогических работников, преподавателей, научных работников, аспирантов и студентов.

Responsible for the issue is N. V. Postoiuk

CONTENTS

ЗМІСТ

N. Holovko, Ph.D. (pedagogical), Associate Professor,
S. Balashova, Ph.D. (pedagogical), Associate Professor,
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

MODELING METHOD FOR PREPARING FUTURE EDUCATORS
IN HIGHER EDUCATION INSTITUTIONS

The article describes the essence of the concept of model and method of modeling; its use in the educational training process of future teachers. Analysis of scientific sources gives grounds to claim that the model of formation, scientists understand the system of interrelated elements of the pedagogical process, which provide a sufficient level of formation of students of socially significant qualities of the future specialist. The article also states that the purpose of pedagogical modeling is to create a functional system of organization of mastering the future knowledge of teachers and ways of their acquisition at the level of professional, subject-specific, and cultural aspects. Modeling is a method of cognitive and management activity, which allows to adequately and fully reflect in the model representations the essence, the most important qualities and components of the system (in our case – training of masters for professional pedagogical activity), to receive information about its past, present and future status, conditions of construction, operation and development.
Keywords: model, method of modeling, training of future teachers, professional activity.

Formulation of the problem. Pedagogical activity is one of the most difficult. According to the educational training program, the teacher is a specialist who has special and versatile training, has a high level of spiritual culture, professional skill, endowed with certain professional abilities that characterize both the intellectual and emotional and volitional sphere of personality and on the basis of this professionally professional in different educational institutions. Developing a national education requires a creative approach to solving pedagogical problems. The application of the simulation method in the training of future teachers, orienting teachers to the achievement of the final learning outcomes, assimilates and efficient use of new technologies, develops a systematic vision for solving problems, serves as an effective factor in improving the quality of education. The modeling method plays a leading role in training masters for pedagogical activity.

Analysis of recent publications and studies. Scientists use the method of modeling quite widely in modern scientific and pedagogical scientific works (V. Grinyova, O. Dubasenyuk, N. Nichkalo, S. Sysoyeva, V. Chaika, V. Chernylevsky, etc.), in particular, the modeling of the future teacher's profession (V. Bespalko), N. Kuzmin, A. Markov, V. Slastionin). Application of modeling method in didactics (Yu. Lavrykov, V. Pikelna, G. Sukhobskaya, L. Friedman); modeling of pedagogical situations as a way of training future specialists (O. Berezyuk, O. Vlasenko, A. Dakhin, F. Zhikharenko, Y. Kulutkin).

The goal of the article is to reveal the possibilities of modeling in the process of training, personality formation and professional competence of a specialist, in particular the future specialists-educators.

Study presentation. The essence of the concept of model and modeling scientists interpret differently. Thus, O. Morozov defines the model in the general sense as an analogue (graphic, scheme, sign system, structure) of a certain object (original), a fragment of reality, artifacts, works of culture, conceptual-theoretical entities, etc. [7]. The model is an effective means of scientific research only in the most clear definition of their similarities and differences by theoretical means, which can determine the permissible limits of simplifications, abstractions, idealizations. By the physical nature of the model can be divided into: subject, sign (information), thinking. Having a significant place in the powerful arsenal of scientific means, fulfilling descriptive, explanatory and heuristic functions, the model plays an important role in the study of various complex phenomena of reality [7].

The term "model" is widely used not only in the scientific literature, and depending on the situation it has different meaning. The word "model" is derived from the Latin "modulus" which means measure, sample, norm. In the process of applying the modeling method, the model is used as a research tool. A model is a real, sign or mental system that reproduces, imitates, reflects the principles of the internal organization or functioning of an object, its properties, features or characteristics [7].

In the Ukrainian dictionary, the model is interpreted as "an example of any new product, a model copy of something. Item reproduced in a reduced, sometimes enlarged or in kind. A sample from which a mold for casting or reproducing in another material is removed "[8, P.776].

A more detailed concept of the model is found in the Great Interpretive Modern Ukrainian – this is a sample that reproduces the structure and action of any object is used to gain new knowledge about the object. What is material, kind for artistic image, reproduction. A sample from which a form for reproduction in another material is removed [1].

The model performs several functions: it clearly identifies the components that make up the system; schematically and realistically displays the connections between the components, in addition, the connections within the modeled object can be compared with the connections within the model; is a tool for comparative study of different features of the phenomenon, process.

In the Modeling Economics Glossary, the term "modeling" is interpreted as a way of exploring an object (process, phenomenon) with some simplified representation of it – a model; building and using models. Model building involves the presence of the subject (the researcher), the object of modeling and the purpose (purpose) for which it is carried out (sometimes the construction of the model is unnecessary – the subject finds it seemingly ready among physical objects or tangible products). The use of a model is based, first, on its ability to replace, replace an object for the purpose of the study, and secondly, its properties to be more accessible to study in a relevant aspect than the simulated object. The first is the similarity of the model to the object of modeling in that the purpose of the study is significant, the second – the simplification of those properties that are irrelevant for the purpose, but complicate the direct study of the object. Other model and object relationships are irrelevant. Modeling is the process of building, studying and applying models. The modeling process includes three system-forming elements: the subject of the study (system analyst); object of study; a model that mediates the relationship between the object being studied and the knowing subject (system analyst) [9].

Modeling is the creation, application, use of a model. The main functions of the model should be:

• simplifying the information about the properties of the object

• transfer of information and knowledge;

• managing and optimizing objects and processes;

• forecasting;

• diagnostics.

The concepts of "model" and "simulation" are an integral part of scientific research. It is both a method of presenting objects, phenomena and processes, and a means of verifying the truth of theoretical propositions, or experimentally establishing their validity. Any modeling process involves the presence of an active subject who defines the features of the modeling object as an object of interest, that is, the model only approximates the original. This means that one original object can fit many models, each of which is needed to solve a different specific task.

In the Philosophical Encyclopedic Dictionary, modeling is defined as the scientific method of indirect (indirect) study of objects of knowledge, the direct study of which for some reasons is impossible, difficult, ineffective or impractical, through the study of their models – subject, sign or thought systems that reproduce accordingly do they reflect certain characteristics (properties, features, principles of internal organization or functioning) of the originals [10].

To model – to create a model of something [8]. As a specific constructive-cognitive technique, a kind of presentation of processes and phenomena of reality, modeling has been known since ancient times. In the process of cognition, modeling works closely with other specific and general scientific methods, including experimental ones. Modeling actually gained the status of a general scientific method of cognition, became an effective theoretical and experimental means of research, which was first of all facilitated by intensive processes of mathematization and computerization of science. Computer (model-cybernetic) experiment, and subsequently its kind – cognitive computer graphics – have become of unique importance in the study of complex processes and phenomena of reality, the verification of scientific hypotheses, the construction of theories. Using abstraction and idealization procedures, modeling allows for the sake of reproduction (in the model) and research to distinguish precisely the characteristics, parameters or properties of the modeled objects that are directly to be studied. The modeling process is characterized by a complex structure and includes the following main steps: problem formulation, model construction, its investigation, extrapolation of the results to the original. O. Moroz notes that the theoretical basis of modeling, which is manifested in various forms, depending on the scope and nature of the models used, is the theory of physical similarity, physical analogy and isomorphism of systems. According to the physical nature of models, there are three types of modeling: subject, sign (informational) and thinking. In close interaction with other methods of modeling plays an important role in the study of the most complex processes and phenomena of micro-, macro- and megaworld in revealing their deep essence [10].

Simulate – create a model of something, Investigate objects, systems, phenomena, processes through the construction and study of their models [1].

Scientific modeling is a method of studying phenomena and processes that is based on changing a particular research object (original) to another similar to it (model). According to S. Goncharenko, the essence of modeling is to establish the similarity of phenomena (analogies), the adequacy of one object to another in certain respects, and on that basis transform the simpler in structure and content of the object into a more complex model (original). In other words, the model is an auxiliary tool that in the process of cognition, research provides new information about the main object of study [2].

Simulation is a specific learning technology that involves the organization, management and control of the learning process.

The scientific method of modeling in higher education institutions is used to bring the educational process closer to students' professional activities. In class, we choose this method because the model is a theoretically and practically organized structure that reproduces some or other part of reality in a schematic and visual form. By displaying or reproducing a research object, the model is able to replace it in such a way that its study gives us new information about that object.

In pedagogy, scientists determine that one of the important ways of finding ways to improve the quality of professional training of a specialist is to develop his model. According to O. Savchenko, modeling is a method of researching objects on their analog models; building and studying models of real-life objects and phenomena and specially designed ones; in training, models are understood as content to be assimilated as a means of assimilation [6].

O. Dubaseniuk and other scientists consider the model as a real, symbolic or imaginary system, which reproduces the principles of internal organization and functioning, as well as certain properties, features or characteristics of the object of study, the direct study of which is impossible, difficult or impractical, and models of education – as formed by sign systems, mental analogues (logical constructs) that schematically reflect educational practice as a whole or its individual fragments. S. Witwitska notes that the model always acts as an analogy and is an intermediate link between advanced theoretical propositions and their validation in a real pedagogical process. Based on the understanding of the content of the concepts "model", "formation of socially significant qualities", under the model of formation, scientists understand the system of interrelated elements of the pedagogical process, which provide a sufficient level of formation of students of socially significant qualities of the future specialist [3].

Reference sources [1,3,10] explain modeling as a method of knowing and transforming the world, which has spread with the development of science and led to the creation of new types of models that influenced the development of new functions of the method itself.

B. Maslov means modeling a purposeful process of constructive – projective, analytical – synthetic activity (based on the processing of existing information) in order to reflect the object as a whole or its characteristic components that determine the functional orientation of the object, ensure the stability of its existence and development [4].

Modeling as a method of scientific knowledge performs a number of functions:

• extrapolation and interpolation function (the model provides additional information about the object under study – this function is performed by demonstrative, illustrative and educational-heuristic models);

• abstracting function (imaginary separation of a particular property or feature for the purpose of studying them more deeply);

• synthesizing function (the model can combine the properties of many different objects, phenomena and processes, and thus extend to objects that were not originally intended);

• heuristic function (temporary switch from real object to imaginary – model);

• didactic function (use of modeling to increase the efficiency of the educational process) [3].

The main functions of modeling scientists include: descriptive, which due to the abstraction of the model allows you to simply explain the studied phenomena and processes; predictive – gives an opportunity to predict the future phenomena and states of the modeling systems and answers the question "what will happen"; normative, which is to answer the question "how should it be?", if besides the system, criteria for estimating its state are given, then by using optimization it is possible not only to describe the existing system, but also to construct its normative image – from the point of view of sub ' The objective, interests and benefits of which are reflected in the criteria.

The variety of phenomena and processes of reality determines the many types and characteristics of models that can be classified as follows:

• by types of problem solving and purpose;

• the form, as a method of construction and the means by which the models are built;

• in content – in the nature of the objects that reproduce the models;

• by description methods:

a) deterministic, describing processes with clearly defined causes and effects;

b) probabilities describing the approximate processes, based on averaged random events;

c) heuristic, which are formed using technical means and persons possessing a certain intellectual level (new ideas, long-term forecasts, etc.);

d) combined;

• in completeness of similarity:

a) absolute, which requires complete identity of states or phenomena in space and time;

b) a complete resemblance when the processes occurring in the objects of modeling and in models change similarly in time and in space;

c) incomplete similarity when processes occurring in models and objects of simulation are similar to either in time or in space;

d) approximate similarity (analogy), when not all but the most significant factors influencing the processes occurring in the objects of modeling are taken into account in the models;

• by physical nature:

a) imaginary;

b) material. – in completeness of similarity:

a) absolute, which requires complete identity of states or phenomena in space and time;

b) a complete resemblance when the processes occurring in the objects of modeling and in models change similarly in time and in space;

c) incomplete similarity when processes occurring in models and objects of simulation are similar to either in time or in space;

d) approximate similarity (analogy), when not all but the most significant factors influencing the processes occurring in the objects of modeling are taken into account in the models;

• by physical nature:

a) imaginary;

b) material.

The basic principles of modeling professional activity in the educational process are the following: 1) systematic, accessible, consistent; 2) completeness of the developed model, that is, the system of proposed tasks should contain the full content of professional activity in a certain field; 3) communication of vocational-theoretical and vocational training; 4) task typing; 5) reproduction of subject and social content of professional activity, dynamics of production; 6) taking into account typical errors; 7) selection of appropriate forms, methods and techniques for solving problems.

Within the framework of the discipline "Modeling of professional activity of a specialist" we apply modeling of the content of educational material in terms of its structural and logical arrangement, schematization, visualization, suitable for use in the work with him types and methods of educational activity, etc. When completed, all this makes it possible to build a methodical system of teaching the subject with the support of common methods of scientific cognition and psychological and pedagogical patterns of cognitive activity of future educators.

In the process of modeling the preparation of masters for future pedagogical activity, it should be taken into account that there is a close connection between the content of the educational material and the future activity of the specialist.

Conclusions. Thus, we believe that modeling is a method of cognitive and administrative activity that allows to adequately and fully reflect in the model representations the essence, the most important qualities and components of the system (in our case – preparation of masters for professional pedagogical activity), to obtain information about its past, present and future status, opportunities and conditions of construction, operation and development. The analysis of the scientific-pedagogical literature gives grounds to claim that modeling becomes more relevant and promising in the direction of the development of pedagogical science. Simulation is an integral part in ensuring the unity of learning and research in the pedagogical process. Modeling is one of the methods of scientific study that is widely used in pedagogy. Modeling method is integrative, it allows to combine empirical and theoretical in pedagogical study, in particular, and in the course of studying a pedagogical object experiment with the construction of logical structures and scientific abstractions.

References
1. Velykyy tlumachnyy slovnyk suchasnoyi ukrayins'koyi movy (z dod. i dopov.) / Uklad. i holov. red. V.T. Busel. – K.; Irpin': VTF "Perun", 2005. – 1728 s. S. 690.
2. Honcharenko, S. U. Pedahohichni doslidzhennya: Metodolohichni porady molodym naukovtsyam / S. U. Honcharenko. – K. ; Vinnytsya : DOV "Vinnytsya", 2008. – 278 s.
3. Dubasenyuk O.A. Kontseptual'ni modeli pedahohichnoyi osvity naukovi poshuky i zdobutky//Profesiyno – pedahohichna osvita: suchasni kontseptual'ni modeli ta tendentsiyi rozvytku / Avt. kol. O.A. Dubasenyuk, O.YE. Antonova, S.S. Vitvyts'ka, O.V. Voznyuk, N.H. Sydorchuk ta in.//Za zah. red. prof. O.A. Dubasenyuk: Vyd-vo 2 - e dop. – Zhytomyr: Vyd-vo ZHDU im. I. Franka, 2008. – S. 8-28.
4. Maslov V.I. Kontseptual'ni zasady pobudovy, zmist i struktura oriyentovanoyi modeli funktsional'noyi kompetentnosti kerivnykiv navchal'nykh zakladiv. – Pislyadyplomna osvita v Ukrayini, 2009, – №2, – s. 3-10.
5. Praktykum z pedahohiky: Navch. posib./Za zah. red. Dubasenyuk O.A., Ivanchenko A.V. – Zhytomyr: ZHDPU, 2002 – s. 40.
6. Savchenko O.YA. Dydaktyka pochatkovoyi shkoly: Navchal'nyy pidruchnyk/Ukl. O.YA Savchenko. – K: Heneza, 1999 – 368 s.
7. Slovnyk inshomovnykh sliv/ Uklad. S. M. Morozov, L. M. Shkaraputa. – Kyyiv: Naukova dumka, 2000. – 680 s.
8. Slovnyk ukrayins'koyi movy: v 11 tomakh. – Tom 4, 1973. – Stor. 775.
9. Terminolohichno-tlumachnyy slovnyk "Modelyuvannya ekonomiky". 2015.
10. Filosofs'kyy entsyklopedychnyy slovnyk / NAN Ukrayiny, In-t filosofiyi imeni H. S. Skovorody, [redk. V. I. Shynkaruk ta in.] – Kyyiv: Abrys, 2002-VI. – 742 s.

Список використаних джерел
1. Великий тлумачний словник сучасної української мови (з дод. і до-пов.) / Уклад. і голов. ред. В.Т. Бусел. – К.; Ірпінь: ВТФ "Перун", 2005. – 1728 с. – С. 690.
2. Гончаренко С. У. Педагогічні дослідження : Методологічні поради молодим науковцям / С. У. Гончаренко. – К. ; Вінниця : ДОВ "Вінниця", 2008. – 278 с.

3. Дубасенюк О. А. Концептуальні моделі педагогічної освіти наукові пошуки і здобутки // Професійно-педагогічна освіта: сучасні концептуальні моделі та тенденції розвитку / Авт. кол. О.А. Дубасенюк, О.Є. Антонова, С.С. Вітвицька, О.В. Вознюк, Н.Г. Сидорчук та ін. // За заг. ред. проф. О.А. Дубасенюк: Вид-во 2-е доп. – Житомир: Вид-во ЖДУ ім. І. Франка, 2008. – С. 8-28.

4. Маслов В. І. Концептуальні засади побудови, зміст і структура орієнтованої моделі функціональної компетентності керівників навчальних закладів. – Післядипломна освіта в Україні, 2009. – №2. – С. 3-10.

5. Практикум з педагогіки : Навч. посіб. / За заг. ред. Дубасенюк О.А., Іванченко А.В. – Житомир: ЖДПУ, 2002 – С. 40

6. Савченко О. Я. Дидактика початкової школи : Навч. підруч. / Укл. О.Я Савченко. – К: Генеза, 1999 – 368 с.

7. Словник іншомовних слів / Уклад. С. М. Морозов, Л. М. Шкарапута. – К. : Наукова думка, 2000. – 680 с.

8. Словник української мови : в 11 т. – Київ, 1973. – Т. 4. – С. 775.

9. Термінологічно-тлумачний словник "Моделювання економіки". – К., 2015.

10. Філософський енциклопедичний словник / НАН України, Ін-т філософії імені Г. С. Сковороди, [редк. В. І. Шинкарук та ін.] – К. : Абрис, 2002-VI. – 742 с.

Н. Головко канд. пед. наук, доц.,
С. Балашова канд. пед. наук, доц.,
Київський національний університет імені Тараса Шевченка, Київ

МЕТОД МОДЕЛЮВАННЯ ПІД ЧАС ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

У статті розкривається сутність поняття модель та метод моделювання; його використання в освітньому процесі під час підготовки майбутніх педагогів. Аналіз наукових джерел дає підстави стверджувати, що під моделлю формування науковці розуміють систему взаємопов'язаних елементів педагогічного процесу, котрі забезпечують достатній рівень сформованості у студентів соціально значущих якостей майбутнього фахівця. У статті також вказується, що метою педагогічного моделювання є створення функціональної системи організації засвоєння майбутніми педагогами знань і способів їх здобуття на рівні професійного, фахово-предметного, загальнокультурного аспектів. У процесі моделювання виявляється одна з найважливіших закономірностей системи: залежність цілісної структури від головних цілей, завдань системи. Моделювання – метод пізнавальної й управлінської діяльності, який дозволяє адекватно і цілісно відобразити в модельних уявленнях сутність, найважливіші якості і компоненти системи (у нашому випадку – підготовки магістрів до професійної педагогічної діяльності), одержати інформацію про її минулий, теперішній і майбутній стан, можливості та умови побудови, функціонування і розвитку. У процесі моделювання виявляється одна з найважливіших закономірностей системи: залежність цілісної структури від головних цілей, завдань системи. Метою педагогічного моделювання є створення функціональної системи організації засвоєння студентами знань і способів їх здобуття на рівні професійного, фахово-предметного, загальнокультурного аспектів. Реалізація мети передбачає вирішення ряду завдань, зокрема підготовки висококваліфікованих конкурентоспроможних фахівців, активних суб'єктів професійної діяльності, здатних самостійно аналізувати виробничі ситуації та виробляти власну стратегію дій, знаходити та обґрунтовувати оптимальні рішення.

Ключові слова: модель, метод моделювання, підготовка майбутніх педагогів, професійна діяльність.

O. Derkach, PhD student
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

THE INFLUENCE OF STUDENT SELF-GOVERNMENT ON THE DEVELOPMENT OF UNIVERSITY AUTONOMY IN POLAND

The article is devoted to the problem of studying the influence of student self – government bodies in Polish universities on the development of university autonomy. Student self-government in Europe is not a new phenomenon, dating back to the first medieval universities. Even then, the most talented students were involved in certain administrative functions, as well as in teaching as assistant professors. No wonder universities are considered a kind of model of civil society and in this regard preceded the modern type of European civilization.

The article considers the main competencies of student government in Poland. The Polish experience of leading higher education institutions in the field of activity and functioning of student self-government as one of the social institutions of society, which is extremely interesting and useful for Ukraine, is analyzed. The organizational and legal bases of functioning of public student associations in the academic environment of Poland are analyzed. The role and place of the Polish Student Parliament in the system of state and public administration of higher education are shown. It is noted that the main body of student self-government in Poland is the Student Government Council. The Student Government Council is a body of resolution consisting of nine students selected in a general election. For student activities, this is approximately what the Seimas is for public authorities.

The brightest and most significant are the main directions and tasks of student self-government bodies, the system of student self-government activities in higher education institutions in Poland. A feature of student government in Poland is their strong material base and financial and legal independence from the administration of the educational institution. It is determined that the Polish system of student self-government starting from the legislative level and ending with the material side has significant differences from the Ukrainian, which are discussed in detail in the article.

Keywords: HEI, Poland, student self-government bodies, student parliament, university autonomy, quality of education.

Formulation of the problem. Ukraine's independence and the formation of a national education system are characterized by a significant revival in Ukraine's education system. As a result of significant changes in the work of higher education institutions, student self-government is entering a qualitatively new stage of its development. This is due to the entry of Ukrainian education into the Bologna Process and other EU structures. In this context, acquaintance with world achievements in the field of student self-government is on time, because modern reality has a number of common problems and is characterized by a number of general trends that are important for the optimization of educational practice in Ukraine. Today, Ukrainian students raise the issue of creating self-government bodies not as an idea, but as a practical tool for action and implementation of student ideas.

To date, Ukraine has clearly defined the European vector of socio-economic development. However, immediately becoming a leading European country is not a real task and achieving this goal requires time and building effective mechanisms for various areas and industries. That is why it is important and necessary for our country, in the process of European integration, to study the experience of Poland in various spheres of society, including in the development of student government. Because it unites Ukrainian youth, which is the engine of change that is happening today. Comparing the state of development of student self-government in Ukraine and Poland, we note

with sadness that in Poland there is a much higher level of awareness of society, public authorities, in particular the role and importance of education as a factor of national security. There is an extremely deep understanding of the need to support and develop various forms of student democracy.

The purpose of the article is to identify the features of the influence of student government on the development of university autonomy in Poland and their importance for the autonomy of Ukrainian universities.

Analysis of recent research and publications. Among Ukrainian scholars, student self-government of Poland was studied by such authors as: E. Adamchuk, A. Vasyliuk, B. Zhechovska, S. Kasyanova, A. Karwacki, I. Kovchyna, K. Korsak, S. Kretsik, Z. Novachyk, K. Pavlovsky, R. Pakhotsinsky, A. Pelchar, V. Shcherbachenko, and others. In their works, researchers study the development trends, the essence of student government in Poland, focusing on changes in educational legislation and their impact on the functioning of student government.

An unresolved part of the overall problem is Poland's experience in student self-government as an experience that will help improve the state of student self-government and accelerate the development of autonomy in higher education institutions in Ukraine.

Study presentation. Student government is a powerful factor in the democratization and autonomy of modern higher education institutions, including universities. It contributes to the education of students' leadership qualities, the formation of civic consciousness, an active life position. In the field of higher education, student self-government is considered an integral part of the educational environment of higher education [1].

The development of student self-government bodies in the Polish Free Economic Zone has contributed to many positive changes in its socio-political life that have taken place over the last decade. Activists of Polish student self-government bodies believe that the development of their organizations began with the activities of illegal student groups, which fought mainly for the country's independence in the nineteenth century. For current graduates, it may be interesting to note that the first student strikes in Poland took place in 1819, after the opening of the University of Warsaw in 1816, and the activities of independent student organizations in the 1980s preceded the emergence of student self-government bodies in that form, in which they exist now. [2].

The National Alliance of Student Governments (OPSS) (under the Higher Education Act 1990) was the first attempt to consolidate the student environment. By mutual agreement, the leaders were students from Krakow, Warsaw and Silesia. On May 8, 1995, at the XXII Congress of OPSS, delegates adopted a new statute and elected a leadership headed by Robert Pavlowski (University of Warsaw). In this way, the XXII Congress of OPSS became the 1st Congress of PSRP students of the Republic of Poland. Some representatives of the former bodies of the National Alliance of Student Governments did not recognize this change, as a result of which two entities representing the interests of students functioned in parallel.

A unifying congress was held in Krakow on 11 November 1995, and since then the Student Parliament of the Republic of Poland has been the only official representative of the student governments in the country. The period of renewal of the PSRP ended in April 1996 and, accordingly, the 4th Congress of the PSRP was held in Rinia, which adopted changes to the organization's charter, giving it the form known today.

Today, the Student Parliament of the Republic of Poland is an independent organization that officially represents the student community.

The legal basis for the functioning of the Polish Student Parliament is the Higher Education Act and the Statute adopted by the Congress of Delegates. The Student Parliament of the Republic of Poland represents the interests of students in the national and international arena. It unites local governments of all universities in the country, being at the top of the local government structure and plays an important role in addressing issues of state policy towards youth and students. There is a fact of autonomy in this.

The organization provides opinions on draft regulations concerning higher education seekers and on their behalf submits its proposals to public authorities. In addition, the tasks of the parliament include the organization of training sessions and seminars to improve skills, support youth projects and active participation of students in international exchange, and so on.

According to the legislation, student self-government applies to all students of the university. Its main body in Poland is the Student Government Council. SGC – Student Government Council – is a body of resolution, which consists of nine students selected in the general election (all students vote). For student activities, this is approximately what the Seimas is for public authorities.

As the administrative representative of the students of the educational institution, the students who are members of such a council, being full members of it, practice developing communication skills with higher university bodies in order to defend their rights. This is not the only mission they are pursuing. In matters relating to the arrangement of student life, as well as the holding of events, the opinion of the council is not only taken into account, but most often its members are the organizers. The main powers of the SGC are as follows: actively participates in resolving issues between students and teachers (professors); defends and defends the position of students in higher education; has the opportunity to take part in the voting on the distribution of budget funds of the Free Economic Zone received from the state; participates, and also expresses its position on issues related to the distribution and award of scholarships and payments under grant programs.

In addition to these issues, the Student Government Council is often the developer and organizer of cultural, sports, tourism and other public events. It also takes an active part in the scientific life of the institution of higher education.

The term of office of the SGC lasts two years and ends on November 30 of each two-year period. Elections are organized to replenish the membership (for example, after the term of office of a member of the Council expires).

The list of competencies of the SGC is quite long and, although in theory it is a decision-making body, in practice all its members work together to perform tasks and implement their own ideas. SGC is considered the most important student body. The Presidium of this structure consists of: chairman and deputy chairman, secretary and spokesman. The term of office of the Presidium is one year and ends on November 30 of each subsequent calendar year. The Presidium is the most representative student body, the head of which is first convened when the authorities need to contact a student representative.

The executive body for the activities of students is elected from among its members. The committee consists of: chairman, deputy chairman, secretary and two members. The commission is valid for two years and ends on December 31 of each two-year calendar period.

The Student Government Council has a project organization committee. It is elected, first of all, from among those who ran for the Council of Local Self-Government, but did not get a seat. The committee consists of: chairman,

deputy chairman and members (the number of which is unlimited). The term of the commission lasts two years and ends on November 30 of each biennial calendar year. The Commission implements projects initiated by the Student Government Council. In practice, the authors of new ideas implemented jointly are all their representatives.

The competences of the Student Government Council include the appointment of the headmen.

The candidate for the position of the headman is chosen by students, and this choice is made after approval by the director of the institute or a person authorized by him. The term of office of the headmen lasts three to four years, depending on the type of education. The tasks of the head-men include, first of all, mediation between student self-government bodies or university bodies and students.

Students also have representatives in the most important university bodies, who make decisions about the functioning of the university (for example, the construction of a new building, the opening of a new specialty, changes in regulations, etc.). The rector and vice-rectors manage the university on the basis of these decisions.

An interesting fact is that there is a Convention in Polish universities that supports the university in attracting funding for its activities and cooperates with the career office. It helps to promote graduates in the labor market and supports the university in establishing cooperation with social and economic actors, in organizing scientific, cultural and sporting events. For example, the Higher School of Banking (WSB) in Wrocław has a human resources department. It is for students who want to study and work part-time. The human resources department cooperates with employers and employs students. In addition, it contributes to ensuring the quality of education in Poland at a high level.

We believe that the experience of implementing such employment departments can be useful for Ukrainian free economic zones, including for economic stability in the country.

In Poland, there is a delegate of local self-government at the Congress of Delegates of the Student Parliament of the Republic, who influences the solution of important issues of the entire student community of the country.

The experience of the Polish student government is interesting because it has a statutory right to participate in the implementation of university affairs. To do this, the student community elects its representatives to the collegial bodies that operate at the university. These are the senate of the university and its commissions: the scientific council, the control and revision commission, the library council, etc. According to the law, the maximum number of students that can be elected to the collegial bodies of a "state" university is 25% of the total membership of the collegial body. The elections to the senate of the Polish university are completely open and transparent, take place with participation of students both full-time, and correspondence departments, and also doctoral students, but in the presence of various quotas. In addition, candidates or groups of candidates form teams and conduct election campaigns, giving public speeches, handing out small gifts in the form of free cakes or something similar [3].

An essential feature of student self-government bodies in Poland is their strong material base and financial and legal independence from the administration of the Free Economic Zone. The annual budget of student governments, such as the University of Warsaw, is about $ 200,000 a year. According to the Law on Higher Education [4], these funds are allocated annually from the university budget for the activities of self-governing structures. Voluntary donations and patrons' contributions are added to this amount. The funds allocated to the student self-government bodies are spent on the activities of the central self-government bodies of the university, in particular on: maintenance of the premises and staff; self-government activities at departments and faculties that independently manage part of the allocated funds; grants for student societies and associations operating under the Free Economic Zone.

An important lever of influence of student self-government bodies on the administration of higher education institutions in Poland is the right to determine the amount of tuition fees at the university. In the event of pressure from the administration on student activists, the latter can, relatively speaking, bring the university to a difficult financial situation. Another, no longer financial, but still significant means of influence is the decisive right of student self-government bodies to approve the vice-rector for student affairs.

Cooperation of the student parliament with other bodies, in particular human rights, is successful. Thanks to the cooperation with the Ombudsman of the country, it was possible to cancel illegal decisions of local self-government bodies on non-application of travel benefits for students of correspondence and evening forms of education [2].

Article 202 of the Law on Higher Education of Poland states:

● students of the first and second cycles, as well as the only master's studies conducted by the university, form a student government;

● student government is the only representative of all university students;

● student self-government operates on the basis of acts and resolutions adopted by the university resolution body, which determine the principles of organization and mode of work of local self-government, including the types of collective and individual bodies, their choice and competence. Student government operates in accordance with the charter of the university [4].

Self-government in Polish higher education institutions is divided into several departments, to which anyone can become a member. The selection is made in the form of a secret ballot of all students of the educational structure. All candidates, as well as heads of departments, are appointed by the rector of the higher education institution. Being a member of a student council is a pretty decent position because it has many benefits. For example, there is an opportunity to make new useful acquaintances, to be aware of all important events and to participate in voting on issues that affect all students at the university. An undoubted advantage is that members of the self-government have the opportunity to participate in scientific, cultural, sports, tourism events both in Poland and far beyond its borders. Social activity is very important for future careers, but it is better not to show it than in the student council.

Thus, self-government bodies in Polish free economic zones are a structure that represents various aspects of students' interests before the management of a higher education institution. In addition to the main functions, members of the department are engaged in organizing events of various kinds. As bonuses for the work done, they have the opportunity to attend events not only in Poland but also in other countries.

Autonomy in universities is observed in the fact that the student government decides on the distribution of funds allocated by the university for the purposes of students. But autonomy in universities must be justified, and therefore by law, student self-government bodies submit to the university bodies a report on the allocation of financial resources and on the payment of these funds at least once an academic year. The university also provides the necessary material resources for the functioning of student government.

L. Hrynevych spoke about the diversity of the Polish experience, which makes it especially important for Ukraine in her work "Trends in the decentralization of basic education management in modern Poland" [5]. She stressed that Poland can boast of a really great and very promising experience in Ukraine for the development of administrative and educational self-government of local units, which are in different conditions and must constantly seek their own ways to develop basic education, based on their own intelligence and resources. [5].

Conclusions. Thus, student government plays an important role in the development of higher education. It has an impact on addressing issues of quality assurance, determining the amount of tuition fees at the university. An essential feature of student self-government bodies in Poland is their strong material base and financial and legal independence from the administration of the Free Economic Zone, which can be an important experience for ensuring the quality functioning of such bodies in the Free Economic Zone of Ukraine.

In our opinion, for the effective functioning of student self-government in Ukrainian free economic zones it is necessary to use the best experience of the work of Polish self-government bodies. In particular, proper legislative consolidation of the legal framework of student self-government bodies, material base and financial independence of student self-government bodies, clear mechanism of interaction between student self-government bodies and administration, implementation of social and industrial projects by student self-government bodies municipality.

Prospects for further research are aimed at identifying and disclosing the role of student government in expanding university autonomy and ensuring the quality of education in the Polish Free Economic Zone, which will serve as a guide for representatives of student self-government of Ukraine.

References
1. Krashchenko YU.Students'ke samoupravleniya v obrazovatel'no-vospitatel'nom srede vysshey shkoly Ukrainy i zarubezh'ya [Elektronnyy resurs] / YU.Krashchenko. Rezhim dostupa: www.vsr-mon.org.ua/studlibrary/manage/1167-2009-12-04-16-48-58
2. Karpulenko N.A. (2010). Studencheskoye samoupravleniye v vuzakh Pol'shi kak faktor demokratizatsii vysshego obrazovaniya. Gosudarstvennoye upravleniye: teoriya i praktika, 2,1-7. Rezhim dostupa: http://academy.gov.ua/ej/ej11/txts/10kmovop.pdf(Karpulenko, MO (2010). Student self-government in higher education institutions in Poland as a factor in the democratization of higher education. Public Administration: Theory and Practice, 2, 1-7. Retrieved from: http://academy.gov.ua/ej/ej11/txts/10kmovop.pdf).
3. Studencheskoye samoupravleniye v Yevrope. Rezhim dostupa: https://old.dyvensvit.org/articles/2441.html
4. Ustawa Prawo o szkolnictwie w szym z dnia 27 lipca 2005 r. Modeofaccess: http: // www.nauka.gov.pl/ szkolnictwo-wyzsze/reforma-szkolnictwa-wyzszego/tekst-ujednolicony-prawo- o-szkolnictwie-wyzszym.
5. Grinevich L. N. Tendentsii detsentralizatsii upravleniya bazovym obrazovaniyem v sovremennoy Pol'she: Dis. kand.ped.nauk: 13.00.01 / Grinevich. – M., 2005. – 180 s.

Список використаних джерел
1. Кращенко Ю.Студентське самоврядування в освітньо-виховному середовищі вищої школи України та зарубіжжя [Електронний ресурс] / Ю. Кращенко. Режим доступу: www.vsr-mon.org.ua/studlibrary/manage /1167-2009-12-04-16-48-58
2. Карпуленко М.О. (2010). Студентське самоврядування у вищих навчальних закладах Польщі як фактор демократизації вищої освіти. Державне управління: теорія і практика, 2,1–7. Режим доступу: http://academy.gov.ua/ej/ej11/txts/10kmovop.pdf(Karpulenko, M. O. (2010). Student self-government in higher education institutions in Poland as a factor in the democratization of higher education. Public Administration: Theory and Practice, 2, 1–7.Retrieved from: http://academy.gov.ua/ej/ej11/txts/10kmovop.pdf).
3. Студентське самоврядування в Європі. Режим доступу: https://old.dyvensvit.org/articles/2441.html
4. Ustawa Prawo o szkolnictwie w^szym z dnia 27 lipca 2005 r. Modeofaccess: http://www. nauka.gov.pl/szkolnictwo-wyzsze/reforma-szkolnictwa-wyzszego/tekst-ujednolicony-prawo- o-szkolnictwie-wyzszym.
5. Гриневич Л. М. Тенденції децентралізації управління базовою освітою в сучасній Польщі: дис. канд.пед.наук : 13.00.01 / Гриневич Лілія Михайлівна. – К., 2005. – 180 с.

О. Деркач, асп.
Київський національний університет імені Тараса Шевченка, Київ, Україна

ВПЛИВ СТУДЕНТСЬКОГО САМОВРЯДУВАННЯ НА РОЗВИТОК УНІВЕРСИТЕТСЬКОЇ АВТОНОМІЇ В ПОЛЬЩІ

Стаття присвячена проблемі вивчення впливу органів студентського самоврядування в університетах Польщі на розвиток університетської автономії. Студентське самоврядування на європейських теренах не є новим феноменом, сягаючи своїм корінням ще часів виникнення перших середньовічних університетів. Вже тоді найбільш здібні студенти залучалися до виконання окремих адміністративних функцій, а також до викладання у якості помічників професорів. Недаремно університети вважаються своєрідною моделлю громадянського суспільства і в цьому плані передували сучасному типу європейської цивілізації.

У статті розглянуто основні компетенції студентського самоврядування в Польщі. Проаналізовано польський досвід провідних закладів вищої освіти в галузі діяльності та функціонування студентського самоврядування як одного з соціальних інститутів суспільства, що є надзвичайно цікавим та корисним для України. Проаналізовано організаційно-правові засади функціонування громадських студентських об'єднань в академічному середовищі Польщі. Показано роль і місце Парламенту студентів Польщі в системі державно-громадського управління вищою освітою. Зазначено, що головним органом студентського самоврядування у Польщі є Рада студентського уряду. Рада студентського уряду – це орган резолюції, який складається з дев'яти студентів, відібраних на загальновиробничих виборах. Для студентської діяльності це орієнтовно те, що Сейм для органів державної влади.

Найяскравішими та визначними є основні напрямки та завдання діяльності органів студентського самоврядування, системи діяльності студентського самоврядування у закладах вищої освіти Польщі. Особливістю органів студентського самоврядування в Польщі є їх потужна матеріальна база і фінансово-правова незалежність від адміністрації навчального закладу. Визначено, що польська система студентського самоврядування розпочинаючи із законодавчого рівня і завершуючи матеріально стороною має значні відмінності від української, які детально розглянуті в статті.

Ключові слова: ЗВО, Польща, органи студентського самоврядування, студентський парламент, університетська автономія, якість освіти.

N. Koschechko, PhD (Pedagogical Sciences)
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

ART-THERAPY RESOURCES IN THE MANAGEMENT OF PEDAGOGICAL CONFLICTS IN UNIVERSITIES OF UKRAINE

The article analyses actual ideas on the problem of pedagogical conflict management in universities with the help of art therapy resources. This area of scientific knowledge is designed to help the individual to realize their inner state by creating a visual image, metaphors, symbols, videos (art-therapeutic product). Art therapy is a development in the personality inherent in its creativity, which helps in solving conflicts. Through creative expression, art therapy actualizes personal resources for overcoming pedagogical conflicts and provides an output of accumulated energy (aggression), thus harmonizing the emotional sphere. Creating abstract images, the student finds answers too many topical questions, explores fears and barriers to communication. These images arise unconsciously and spontaneously, which is why anxiety and resistance to self-discovery decrease. This provides a diverse range of tools for dealing with the emotional sphere of the individual. Art therapy provides a specific answer to the global question "How to curb emotions in conflict?". In this context, the content, the historical aspect, the specifics of the use of art therapy in universities are analysed and the essence, characterization, dynamics of pedagogical conflicts are revealed. Types of art therapy in the management of pedagogical conflicts in universities are generalized. According to the questionnaire, students overcome the pedagogical conflicts with the following types of art therapy: music therapy (29%), phototherapy (25%), drawing therapy (12%), bibliotherapy (10%) (especially in electronic format), dance and movement therapy (7%), collage (4%) other types (13%). They are harmoniously complemented by combined logotherapy with the use of virtual communication of social networks, which, from the students' experience, provides a qualitative constructive result in solving pedagogical conflicts. Performance, drama, media-art therapy in the format of blogging on various online platforms (YouTube, Instagram, Telegram channels) are all separate modern types of art therapy that helps creative expression, self-affirmation, self-actualization and self-healing of the personality.

Keywords: Art Therapy, Management of Pedagogical Conflicts, University.

Formulation of the problem. Nowadays, Ukrainian universities are reforming, transforming and integrating education, which is accompanied by contradictory, conflicting interaction between participants in the educational process. *Pedagogical conflicts* have mainly destructive consequences due to the severity of their occurrence, difficult to manage emotions of students and teachers, lack of psycho-hygiene and conflicting competence. Such conflicts can destroy the system of moral standards and values in higher education, significantly reducing the quality of training of future specialists. In the traditional educational paradigm, defending one's point of view by a student (teacher) in response to the authoritarian dominant position of the teacher (administration) has led to a corresponding conflict. Therefore, the old higher education paradigm has proved incapable of creating proper interpersonal relationships in the new society that would contribute to the self-actualization of the individual, his positive constructive development and creative manifestation of man's internal resources. At the same time, the principle of humanization of education implies a qualitative transformation of the positions of the teacher and the student into subject-subject relations in the personal-partner plane of their cooperation. New quality of activity of high school is impossible without change of character of pedagogical interaction, transition to equal relations of participants of educational process that allows timely realization of pedagogical conflict and its constructive resolution.

Pedagogical conflicts are manifested in the interaction of participants in the educational process (students, teachers, administration) due to the presence of certain contradictions, contradictions in value orientations, attitudes, mutual expectations, tactlessness in communication, destructive actions, insufficient conflictological culture of individuals [13, p. 100]. Pedagogical conflicts not only create problems in pedagogical activity, but also serve as a source of development of the organization, small group, and personality in it. Such conflicts reflect the specific way of interaction between the participants in the educational process and become a form of exacerbated internal contradictions, which are the basis for pedagogical conflicts.

In the vast majority, university students have no inner harmony. Instead, they have numerous intrapersonal conflicts that are intensely saturated with polar emotions. Their causes are provoked by various social, economic, political, cultural factors [1]. Students' communication is becoming a key part of this process as one of the most important activities for this age. Student communication is a dominant resource in overcoming conflicts of various types. Students use different methods, techniques and tools to solve them.

Among them, *art therapy,* which provides a diverse range of tools for dealing with the emotional sphere of personality, has become particularly relevant and effective. It is the feelings and emotions, their manifestation, management, reflection in the pedagogical conflict that becomes an important problem for university students. Contemporary conflictologists are actively addressing this issue and are actively developing effective conflict resolution strategies, models, and algorithms. In the beginning, they are sure to look at ways to reduce the intensity of emotionality, calm, relaxation of the person through spiritual practices, self-training, "rejection" and "deprivation", overcoming emotions that interfere with the rational constructive resolution of conflicts.

Art therapy is the most ancient and natural form of emotional state correction that can be used to relieve the accumulated mental stress, to calm down or just focus. Art therapy provides a specific answer to the global question "How to curb emotions in conflict?" The joint creative search in overcoming the conflict situation of the student and the teacher, realized in the process of art therapy, gives the opportunity to express and reproduce the inner feelings, feelings, doubts, conflicts and hopes, symbolically experiencing once again important events. After all, spontaneous creative activity is able to express the unconscious content of mental life.

In the scientific-pedagogical sense, *art therapy is considered as a method of development and change of personality, group or collective through different types and forms of art and creativity.* Although the latter is a goal of activity, it is of great importance; however, the first place in art therapy is still given to therapeutic purposes.

Analysis of recent researches and publications. Problems of pedagogical conflicts have been studied by many scholars and have been presented in numerous publications by V. Afonkova, G. Antonov, S. Banykina,

V. Basov, T. Chistyakova, O. Ionova, E. Durmanenko, T. Dzyuba, V. Kazanskaya, E. Kirshbaum, J. Kolomiysky, A. Likhanov, G. Lozhkin, M. Piren, N. Povyakel, L. Porokhni, M. Rybakova, V. Semichenko, L. Simonov, O. Sokolova, S. Suleymanova, G. Shevchenko, N. Shchurkova, N. Shelyakhovskaya, E. Tonkova, T. Turkot, I. Vashchenko, B. Zhiznevsky, V. Zhuravlev, and others. L. Simonova, having analyzed the modern psychological and pedagogical literature, concluded that practical studies of pedagogical conflicts develop, mainly, in two directions: the study of conflicts in the system "student-student" and in the system "teacher-student" [10, p. 218-219].

Foreign scientists of the past have made a significant contribution to the development of methodological and general theoretical aspects of the problem of the use of art therapy (R. Arnheim, K. Burke, B. Elkonin, A. Hill, Z. Freud, A. Freud, K. Jung, J. Moreno, M. Naumburg, S. Rubinstein, L. Vygotsky, D. Vinnicot, etc.) and the present (J. Alan, V. Appleton, V. Auckland, G. Fers, G. Hulbut, I. Jacob, E. Kelisch, O. Kopitin, T. Koloshin, L. Lebedev, R. Martin, M. Wilson, T. Zinkevich-Evstigneeva). They art therapy is understood as a set of psychological methods of influence, which are carried out in the context of the pictorial activity of the client and psychotherapeutic relationships, and involved in the treatment, psychocorrection, psychoprophylaxis, rehabilitation and training of persons with various physical disabilities, emotional and mental differences.

At the present stage of development, art therapy is an interdisciplinary field of knowledge that harmoniously combines theory and experience, the legacy of psychology, pedagogy, cultural studies, and medicine. The basis of art therapy is the artistic practice that clients engage in the process of art-therapeutic classes. Their main goal is to harmonize the individual by developing the capacity for self-expression and self-knowledge [14, p. 145].

Today, many scientists-theorists and practitioners are researching the problems of art-therapy in our country: A. Breusenko-Kuznetsov, Y. Gundertaylo, L. Dvornichenko, L. Language, O. Miroshnichenko, L. Naydenova, O. Nakonechna, O. Pletka, V. Savinov, O. Sknar, V. Stadnik, O. Tararina, R. Tkach, O. Vasilevskaya, O. Voznesenskaya, N. Zabolotna, T. Yatsenko and others. In their opinion, art therapy meets the expectations, attitudes, traditions of clients in Ukraine, which are characterized by an orientation to emotional and imaginative experience, rather than a rational resolution of conflicts.

Research goal and objectives. The purpose of the article is to analyses and characterize the resources of art therapy in managing pedagogical conflicts in universities. To achieve this goal, the following tasks were implemented:

• the content, historical aspect, types, specifics of the use of art therapy in universities were analysed;

• revealed the essence, characteristics, dynamics, management of pedagogical conflicts;

• generalizes the types of art therapy in the management of pedagogical conflicts in universities.

Study presentation. *Art therapy* is a type of psychotherapy based on the intersection of art, creativity and science. Art therapy is a method of providing psychological help, where works of art, or the process of their creation, are used as a kind of therapeutic factor for the transmission of human emotions and feelings, various manifestations of human mental activity [6].

The basis of the modern definition of art therapy are the concepts of expression, communication, symbolization, with the action of which is associated with the artistic creativity of the individual. *Art therapy* is based on the fact that the created products of artistic creativity are able to help a person to understand himself, to reveal the most secret parts of his inner world, to solve various conflicts and to make his life full and happy through the creative process of expression [9, p. 7-8].

O. Miroshnichenko in his article "Features of the use of art therapy method as a way of self-regulation of psycho-emotional state of prison staff" [16, p. 13] convincingly states that in a peculiar symbolic form: through drawing, play, fairy tale, music – a person is able to give way to his own strong emotions, intense experiences, to gain new experience in dealing with conflict and traumatic situations. Transferring your experiences from the real one into fictional fairy tales, plasticise or clay figurines or on a piece of paper in the form of a drawing – you can, in a completely different way, look at yourself, other people and your own life in general through the prism of irrationality. In the process of creative activity there is a feeling of emotional saturation, there is a deeper understanding of himself and his inner world.

Symbolic art originates from cave paintings of primitive people. In ancient times, our ancestors used symbolism to identify their place in the world space and search for the meaning of human existence. Art has always existed and has a socializing and therapeutic character.

Art therapy as an independent field in the medical-corrective and preventive work has only a few decades of its existence. As a science-based, mostly empirical, method, it began to take shape around the middle of the XX century. At the initial stage of its formation, art therapy was used for the therapeutic purpose of patients.

As O. Nakonechna notes in her work "Art therapy as a way of influencing personality in foreign and domestic literature" [17, p. 158], the term "art therapy" was introduced by A. Hill in 1938 as a result of activity with tuberculosis patients as a way of their free personal expression. Initially, art therapy was based on psychoanalysis, according to which the final product of a client's creativity is regarded as an expression of unconscious processes occurring in his psyche. Z. Freud argued that the unconscious manifests itself in symbolic images. However, he himself did not use art therapy in dealing with patients and did not explicitly encourage patients to draw pictures. At the time, a closest disciple of Freud K. Jung was of the opinion, who urged patients to express their dreams and fantasies in drawings, considering them as one means of studying the unconscious. K. Jung plays a huge role in the development of those forms of psychotherapy that use the visual work of patients.

In the early twentieth century, ideas began to spread that "non-professional" rather than "high" art could be a means of renewal and healing. With the development of the movement for "children's art" grew interest in the "pathological art", which is the work of the mentally ill. Since then, the practice of collecting and studying the works of the mentally ill, as well as attempts to imitate it in their own work, have started.

The artist Jean Dubuffe managed to collect an extremely interesting collection of works of the mentally ill, which was exhibited in Europe and America and was able to attract the great interest of the public and professionals. His activities significantly influenced the views of contemporary artists. Some of them used is production of the mentally ill as a stimulus for their work and continued to engage in art therapy [6].

Further development of the art-therapeutic direction was also being prepared by the champions of the psychodynamic approach advocated by Margaret Naamburg. She is considered the founder of art therapy in the United States. She had a psychology degree, and then received a psychoanalyst specialization. M. Naamburg is known as the author of dynamic-oriented art therapy.

In the 40's of the twentieth century, she began to use drawing techniques in her psychoanalytic work with children,

considering the child's free expression of her experiences in fine arts as a tool for exploring his unconscious processes. At the same time, this technique, as noted by M. Naamburg, can be used by a psychiatrist as a design tool for diagnosis. When the patient as a result of the exercise overcomes uncertainty and begins to freely express their fears, needs and fantasies, he comes into contact with his unconscious and "talks" to him symbolic "language" of images.

In his later works, M. Naamburg began to use the term "art therapy", mainly as a technique that allows a person to express their intra-mental conflicts in a visual form and gradually come to their realization and verbalization. M. Naamburg is also rightly considered the founder of art-therapeutic education in the United States. In the 1950s, she founded the first courses in art therapy and subsequently sought to transform them into a full-fledged postgraduate training program for art therapists [17, p. 158].

In Europe, Herbert Reed and Adrian Hill are recognized as the founders of art therapy. He is known not only for his work with patients as an art educator in UK hospitals, but also for his active promotion of therapeutic and rehabilitation artistic practice through the media, as well as his considerable organizational skills. For many years he was president of the British Association of Art Therapists.

In the second half of the 1940s and early 1950s, the first attempts by art therapists to unite and define their role more clearly took place. Thus, in 1949 the first art-therapeutic committee was founded, headed by A. Hill. At this stage of the development of art therapy, its most common forms were: – the use of art therapy in psychiatric hospitals in order to assess patients' condition and the dynamics of the healing process; – use of fine products of patients in somatic hospitals (including specialized long-stay clinics) mainly for ward decoration [16, p. 14].

In the 1950's, various segments of art-therapeutic direction were formed: art-therapy as a form of employment therapy, art-therapy in education, art-therapy as a means of psychotherapeutic work, and others. Their leaders often differently defined the content of art-therapeutic activities and even came into conflict with each other, because there was no clear idea of what art-therapy was and who such art-therapist was. At the same time, there was a clear desire for unification – the formation of professional associations.

In the early 1960s, which became a turning point for the development of the art-therapeutic specialty, the first professional associations of art-therapists were established in several countries. In 1963, the British Association of Art Therapists (BAAT) appeared. Soon the American Association of Art Therapists was formed.

In the 1970s, the British Association of Art Therapists made important steps towards integrating art therapy into the state health care system. At the same time some other specialized courses of art-therapeutic training were organized within the framework of postgraduate education.

In the 60-80's further development of the art-therapeutic approach led to clearer registration of the professional role of the art-therapist. The experience of artistic practice in the future was able to combine with the techniques of verbal psychotherapy and to implement in the context of the relationship of the patient and the art therapist, as well as differentiate different forms of art-therapeutic work, depending on its tasks and the nature of one or another group of patients [17, p. 158].

In the 1990s, scientific publications were printed, and conferences for specialists were organized. Web sites and electronic libraries appear on the Internet, as well as electronic publications dedicated to the art therapy.

Kinds of art therapy correspond to existing kinds of arts. Classical art therapy only involves visual arts, such as: painting, graphics, and photography, drawing and modelling. But modern art therapy has more types of techniques. These include fine arts therapy, music therapy, dance therapy, drama, fairy-tale therapy, librarianship, ethno-therapy, play therapy, colour therapy, phototherapy, puppet therapy, origami and more.

In addition, each of these types has many art-therapeutic techniques that are used to resolve internal and interpersonal conflicts, crises, age crises, injuries, neurotic and psychosomatic disorders, and the like. A complex method was developed – art synthesis therapy. It is based on the combination of painting, poetry, dramaturgy and theatre, rhetoric and plastics. Moreover, the number of techniques is constantly increasing. The most common types of art therapy: painting, game therapy, music therapy, fairy-tale therapy, dance-motor therapy, collage, bibliotherapy, sculpting, drama, phototherapy, sand therapy [7].

Today, there are many spheres where art therapy is used, and psychologists, psychotherapists, educators and social workers are studying it. Educators, teachers have always been carriers of high ideals, the embodiment of moral and ethical qualities, heralds of a new worldview. It is no accident that the term "higher education" denotes the process and result of the formation of the spiritual personality of the student's personality, improvement of his abilities, the development of individuality, the growth of social competence, when determining the future life of both the individual and the whole society as a whole [13, p. 90].

A leading principle in the development of modern higher education is the advanced development of the qualities of the student's personality, the most important role in ensuring the realization of which belongs to the university, as a social, philosophical and pedagogical phenomenon. Higher education is the answer to the challenges of the modern age. The university as an organization, a center of education and science, a cultural centre should not only impart knowledge to students, but also produce new ones by involving students in scientific search, teaching them to critically analyse, independently, freely, creatively think and act, formulate and solve new ones independently problems, develop and learn throughout life.

It is at universities that for centuries the scientific traditions of theoretical and empirical research, long-term multidimensional and in-depth experimental work have been preserved, cultivated and multiplied; original scientific schools are formed; acquire the development of teaching, theory, approaches, which are reflected in the curricula and educational programs for training specialists, in particular, and the educational sphere [13, p. 92].

Therefore, a competent specialist after graduation from the university should have a spectrum of knowledge and skills, be able to develop different ways to solve problems, conflict situations that confront him, as well as possess critical thinking that allows him to creatively choose the most optimal of all the proposed ways of developing conflict resolution.

In this process of particular importance are the achievements of art therapy, which is unfairly undervalued in the educational process of the modern university. Art therapy resources enable students at the symbolic level to experiment with different feelings, to explore and express them in a socially accepted form, developing a sense of inner control and conflicting competence. Also, art therapy is effective in correcting various deviations and disorders of a student's personal development by relying on the healthy potential of his or her personality.

Summarizing the ideas of O. Miroshnichenko [16, p. 14] regarding the peculiarities of using the art-therapy method as a way of self-regulation of psycho-emotional state, we modify them for university students. We fully agree that modern art therapy has no limitations and contraindications, it is always resource and environmental in terms of application. The art therapy technique is based on the belief that the student's inner self is transformed into visual materialized symbolic images or specific constructs of artistic creativity each time he spontaneously, especially without thinking about what should come out in the end – draws, photographs, listens to music, dances, collages or videos, and more. It is believed that images of artistic creativity reflect the content of subconscious processes, including internal conflicts, fears, intrusive thoughts, childhood memories, dreams, and more.

Because art therapy has no limitations, it is available to virtually every student. It is an extremely interesting work that does not require special abilities and artistic skills, which mobilizes the creative potential of the student, triggers the mechanism of mental immunity to self-healing and restores the processes of self-regulation and is able to change the outlook of the individual through positive filling. In the process of creative activity, our subconscious interacts with consciousness through created artistic images, and the process itself brings pleasure, teaches more arbitrarily and spontaneously to express our experiences. Art gives the opportunity to transform into a problem, in a veiled form, into a painting, a photo, a music piece, a dance, a collage, a video and other works of art, which the student was unaware of and was supplanted, bring out, analyses and find a solution for her.

Researcher, President of the All-Ukrainian Public Association "Art-Therapeutic Association" O. Voznesenskaya [15, p. 11-13] outlined in detail the specifics of the use of art therapy, which in the adapted version is typical for university students. *Art therapy* as a means of *self-expression*, which is decisive in the student's age, is based on the situation when students' verbal way of interaction is impossible (due to physical disabilities, fear or inability to express their thoughts in words). At this point, art therapy using the language of visual, plastic, and audio expression becomes indispensable. Art therapy as a means of free expression and self-knowledge is a tool of research and harmonization of those sides of the student's inner world for which there are no adequate verbal means.

On this basis O. Voznesenskaya [15, p. 11-13] convincingly proves that in the course of art-therapeutic process additional opportunities are created for intrapersonal communication, transition to deeper levels of interaction with the manifestation of internal (including unconscious) mechanisms of organization of behaviour. There is a release from the dominant patterns and ideology of the behaviour patterns and development of those roles that are most relevant to the deep nature, needs and directions of the student's development. In this context, art therapy performs creative, developmental and recreational, educational functions and is considered by the researcher and interpreted as creativity, pleasure, and learning.

Art therapy as *creativity* is that a sufficient level of creativity enables the student to find effective solutions and promotes personal professional self-realization and growth. Creativity is a step beyond knowledge, overcoming, and being free from limitations. The creative process is the process of creating a fundamentally new product, and the student's creativity is the ability to abandon stereotypical models of thinking and acting.

Art therapy as a *pleasure* emphasizes that creativity is inextricably linked to the concept of pleasure. Therefore, art therapy always gives a high positive emotional charge and is the most painless way to solve problems, conflicts of the student.

Art therapy as a *training* is a unique way to convey the human experience. Today in the science of this issue separate concept – art-pedagogy. The image becomes a tool of communication, and engaging in creative creativity activates and enriches human communicative and creative capabilities, contributes to the development of a wide range of new ways of communication, orientation to interpersonal interaction [15, p. 11-13].

We believe that the quality of education of university students will improve if art-pedagogy is implemented in the format of educational training. It involves the active use of business role-playing games, training exercises, which provokes and stimulates a high level of cognitive interest of students, their long-term interest and becomes one of the most productive effective interactive tools of the modern teacher.

The author's 15-year experience in conducting educational trainings demonstrates that considerable attention is paid to communication styles, conflict resolution strategies, mediation, the latest educational technologies, and pedagogical conflict resolution techniques that are becoming permanent, necessary companions of group dynamics and confirm the genesis of the training group [10]. Initially, training with resource therapy for art therapy involves intensive group work of students in the university's auditoriums, its Psychological Service, the Centre for Psychological Assistance, and more.

Next, students gain relevant experience in mastering specific types of art therapy, which in the future can go into individual classes with a teacher-art therapist. Then, at a higher personal level of student development, it is desirable that this activity be transformed into self-help, self-training with a focus on a more useful type of art therapy for the student.

Such self-help aims at mastering, managing emotions, feelings that become the trigger mechanism, the most important lever in pedagogical conflict. Self-help involves a thorough, in-depth work of students with emotions in the library hall, recreation rooms, co-working, and more. Particularly recent facilities are desirable to provide resources for art therapy. This will give students the comfort, confidence and positive potential to resolve pedagogical conflicts that were previously largely resolved casually in corridors, while smoking on the steps or outside the university, in the classrooms, etc.

In contrast, co-working is an area where students are managed solely according to their needs and without haste. Co-working is not only a space for intellectual development, student learning, but also an opportunity to learn to build constructive social relationships, to develop emotional intelligence, while preventing and resolving conflicts of various types with the help of art-therapy resources.

In the dynamics of pedagogical conflict, the stages can have different duration, significance and intensity. Studies conducted by reputable psychologists [3, 4, 11, 12] show that there are differences in duration and quality, the consequences of conflict, depending on how experienced opponents participate in it, and what methods of interaction they use when managing its process.

Management of pedagogical conflicts involves the algorithm of effective actions, a set of special levers and tools for ensuring the constructive development of the educational institution. Management of pedagogical conflicts is a process of interaction, a clearly logically modelled algorithm of actions of administration, teachers

and students aimed at achieving the result through the most modern ways and means of educational activity, which is desirable to be carried out through the prism of appropriate educational socialization of students in higher education [13, p. 100]. The conflict actions of the opponents sharpen the emotional background of the pedagogical conflict, and emotions in turn stimulate the conflict behaviour, causing it to escalate. We have a closed circle, which is possible to break the resources of art therapy by timely self-help, autotraining in preventive work on emotions of the person at the initial stages of development of pedagogical conflict characterized by general patterns.

The main stages of managing pedagogical conflicts (generalized and modified by I. Vashchenko [2]):

1. The emergence and development of a conflict situation, which is created by one or more subjects of educational interaction and is a prerequisite for pedagogical conflict. In this process, the resources of art therapy in preventative work on the emotions of the individual and the ability to solve the problem in non-conflictual ways (persuasion, informing the opposing party, request, and suggestion) become crucial.

2. Awareness of the conflict situation with at least one of the participants in the educational interaction and his emotional experience, which is manifested in the change of mood, critical statements addressed to his potential opponent, reducing contact with him.

3. The beginning of open conflict interaction, characterized by joint active actions aimed at harming opponents.

4. The development of open conflict involves making public statements about their positions and the demands of their opponents, but at the same time, they may not be aware of their own interests and may not understand the nature and subject of the conflict. Open conflict involves the incident and escalation of the conflict, which is a sharp intensification of the struggle of the opponents, the invasion of emotions, which lead to an increase in perception errors.

5. Resolving a pedagogical conflict that involves moving from conflict resolution to finding compromise, cooperation and overcoming conflict [2].

The problem of conflict resolution by art therapy resources has been the subject of a separate study by well-known Ukrainian art therapist Elena Voznesenskaya [15]. The researcher aptly states that the creative process is the main therapeutic mechanism that allows to deconstruct a conflict traumatic situation in a special symbolic form, to find a new form of its solution.

According to A. Voznesenskaya [15, p. 12-13], art therapy in conflict management:

• is a method of restoring the resources of the individual, overcoming the consequences of traumatic events, building new, more constructive models of behaviour in new conditions of life, activating the internal forces of the person for choice, directing one's own life;

• gives rise to internal conflicts and strong emotions, helps to understand their own feelings and experiences, promotes self-esteem and helps in the development of creative abilities;

• helps the person to expel blocked emotions (energy) and overcome fear, in order to open access to unconscious information, to widen his / her own internal borders, because images of artistic creativity reflect all kinds of unconscious processes, including fears, dreams, conflicts, memories;

• provides an opportunity to strengthen personal resilience, which is associated with the ability to overcome difficulties and the ability to self-sustain traumatic experiences, based on healthy self-confidence, purposefulness, sense of self-realization and potential of self-realization, equilibrium, good-naturedness.

For participants in the art-therapeutic process, art is not an end in itself; it is merely a means of helping one to understand oneself better. During the stage of resolving pedagogical conflict, art therapy techniques provide:

• socially acceptable way of aggression of the student, management of his anger and other negative feelings (taking pictures, drawing, listening to music, gluing, cutting paper during the creation of a collage is a safe way to release "steam" and relieve tension);

• facilitating a process of interaction in which unconscious internal conflicts and experiences of the student are often easier to express through visual images than to express them in the process of verbal correction;

• material for interpretation and diagnostic conclusions about the student;

• developing thoughts and feelings that the student is used to suppress;

• establishing relationships between the teacher and the student, when joint participation in artistic activities can foster relationships of empathy and mutual acceptance;

• developing a sense of internal control;

• focusing on the feelings and feelings of the student, which creates opportunities for experimentation with kinaesthetic and visual sensations;

• the development of artistic ability, the sense of satisfaction that arises as a result of revealing hidden talents and improving the student's self-esteem.

The author of the article conducted a pilot study, which was conducted during 2019 at the Institute of Philology, Kyiv National Taras Shevchenko University. The sample was 67 students aged 21 to 28 years full-time. According to the questionnaire conducted by students, overcoming pedagogical conflicts gives preference to the most convenient resources of art therapy, adapted to the realities of today: music therapy (29%), phototherapy (25%), painting therapy (12%), bibliotherapy (10%) (especially electronic) format), dance and movement therapy (7%), collage (4%) other types (13%).

All these types of art therapy are harmoniously complemented by combined logotherapy with the use of virtual communication of social networks, which, from the students' experience, provides quality constructive result in solving pedagogical conflicts. Performance, drama, media-art therapy in the format of blogging on various online platforms (YouTube, Instagram, Telegram channels) are all separate modern types of art therapy that helps creative expression, self-affirmation, self-actualization and self-healing of the personality. This virtual art therapy (virtual therapy, online therapy) is intensively developing both in the world and in Ukraine, and is gaining a specific distribution and authoritative recognition of practitioners and scientists.

Our research shows that *music therapy* occupies the palm of primacy and is of great benefit to students. It is effective for conflicts, depressive states, stresses, sleep disorders and more. At present, music therapy is a significant psycho-correction direction, which has at its core two aspects of influence: psychosomatic (in the process of which a therapeutic effect on the body's functions is carried out) and psychotherapeutic (in the process of which correction of deviations in personal development, psycho-emotional state through music) [16, p. 15]. It is the healing effect of music that allows you to use it in correctional work with students.

Thus, music therapy is a set of techniques and techniques aimed at expanding and enriching the range of experiences and forming such an outlook that helps the

student to be healthy and happy. In the process of listening to music works, the inner state of the individual acquires a positive dynamic. The student, listening to music, adjusts to the rhythm of the motive, absorbs the positive vibration and without much willpower effort corrects mood, improves the state of his emotional sphere.

For the same purpose, *phototherapy* has been used to solve various psychological problems, self-development and self-discovery of the individual. This type of art therapy is considered to be quite young, since its development began in the late 20th century in the United States.

Coryphaeus of art therapy in Russia O. Kopitin suggested the use of photography for therapeutic, corrective, developmental and preserving health. The availability of photography, as well as the variety of forms and variations of phototherapy sessions, make it possible to use this technique in working with people of all ages (from the age of three), regardless of their level of development and needs. O. Kopitin noted the positive impact of photography on the individual and his relationship with the environment. Such effect can be manifested, both at independent individual lessons, and in the course of creation of photos and their subsequent discussion with the specialist [8].

Photography is used in the work to solve various psychological problems, as well as for the harmonization and development of personality. The specialist develops a perspective plan of lessons, which is complemented by photos and art-therapeutic elements, exercises, games, fairy tales that allow creating an atmosphere of psychological comfort and emotional-sensory attitude of the person to the world. Phototherapy also applies additional visual techniques, such as collage, installation of ready-made photos in the interior, work from the photos of models and further interaction with them, etc.

Conclusions. So, summarizing all the above, we conclude that the use of resources of art therapy provide creative expression, self-affirmation, self-actualization and self-healing of the individual, his psychological comfort and promote harmonious development, add positive potential in the constructive management of pedagogical conflicts. Creativity realized in the process of art therapy stimulates the ability to express and reproduce inner feelings, emotions, doubts, conflicts and hopes, enables in a symbolic form (spontaneous creative activity capable of expressing the unconscious content of mental life) experiencing once again more important events solve real problems.

The most scientifically substantiated and significant advantages of art therapy in the management of pedagogical conflicts in universities are that art therapy: provides a socially acceptable outcome of aggression and other negative feelings of personality; creates a positive emotional mood, forms an active life position, self-confidence; facilitates the process of communication, when unconscious internal conflicts and experiences are often easier to express through visual images than to express them in the process of verbal correction and non-verbal communication is easier to escape from the censorship of personality consciousness; enables to symbolically experiment with different feelings, to explore and express them in a socially accepted form; develops a sense of internal control; effective in the correction of various deviations and disorders of personal development, relies on the healthy potential of the individual; develops artistic abilities, raises self-esteem, arouses feelings of satisfaction resulting from the identification of hidden personal talents.

References

1. Antonov H. V. Pedahohichni zasady zapobihannya i rozv"yazannya konfliktiv u navchal'no-vykhovnomu seredovyshchi vyshchoho navchal'noho zakladu: avtoref. dys. na zdobuttya nauk. stupenya kand. ped. nauk: spets. 13.00.04 teoriya i metodyka profesiynoyi osvity / Antonov H. V. – Kharkiv. 2006. – 20 s.

2. Vashchenko I. V., Klyap M. I. Konfliktolohiya ta teoriya perehovoriv. Navchal'nyy posibnyk. – K.: Znannya, 2013. – 407 s.

3. Haluzyak V. M., I. L. Kholkovs'ka. Pedahohichna konfliktolohiya. Navchal'ny posibnyk. – Vinnytsya: "Nilan", 2015. – 208 s.

4. Hirnyk A. M. Osnovy konfliktolohiyi. Navchal'nyy posibnyk. – Vyd-vo "Kyyevo-Mohylyans'ka akademiya", 2010. – 222 s.

5. Klymenskykh M. V. Pedahohycheskye konflykty v shkole. – Ekaterynburh: Yzd-vo Ural. un-ta, 2015. – 76 s.

6. Kopytyn A. Y. Sovremennaya klynycheskaya art-terapyya. Uchebnoe posobye. – M.: Kohyto-Tsentr., 2015. – 526 c.

7. Kopytyn A. Y. Art-terapyya – novye horyzonty. – M.: Kohyto-Tsentr, 2006. – 336 s.

8. Kopytyn A. Y. Trenynh po fototerapyy. – SPb.: Rech', 2003. – 96 s.

9. Kopytyn A. Y. Art-terapyya v épokhu postmoderna. – SPb.: Rech', 2002. – 224 s.

10. Koshechko N. V. Efektyvna profesiyno-pedahohichna komunikatsiya vykladacha ZVO: profilaktyka ta rozv"yazannya pedahohichnykh konfliktiv u vitchyznyaniy vyshchiy shkoli // Profesiyno-pedahohichna pidhotovka vykladachiv: Kolektyvna monohrafiya / hol. red. A. A. Marushkevych. – K.: VPTS "Kyyiv'kyy universytet", 2018. – S. 217-269.

11. Piren M. I. Konfliktolohiya: Pidruchnyk. – Kyyiv: MAUP, 2007. – 360 s.

12. Turkot T. I. Pedahohichna konfliktolohiya // Psykholohiya i pedahohika vyshchoyi shkoly v zapytannyakh i vidpovidyakh: navch. posib. dlya stud. VNZ / T. I. Turkot; [M-vo osvity i nauky Ukrayiny]. – Kyyiv, 2011. – S. 145–162.

13. Koshechko N. V. Actual ideas of pedagogical conflictology for preparation of educational professionals in domestic classical universities // Professional and pedagogical training of educational specialists in classical university of Ukraine: multi-authored monograph / Ed. by Marushkevich A.A. – LAP LAMBERT Academic Publishing, 2019. – R. 89-110.

14. Vasylevs'ka O. I., Dvornichenko L. L. Metody art-terapiyi u konsul'tuvanni. [Elektronnyy resurs]. – Rezhym dostupu: http://www.tpsp-journal.kpu.zp.ua/archive/1_2019/part_1/31.pdf

15. Voznesens'ka O. L. Art-tekhnolohiyi u rozv"yazanni konfliktiv. [Elektronnyy resurs]. – Rezhym dostupu: http://uhrf.org/download/42.pdf

16. Miroshnychenko O. M. Osoblyvosti zastosuvannya metodu art-terapiyi yak sposobu samorehulyatsiyi psykhoemotsiynoho stanu penitentsiarnoho personalu [Elektronnyy resurs]. – Rezhym dostupu: http://VchdpuPH_2014_121(2)__5.pdf

17. Nakonechna O. V. Art-terapiya yak sposib vplyvu na osobystist' u zarubizhniy ta vitchyznyaniy literaturi. [Elektronnyy resurs]. – Rezhym dostupu: http://oaji.net/articles/2014/365-1393508681.pdf

Список використаних джерел

1. Антонов Г. В. Педагогічні засади запобігання і розв'язання конфлік-тів у навчально-виховному середовищі вищого навчального закладу : авто-реф. дис. на здобуття наук. ступеня канд. пед. наук: спец. 13.00.04 те-орія і методика професійної освіти / Антонов Г. В. – Харків. 2006. – 20 с.

2. Ващенко І. В., Кляп М. І. Конфліктологія та теорія переговорів : навч. посіб. – К.: Знання, 2013. – 407 с.

3. Галузяк В. М., І. Л. Холковська. Педагогічна конфліктологія : навч. посіб. – Вінниця: "Нілан", 2015. – 208 с.

4. Гірник А. М. Основи конфліктології : навч. посіб. – К. : вид-во "Києво-Могилянська академія", 2010. – 222 с.

5. Клименських М. В. Педагогические конфликты в школе. – Екатерин-бург : Изд-во Урал. ун-та, 2015. – 76 с.

6. Копытин А. И. Современная клиническая арт-терапия : учеб. пособ. – М.: Когито-Центр, 2015. – 526 с.

7. Копытин А. И. Арт-терапия – новые горизонты. – М.: Когито-Центр, 2006. – 336 с.

8. Копытин А. И. Тренинг по фототерапии. – СПб.: Речь, 2003. – 96 с.

9. Копытин А. И. Арт-терапия в эпоху постмодерна. – СПб.: Речь, 2002. – 224 с.

10. Кошечко Н. В. Ефективна професійно-педагогічна комунікація ви-кладача ЗВО: профілактика та розв'язання педагогічних конфліктів у віт-чизняній вищій школі // Професійно-педагогічна підготовка викладачів: Колективна монографія / гол. ред. А. А. Марушкевич. – К.: ВПЦ "Київсь-кий університет", 2018. – С. 217-269.

11. Пірен М. І. Конфліктологія : підручник. – Київ: МАУП, 2007. – 360 с.

12. Туркот Т. І. Педагогічна конфліктологія // Психологія і педагогіка вищої школи в запитаннях і відповідях : навч. посіб. для студ. ВНЗ / Т. І. Туркот; [М-во освіти і науки України]. – Київ, 2011. – С. 145–162.

13. Koshechko N.V. Actual ideas of pedagogical conflictology for preparation of educational professionals in domestic classical universities // Professional and pedagogical training of educational specialists in classical university of Ukraine: multi-authored monograph / Ed. by Marushkevich A.A. – LAP LAMBERT Academic Publishing, 2019. – Р. 89-110.

14. Василевська О. І., Дворніченко Л. Л. Методи арт-терапії у консуль-туванні. [Електронний ресурс]. – Режим доступу: http://www.tpsp-journal.kpu.zp.ua/archive/1_2019/part_1/31.pdf

15. Вознесенська О. Л. Арт-технології у розв'язанні конфліктів. [Елек-тронний ресурс]. – Режим доступу: http://uhrf.org/download/42.pdf

16. Мірошниченко О. М. Особливості застосування методу арт-терапії як способу саморегуляції психоемоційного стану пенітенціарного персоналу [Електронний ресурс]. – Режим доступу: http://VchdpuPH_2014_121(2)__5.pdf

17. Наконечна О. В. Арт-терапія як спосіб впливу на особистість у за-рубіжній та вітчизняній літературі. [Електронний ресурс]. – Режим дос-тупу: http://oaji.net/articles/2014/365-1393508681.pdf

Н. Кошечко, канд. пед. наук
Київський національний університет імені Тараса Шевченка, Київ

РЕСУРСИ АРТ-ТЕРАПІЇ В УПРАВЛІННІ ПЕДАГОГІЧНИМИ КОНФЛІКТАМИ В УНІВЕРСИТЕТАХ УКРАЇНИ

У статті проаналізовано актуальні ідеї з проблеми розв'язання педагогічних конфліктів студентами, які використовують ресурси арт-терапії. Це напрям наукового знання призначений допомогти особистості усвідомити свій внутрішній стан шляхом створення нею візуального образу, метафор, символів, відеороликів (арт-терапевтичного продукту); це розвиток у особистості властивої їй креативності, що допомагає при вирішенні конфліктів. Через творче самовираження арт-терапія актуалізує особистісні ресурси для подолання педагогічних конфліктів та дає вихід накопиченої енергії (агресії), тим самим гармонізує емоційну сферу. Створюючи абстрактні образи, студент знаходить відповіді на багато актуальних питань, досліджує страхи і бар'єри у спілкуванні. Ці образи виникають несвідомо і спонтанно, саме тому знижується тривожність і опір до самопізнання. Таким чином забезпечується різноманітній спектр інструментарію для роботи з емоційною сферою особистості. Арт-терапія дає конкретну відповідь на глобальне питання "Як приборкати емоції у конфлікті?". У цьому контексті проаналізовано зміст, історичний аспект, специфіку арт-терапії у студентів та розкрито сутність, характеристику, динаміку педагогічних конфліктів. Узагальнено види арт-терапії у розв'язанні педагогічних конфліктів студентів університетів. Згідно із проведеним анкетуванням студентами при подоланні педагогічних конфліктів надається перевага таким видам арт-терапії: музикотерапія (29 %), фототерапія (25 %), ізотерапія (12 %), бібліотерапія (10 %) (особливо у електронному форматі), танцювально-рухова терапія (7 %), колаж (4 %) інші види (13 %). Вони гармонійно доповнюються комбінованою логотерапією із використанням віртуальної комунікації соціальних мереж, що, з досвіду студентів, забезпечує якісний конструктивний результат і у вирішенні педагогічних конфліктів. Перформанс, драматерапія, media-арт-терапія у форматі блогінгу на різних інтернет-платформах (YouTube, Instagram, Telegram-канали) стають окремим сучасним видом арт-терапії, що допомагає творчому самовираженню, самоствердженню, самоактуалізації та самозціленню особистості студента.

Ключові слова: арт-терапія, управління педагогічними конфліктами, університет.

N. Kuzmenko, Doctor of Pedagogical Sciences, Professor
A. Ostapenko, postgraduate student
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

PEDAGOGIC IDEAS FOR STUDENTS OF INDEPENDENT WORK WITH THE BOOK

The article analyzed the works of scientists (Avtomonova P. P., Boyko Y. V., and Zaichenko I. V., Zenkin A. S., Karandasheva V. N., Kirdyaeva V. M., Kuzmenko N. M., Lasch A P., Lvov I. P., Pylhaeva F. P,. Pogrebna Ya. A., Czerniawska A. P.), who developed methods of optimal study book, textbook and other paper media. Types of independent work with the coursebook, additional materials are necessary to have when studying or reading books and other manuals. Selected types of readers (based on lectures "Students' independent work with the book" by I. P. Lvov), the preferences of readers on the nature of the literature and recommendations for its choice.

Keywords: independent work, book, textbook, student, lecture.

Formulation of the problem. If the wrong approach to reading literature of different genres and types there is a high probability of incorrect comprehension of the material or misunderstanding. It is very important that the students were explained the correct method of reading books with the point of view of better adoption of the material.

Scientists were developed a number of techniques for better adoption of information by students, which they subsequently could use in lectures, at seminars or during a conversation among themselves. It is necessary that students and other readers filtered print, sharing it on the main and secondary.

Research goal and objectives. To carry out the analysis of scientific works of scientists, who researched individual work of students with the book and the following tasks: to analysis a productive assimilation of material by students during independent reading books, manuals, etc.; to find an approach to reading books; show auxiliary means during the reading of the manuals.

Study presentation. With the correct reading can successfully build their future life. A number of researchers have developed methods of self-study, lecture material, textbooks, tutorials, or just reading fiction and nonfiction. Based on the writings of researchers we have analyzed several developments in the independent processing of the books.

Doctor of pedagogical Sciences N. M. Kuzmenko in the article "I. P. Lvov on students independent work with the book", on the basis of archival materials in the Public Record Office of Chernihiv region, analyzed the materials of the lecture on independent work of students So, N. M. Kuzmenko said that "I. P. Lvov believed that the book plays an important role in the development of thinking and speech. The readers of the lecturer were divided into four

groups. Representatives of the first group are only interested in the reading process. Such readers are pupils, students, ordinary citizens. In conditions of this group can be refered that young readers who were learning to read:" [4, p. 201].

The second group of readers, according to. P. Lvov was persons who love to read for leisure, adventure books, novels criminal nature.

The third group of readers.I. P. Lvov was described as such who was interested in serious, scientifical literature, the novelties of modern bookstores. Unfortunately, the book is for those representatives is only a material for a conversation among friends to demonstrate their knowledge [4, p. 201].

The fourth type of readers, the scientist have identified those who are knowledge thirsty and so puts in the book is serious requirement. Such ("book worms") read thoughtfully, critically assess the views expressed by the author of the opinions, comparing them with your own thoughts, looking at the book of knowledge for self-development and self-improvement.

The researcher's pedagogical heritage of I. P. lvova N. M. Kuzmenko, analyzed his lecture "Self study books" notes that the lecturer"... recommend primarily pre-read the book: to study the source information (author, title, year of publication, publisher, edition).

I. P. Lvov also noted different approaches to select the book title:

a) sometimes the authors with the aim to interest the reader to consciously choose a name that did not open the contents of the book;

b) the title of the book, the authors did not fully reflect it was content, but because the title contains a subtitle;

c) the most convenient option for the reader is the choice of the title of the book, which reveals not only it was content but also the position of the author toward the subject" [4, p. 202-203].

Important to reader date of issue of the book.

"Year of the book can testify to it was originality and that it corrected and supplemented in comparison with the previous publication" [5, p. 202-203].

The next stage of reading the book, as did I. P. Lvov was to introduce with a preface, introduction, and contents. In the preface, the author, addressing the reader, calls the purpose of writing this book and tasks. The introduction outlines the boundaries of the study, the history and development of the issue. I mean there is a separation of the test material into parts (sections, paragraphs) and the reader got information about the amount and order of presentation, major and minor issues.

Important components of the books are nominal and subject indexes, bibliography.

As I. P. lvov, "a list of sources used (bibliography) at the end of the book, or sometimes at the end of each section can save time for search of necessary information and to help the reader better understand the issue. And only after a preliminary acquaintance with the book, noted I. P. Lvov, the reader can already start to read. The reading process consists of three interrelated aspects: perception, memorization and understanding of the material. These components of reading are integral and constitute a single whole. Perception, memorization and understanding stipulate, strengthen and complement each other. During the reading the reader at the same time and remembers was aware of read. Of course, if we were talking about the readers of the fourth group (according to the typology by I. P Lvov). There can be no question of remembering what they read, unless the reader perceives the text of the book. The same cannot be understanding without perceiving and memorizing the read. On the other hand, the process of understanding and determines the speed of perception of the text and contains the memory" [6, p. 202-203].

Researcher A. P. Chernyavska emphasizes the need for a clear registration of the result of intellectual labor in the form of writing or speech, arguing his own opinion to the words of D. I. Mendeleyev: "Remember that "unwritten thought is the lost treasure" [8].

It was well known that a leading position in the independent work of the student is the work with the printed text. Thus, we can conclude a kind of the reader's commandments, which will help to make this work more effective. At the conclusion of the recommendations to the reader A. P. Chernyavskaya refers to a textbook on the psychology of V. N. Karandasheva.

"1. Before you start to read, select a book, open the contents of the subject.

2. Prepare yourself to perceive. Read the title page, then table of contents imagine the contents of the book. Then ask the introduction or preface, etc. See the goal or purpose of this book. Paying attention to the abstract, title page and contents of the book, there is an opportunity to choose the best style of reading.

3. To determine what purpose you will read.

4. Depending on the purpose of reading, choose a way of reading: preliminary or reading through, complete or selective, slow or fast" [cit.:7].

5. Develop for themselves the skills of speed reading (speed reading). It is not only saves time by the rapid reading, but rather grasp the main idea.

6. Reading, to understand what they read, find the main, most important, try to read linked with life, with practical experience, with what is already known.

7. Make notes in the book if it belongs to you.

8. Back to read: repetition is the best means of fastening read.

9. After reading the book, estimate it.

10. Learn to critically perceive what do you read. Before criticizing the book, understand a content. Someone else's criticism to read the book after reading it.

11. Use different types of records: notes, theses, plans, citations, statements. Read forgotten, records are maintained for a long time. Make a card index of literature [cit.:8].

So, in the commandments of the reader the author shows the advantages of speed reading, using various types of paper records. It was recommended to create records in the archive and shown how to take notes in the books and it was recommended to repeat the material read.

Scientist Ya. A. Pogrebna in an educational and methodical textbook "students" Independent work with the book" described the factors that affect the choice of optimal way of reading books. So, the way reading a book is selected depending on the purpose of reading and experience with the book. There are the following methods: viewing books; selective reading, slow reading without an analysis of the text; – reading study of the book content and comprehension of the material read.

Book view is usually looking up information on questions and problems that interest the reader. The method of reading books is effective that the reader has a system of knowledge in a specific industry, well able to *find your place in the text* with the aim of defining the key terms and ideas. A scamper of the book, in fact, is "search" reading.

Selective reading can be applied in the process of reading of journals, collections of articles, reading-books, dictionaries, etc. Also the selection of material on individual issues in cases where it is necessary to get acquainted with a large number of sources. The use of this method of reading textbooks or other basic books on an investigated problem is irrational.

As practice shows, most often students use the only way to work with printed material, slow reading without an analysis of the text. It is ineffective, because in this case the reader does not focus on the main parts of the text. During such reading, attention is not given to theorises and prime factors. Also, the system of evidence and the logic of presentation of the material are not analyzed. In addition, in this way of reading information does not absorb the knowledge of the read, the information is difficult to remember, only after repeated repetitions, and is reproduced in the future with omissions and corruptions.

Reading from the study book content and comprehension of reading material is the main and most effective way to work with educational and scientific literature. This way of working with the book provides a solid memorization of information, trains the mind and memory. In turn named method, providing a system of analyzing of the text.

Scientistc Ya. A. Pogrebna focused on self-study student of the literature on the technique of reading, identifying individual characteristics in the process of reading books and systematic acquisition of skills of rational reading. With the aim of identifying individual characteristics of a student can use self-observation and introspection, as well as methods that reveal certain characteristics of attention, memory, thinking and descriptions of typical faults when reading.

Also the above author noted that the ability to read is not a passive perception of all that is written and text analysis, reflection over it, understanding its meaning. Reading involves active working memory. In turn, different people have different types of memory: visual, auditory, motor, mixed.

If a person better remembers the text when reading silently (to himself) so she has a visual memory.

If a person better remembers the text when reading aloud or listening to a lecture (report, message), he developed auditory memory. If a person better remembers the text when while making certain movements, such as writing, sketches, she developed motor memory.

Most people show elements of all three types of memory. This indicates that they have a mixed memory. In this case, it would be useful to use all the techniques work book: reading to myself, reading aloud, recording, transfer and so on. [6, p. 7-13].

The efficiency of the process of work with the book depends not only speed, but also on the way of reading. I. Radchenko and determines systemize the most common ways of reading:

• Pre-reading. It provides a reading study using dictionaries and reference books unknown words of foreign vocabulary, scientific terms and notions.

• Reading through. Its essence lies in a careful reading of the material. This type of read is used some per sent needed to cover the contents of a section, articles, books.

• Selective reading – suggests a certain selection of material with further in-depth study. It is determined by the interests and practical needs of the reader. Resort to it if necessary to find the answer to that particular question.

• Reread. Focused on re-reading is necessary or not fully understood material.

• Analytical reading, involves a critical analysis of the content in aim to deeply study it, summarizing the most essential. It is used while working with primary sources. It is accompanied by a statement of the facts, citations, conclusions on the cards, abstracts, summaris and so on.

• Partisan (high-speed) reading. Its essence lies in the fast reading book with a high speed of reading (for 1.5-2 hours to read 200-300 pages);

• Mixed reading. It consists in the use of different types of reading depending on the content, goals and objectives of the study.

Whatever way of reading the student did not use, it needs to develop a system for the reading. To do this, scientists (V. Atamanyuk and G. Gurevych) algorithm can be the following:

• read the text in full;

• to answer the question: "What did the author want to say?";

• find out if the answer matches the name of the text topic; if so, you can begin a detailed study of the material;

• read the paragraph of the text;

• to answer the question: " What's the main thing in it?".

• write the first paragraph of the plan: briefly, in your own words, in the form of nominative sentences or questions;

• read a new paragraph and make the same actions;

• after reading the text to answer the question: "What is important in it?". To find out whether the current response with the previous one. If so, the reader is able to identify the main things in the text when reading to him. If there is a discrepancy between the first and second answers, it is necessary to determine why. As a result of this analysis is to highlight important in the text;

• read the text again and write down a short answer to the plan;

• reread the text and write a short answer to the plan

• -read your plan (thesis) of the finished work;

• -select from the text the arguments by which the author argues the main (thesis);

• present in the form of a diagram, an algorithm a way to prove the thesis, which will help to realize the logical structure of educational material;

• to think it over, you can present the material in short;

• to write a plan for its presentation;

• retell the content of the finished work myself, first using a plan (a thesis), and then from memory; to repeat to his friend, to listen to his comments.

After such self-control material can be learned.

Save time and energy the reader is not only a speed reading and writing, but also the ability to adequately select and implement the rational record type (plan, abstract, summary, abstract, review, summary, etc.) [2, p.358-359].

P. P. Avtomonov in his book "Didactics of high school" formed his vision of how to work with the book better.

In his opinion, students had not good reading skills. The disadvantages include the frequent returns to the read, internal re-ordering, very narrow angle of view of perception. All this reduces the speed of reading, while keeping in mind that slow reading is no means more efficient. If you keep in mind the amount remembered during the reading. The necessary skills can be developed through training, and appropriate recommendations will be useful to students. So, to eliminate the internal retelling, you need to force yourself to read faster. To expand the angle of view, you should train in reading newspapers, avoiding horizontal eye movements and then move on to a book where the width of the pages is greater than in the newspaper column. Such training also allows you to learn a special way to "scan" the text defining the basic information without a literal reading, only keywords. As practice shows, this way you can increase the speed of reading is three to eight times. There are many different courses that teach how to perceive printed text in this way.

Of all the types of systematized notes (simple and complex plan, synopsis, abstract, thematic extracts, abstracts), students only master notes relatively quickly. However, being and staying important notes the least creative and least comfortable for future use a form of systematic records. The abstract makes it difficult to compare facts and conditions, fixing them in an "unchanged order", and is inconvenient for using individual data in accordance with tasks that may appear after its compilation. For this, students should be advised to make thematic extracts on bibliographic cards. It is also useful to develop your own system of symbols, icons, abbreviations, color underlines to enrich the working apparatus of personal records. In the institution of higher education a student should not only acquire specific skills and skills of independent work, but also to improve their culture mental labor in General [1, p. 214].

In the methodological recommendations of the "Independent work of students," the authors A. S. Zenkin, V. M. Kyrdayev, F. P. Pylaev, A P. Lasch determine how students should use the manual for systematic knowledge.

Student, reading a manual, needs in-depth analysis of the material. Reading requires attention and assimilation of read. Therefore, in this case it is important to take notes. When the reader records the information when reading, that generally disciplines him. Marks in the study of any material facilitate mental activity serve as a kind of control perceived.

Work-book is better absorbed, more strongly deposited in the memory.

When writing a read, skills of reduce of information are formed. The alternation of reading and taking notes read reduces fatigue, increases the efficiency of students in lessons. Notes (text record) to work on the textbooks can be divided into two groups: lecture notes literature study and notes for future performances. The main feature of a qualified

professional reading, the ability to manage their own attention and depending on that go from one task to another.

In the article "students work with the book" author Y. V. Boyko focuses on several aspects to work correctly with a book approach to the material, which the reader is about to read, finding books to read, etc. the Author says that there are four kinds of reading: read overview, introduction, selective reading, full reading, re-reading. When working with a book you need:

• pay attention to the title of the book and its author;

• the content of the cover page, which provides additional information about the book;

• set the output – year, publishing house, place of publication;

• to review the content and structure of the book, where the sections, topics, questions, issue;

• to get acquainted with the preface of the book, which reveals its meaning, describes the main problems;

• to pay attention to the words, sentences, paragraphs highlighted in the text. That was the author's main thoughts.

Reading again. The author emphasizes that the re-reading is the education and development of abilities, the formation of interest in reading educational and scientific manuals; clear definition of the purpose of reading the book, namely:

• familiarization with the book, formation an idea about it;

• holistic study of the book, mastering the knowledge system, an arsenal of methods and techniques, approaches to solving tasks and problems;

• reproduction, repetition of basic material (definitions, rules, formulas, laws);

• answer any specific question (use the book as a guide);

• evaluation of the book, its review, annotation. Selection of material on a particular research problem in the preparation of answers, abstracts, articles, works;

• self-education, self-improvement and development of theoretical and practical skills, improvement of skills in fast reading.

Conclusions. Thus, the analyzed scientific and methodological achievements of scientists made it possible to distinguish from their works, methods of optimal work with a book, textbook and other paper. According to the works of I. P. Lvov identifies types of readers, their preferences for the nature of literature, and recommendations for the choice of literature. The works of Y. V. Boyko on four types of reading are analyzed; methodological recommendations of A. S. Zinkin, V. M. Kirdyaev, F. P. Pilgaeva, A. P. Lashch on independent work of students with book, which will allow to systematically absorb a large amount of necessary information. Attention is focused on the vision of the scientist P. P. Avtomonov in the textbook "Higher School Didactics" on the effective work with the book. Also, according to the works of the aforementioned scientists, the types of independent work with the manual, auxiliary materials that are necessary for studying or reading books and other manuals are characterized

References
1. Avtomonov, P.P. Dydaktyka vyshhoyi shkoly, VPCz "Kyyivskyj universytet", 2008, 368.
2. Zajchenko, I.V. Teoriya ta metodyka profesijnogo navchannya: navchalnyj posibnyk, Lira-K, 2016, 580.
3. Samostijna robota studentiv iz knygoyu / Zenkyn, A.S. Kyrdyayev, V.M., Pylgaev, F.P. Lashh, A.P Karandashev, V. N. : S. 2009. https://www.google.com/search?client=firefox-b-
4. Kuzmenko, N. M. I. P. Lvov pro samostijnu robotu studentiv iz knygoyu. Aktualni problemy` sociologiyi, psyxologiyi, pedagogiky`. 14. 2012. 198-205.
5. Pogrebnaya, Ya. A. Samostijna robota studentiv iz knygoyu. Samostoyatelnaya rabota studentov s knygoj: Uchebno-metodycheskoe posobye, M, 2012.
6. Chernyavskaya, A. P. Samostijna robota studentiv. https://psy.wikireading.ru/30559
7. Bojko, Ya.V. Robota z knygoyu. "Pedagogycheskaya nauka: ystoryya, teoryya, praktyka, tendency razvytya". 2. 2008. http://intellect-invest.org.ua/rus/pedagog_editions_e-magazine_pedagogical_science_arhiv_pn_n2_2008_st_6

Список використаних джерел
1. Автомонов, П.П. Дидактика вищої школи, ВПЦ "Київський універси-тет", 2008, 368.
2. Зайченко, І.В. Теорія та методика професійного навчання: навчаль-ний посібник, Ліра-К, 2016, 580.
3. Самостійна робота студентів з книги / Зенкін А.С. Кирдяєв, В.М. Пи-лгаєв, Ф.П. Лаш, А.П Карандашев, В. Н.. С. 2009. https://www.google.com/search?client=firefox-b-
4. Кузьменко, Н. М. І. П. Львів про самостійну роботу студентів із книг. Актуальні проблеми` соціології, психології, педагогіки`. 14. 2012. 198-205.
5. Погребна, Я. А. Самостійна робота студентів з книги. Самостоятельная работа студентов с книгой: Учебно-методическое пособство, М, 2012.
6. Чернявська, А. П. Самостійна робота студентів. https://psy.wikireading.ru/30559
7. Бойко, Я.В. Робота з книгою. "Педагогічна наука: історія, теорія, прак-тика, тенденція розвитку". 2. 2008. http://intellect-invest.org.ua/rus/pedagog_editions_e-magazine_pedagogic_science_arhiv_pn_n2_2008_st_6

Н. Кузьменко, д-р пед. наук, доц.
А. Остапенко, асп.
Київський національний університет імені Тараса Шевченка, Київ, Україна

ПЕДАГОГІЧНІ ІДЕЇ ЩОДО САМОСТІЙНОЇ РОБОТИ З КНИГОЮ ДЛЯ СТУДЕНТІВ

Проаналізовано роботи вчених (Автомонова П.П., Бойко Ю.В., Зайченко І.В., Зенкін А.С., Карандашева В.Н., Кирдяєва В.М., Кузьменко Н.М., Лащ А.П., Львів І.П., Пилгаєва Ф.П., Погребна Я. А., Чернявська А.П.), які розробили методи оптимального вивчення книги, підручника та інших паперових носіїв. Види самостійної роботи з підручником, додаткові матеріали не-обхідні для вивчення чи читання книг та інших посібників. Вибрані типи читачів (на основі лекцій "Самостійна робота студентів з книгою" І. П. Львова), уподобання читачів щодо характеру літератури та рекомендації щодо її вибору.

Ключові слова: самостійна робота, книга, підручник, студент, лекція.

L. Levytska, PhD (Pedagogical Sciences), Associate Professor,
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

VALUABLE ORIENTATIONS IN CULTURE FORMATION OF PEDAGOGICAL INTERACTION TEACHERS – STUDENTS

The essence of forming the culture of pedagogical interaction of subjects of educational process of higher education institutions in the system of professional and ethical values is revealed. The main definitions of the process of forming a culture of pedagogical interaction are defined: "subject-object interaction", "subject-subject interaction", "pedagogical interaction", "culture of pedagogical interaction".

The pedagogical interaction is highlighted as a process of cooperation on the basis of mutual assistance and mutual understanding in order to effectively solve educational problems, emotions, attitudes, positions in the educational process.

The culture of pedagogical interaction is outlined as a system of professional and ethical values, which have become internal beliefs of personality, personal qualities, which regulate social and pedagogical relations and are manifested in behavior consistent with the requirements of the professional and ethical code. It is the systemic integrity of interconnected components: axiological, technological, creative and personal. The axiological component represents the culture of pedagogical interaction as a set of pedagogical values. The technology component includes methods and techniques that ensure its effectiveness, as well as the skills and professional interaction and communication. The creative component is manifested in the creation and realization of professional and ethical values and is characterized by autonomy, flexibility and variability of thinking and actions, ability to predict the consequences of social and pedagogical actions, readiness for creative cooperation. The personal component reveals the manifestation of a culture of interaction as a specific way of realizing the essential qualities of the individual.

The content and structure of pedagogical interaction, psychological and pedagogical factors and conditions for forming the culture of pedagogical interaction of the subjects of the educational process of the institution of higher education are revealed.

Keywords: subject-object interaction, subject-subject interaction, pedagogical interaction, pedagogical interaction culture, formation of pedagogical interaction culture, values, students' professional and value orientations.

Formulation of the problem. Education reform is linked to the change in the quality of pedagogical communication, the establishment of equal relations, the co-operation of participants in the learning process.

In higher education the search for new approaches to the training of specialists is continuing, new pedagogical technologies are being introduced, the conditions for higher education of young people are being created, and measures are being taken to integrate it into the world education system. However, the effectiveness of teaching is determined not only by a thoughtful choice of technologies, but also by the teacher's ability to establish and maintain emotional contact with students, to creatively build a system of pedagogically appropriate relations. In order to prepare a highly qualified specialist, it is necessary to radically change the attitude to the student and his / her attitude to learning, which is manifested in his / her active personal position, motivation and purpose of educational and cognitive activity as a result of organizing pedagogical interaction. This actualizes the search and justification of the most effective model, the strategy of interaction of participants of the educational process, which promotes the development of their personalities.

The purpose of the article is to theoretically substantiate the culture of pedagogical interaction in the system of professional and ethical values of the teacher of higher education. According to the purpose, the tasks of the study are defined: 1) to outline the problem of forming a culture of pedagogical interaction and to identify directions that require further scientific research; 2) to reveal the essence of the terms "pedagogical interaction", "culture of pedagogical interaction"; 3) characterize the functional structure of the pedagogical interaction culture.

Analysis of recent research and publications. Various aspects of this problem have been studied by O. O. Abdullin, M. A. Alekseev, A. G. Asmolov, K. Sh. Akhiyarov, G. O. Ball, V. P. Bespalko, O. L. Bogdanova, S. L. Bratchenko, A. S. Gazman, V. V. Davydov, A. J. Kapska, A. V. Kirichuk, N. D. Nikandrov, Y. P. Pravdin, N. V. Chepeleva, and others.

Scientific bases of the organization of higher professional and professional-pedagogical education in Ukraine are developed by I. S. Voloshchuk, N. M. Demyanenko, M. B. Yevtukh, B. I. Lugovyi, P. G. Luzan, E. V. Luzik, V. K. Mayboroda, V. M. Manko, O. V. Sukhomlinskaya and others.

Historically, the problem of pedagogical interaction has been solved from different positions: from humane attitude to the pupil by the teacher (N. A. Dobrolubov, K. D. Ushinsky, V. O. Sukhomlysky, etc.) to the systematic influence on it in order to form the set qualities. Scientists see it as a special kind of joint activity (X. J. Diimethe), the way of its organization (B. T. Likhachev, Yu. K. Babanskiy), the essential characteristic of the educational process, a special type of relations, the process of activity and personal exchange between the teacher and students, a process that is constantly evolving in space and time (N. F. Radionova) [2; 4; 6; 7; 12].

Scientists have investigated individual components of pedagogical interaction: the style of pedagogical leadership (G. A. Aminev, E. I. Rogov, etc.), the style of teacher's behavior (L. M. Zakharov, L. I. Ryumshin, etc.), the type of teacher's attitude to students (M. A. Berezova, Ya. L. Kolominsky, etc.); models of interaction with children (S. L. Bratchenko, V. A. Petrovsky, S. O. Ryabchenko, V. A. Sitarov, etc.) [2; 3; 7; 8; 9].

Also the issues of pedagogical interaction were studied in terms of peculiarities of teachers' personal characteristics, such as self-esteem (M. E. Zelenov), emotional states (O. O. Prokhorov), attitudes and stereotypes (R. A. Samofal), psychological protections (M. I. Buyanov) [1; 2; 3; 7; 12; 14].

The writings of these scholars focus on the initiating role of the teacher in choosing the model of pedagogical interaction, as well as on the importance of his personal qualities as factors of formation of orientation to the personal model of development. However, the complexity of the implementation of the personal model of pedagogical interaction indicates an insufficient level of exploration of the mechanisms, factors that determine the orientation of teachers to such a model.

Axiological approach to professional training of students, which is expressed in the orientation of vocational education to the formation of future specialists of the system of universal and professional values, which determine the attitude to the world, to themselves, their own activity, is revealed in the scientific works of R. Artyshevsky, I. Beha,

O. Braslavskaya, M. Yevtukh, I. Ziazun, A. Mishchenko, E. Pochinok, N. Tkachova, A. Yaroshenko, and others.

Presenting main material. In today's context, there is increasing attention to all types of education, which is regarded as the most important factor in social and economic progress. This is because today the main value in society is a person who is able to master new knowledge, ways to solve educational and industrial problems, make non-standard decisions.

In science there are several approaches to knowledge of the objects of reality, training and, in particular, to the organization of vocational training. Their diversity allows them to make an optimal choice, to fully take into account the specific features of a specific participant of educational and cognitive activity, to successfully realize the purpose of this activity. In accordance with current trends in the development of scientific thought, it is advisable and possible to form a culture of pedagogical interaction using a systematic, more active, personality-oriented and competent approach. The above approaches should translate training from the level of formation of a specialist to the level of formation of a competent personality.

Attention should be drawn to the lack of a single interpretation of the concept of "pedagogical interaction" by its pedagogical researchers, its multidimensionality and ambiguity.

Pedagogical interaction is the basis and condition for establishing various relationships in the educational process. Its nature determines the social and student development situation. The interaction, which is based on understanding, empathy, assistance and cooperation, creates a special environment that ensures the satisfaction of basic vital interests. It is possible to create such conditions based on high professionalism of teachers, psychological culture, culture of pedagogical interaction [8].

The culture of pedagogical engagement should be seen as a system of professional and ethical values that have become internal beliefs of the individual. An indispensable condition for its realization is the possession of technology of professional interaction and communication. The characteristics of such a culture are the personal qualities that govern social-pedagogical relationships and behavior consistent with the requirements of the code of ethics [3].

The structure of the pedagogical interaction culture consists of the following components [8]:

• axiological (reveals a culture of pedagogical interaction as a set of pedagogical values);

• technological (ethical ways and methods of activity that ensure its effectiveness, as well as skills and professional interaction and communication);

• creative (manifested in the creation and realization of professional and ethical values and characterized by autonomy, flexibility and variability of thinking and actions, ability to predict the consequences of socio-pedagogical actions, readiness for creative cooperation);

• personal (reveals the manifestation of a culture of interaction as a specific way of realizing the essential qualities of the teacher, which means the needs, abilities, interests, pedagogical experience, measure of social activity of a person).

Emphasis should be placed on the dialectical interrelation of these components, which form a systemic integrity, in which the systemic component is an axiological component.

The culture of pedagogical interaction as an integral property of the individual develops from the lower levels to the upper levels.

The basis of pedagogical interaction is the activity, responsibility and tolerance of all participants in the educational process. Activity as a special mental state, conditioned by innate and acquired needs, develops under the influence of internal and external higher ones. It is realized in pedagogical activity, communication, attitudes of participants and through their attitude to different components of this activity, manifests itself due to the altruistic nature of its content, focus on humanization and harmonization of pedagogical relations, pedagogical means of action, morality of methods.

The effectiveness of forming a culture of pedagogical interaction of the subjects of the educational process in higher education institutions is conditioned by the introduction of a methodology that structurally and functionally provides for the gradual realization of the goals of pedagogical interaction by diagnosing, evaluating and managing this process; is based on theoretical principles that take into account principles, psychological and pedagogical factors and conditions, methods of forming a culture of pedagogical interaction as an integrated personality formation; is ensured by the involvement of teachers and students in cooperation in the educational activity, in which subject-object relations are consistently changed by subject-subject, and reproductive teaching methods are active ways of educational work.

Factors and acquires the qualities of personality traits. In the context of pedagogical interaction, it is about creating such mechanisms that could provide a manifestation of cognitive activity of students, that is, active behavior aimed at initiating independence, perseverance and success in considering and solving creative tasks in the learning process. This concept reflects the interconnection of intellectual, volitional and emotional components. Such activity is formed and manifested in educational and cognitive activity, based on one's own mental experience of the individual and interdependent with his emotional-volitional orientation, which promotes successful educational activity.

The activity of the individual in learning depends on the formation and realization of cognitive needs, motives and goals of educational activity. It is formed and realized through the motivational sphere of the individual on the basis of the innate need for information, through pedagogical stimulation, through motive-interest, by solving the "externally" posed problems, in the process of creatively solving the independently set tasks. Problems are an important means of activating cognitive activity. The complication of the problem level causes an increase in the intensity of pedagogical interaction [9; 10; 11].

The downside of activity is responsibility as the ability to anticipate the consequences of each one's actions, choices, objectively analyze and evaluate their actions, and the desire to prevent a possible negative turn of events. Responsibility creates a psychological space for subject-subject relations, provides appropriate motivational and situational guidance for the unfolding of processes of self-development and self-realization.

Intrapersonal basis of pedagogical interaction is tolerance as affirmation of multiplicity and diversity of being, recognition of the inevitability of coexistence of differences, dissimilarity, active position of the person against oppression, conscious and value-conscious personal choice, not only tolerance, tolerance, an active effort to understand it, the search for shared values, which creates the opportunity for interaction.

The mechanisms of forming a pedagogical interaction culture should be consistent with the structure of the latter and the functional interconnection of all its components. Formation of educational activity is based on both general

and specific principles: problems, recognition of the individual interests of the partner, common value of the activity, pedagogical stimulation, optimality, orientation to the future professional activity. Specific principles of teaching, performing a regulatory function in forming a culture of pedagogical interaction, reflect the didactic patterns of this process.

Problem as a means of developing cognitive abilities is the basis for the formation of productive and creative activity, which is characterized by originality of conclusions, non-standard ways of action, sensitivity to the existence of the problem, the ability to generate new ideas, as well as the availability of basic knowledge, the formation of the ability to perform actions in a certain way, which are formed in reproductive activity.

Encouragement for pedagogical interaction involves the regular transformation of the external factor of influence into internal motivations of the individual to cooperation, the use of subtle incentives for development. Such incentives for the teacher could be participation in scientific-methodological seminars, advanced training courses, use of different sources and methods of evaluation of the teacher's activity, which would provide not only quantitative but also qualitative characteristics, such as the results of surveys of students, graduates, colleagues, etc. A sign of effective stimulation is the transformation of educational action into educational activity, interaction into interactive activity caused by the systematic use of an incentive.

A generalized approach to implementing the principle of optimality is that there are no and there can be no specific rules for any pedagogical situation and uniform recommendations for their settlement. These are possible alternatives and a conscious choice of the most appropriate under certain conditions. This principle applies to all components of the organization of interaction in the educational process and the formation of a culture of pedagogical interaction.

The principle of orientation to the future professional activity implies mastering the knowledge, skills and skills required for the future specialist, from the very first lessons. Thus, educational activities are gradually being transformed into professional ones.

Despite the presence of a certain community of interests, the interaction of the main subjects of social relations is determined by the fundamental differences between their main interests and the presence of contradictions arising from this circumstance. It should be borne in mind that the participants of pedagogical interaction – is the unification of personalities, interconnected individuals with unique subjective experience, a set of mental, cultural traits, since most often people are not inclined to coincide with interpersonal interests, between games. Thinking about contradictions and even entering into the conflict zone and anticipating them, the participants of pedagogical interaction should be guided to search for a unifying, mutual agreement, mutually acceptable conditions for the sake of success. This involves taking into account the interests of all parties, opening up opportunities for frank dialogue, mutual understanding based on reconciliation of basic interests, creating benefits for all.

The principle of shared value of the activity implies that the psychological content of the joint activity is a set of goals, tasks and operations that reflect the main motives of this activity, contribute to meeting the basic needs and consideration of social values of the group members. An important feature of joint activity is a goal that is consistent with the common interest and contributes to the needs of each participant.

It should be noted that the culture of pedagogical interaction combines goals, content of educational material, teaching, teaching, educational microenvironment. These components are closely interconnected and lose their functional orientation outside the system. The mentioned system has a dynamic structure, the system-forming component of which is pedagogical activity.

Thus, VA Kruchek developed a professional-ethical model of the teacher as a carrier of the culture of pedagogical interaction, which includes a block of professional-subject and ethical knowledge, a block of professional-pedagogical skills, a block of knowledge about the professional positions of the teacher and a block of knowledge about the moral and psychological qualities of the teacher. and professional ethics [8-11].

The period of study at a higher education institution is extremely important in the formation of value orientations in student youth: first, the personality develops professional competence and forms a relation to the future profession, and secondly reassesses the values that were inherent in the individual before entering the institution of higher education Thirdly, new values are learned in the process of interaction with other members of the university community. It is necessary to emphasize the importance of higher education institution in the process of value determination of young people and in the process of formation of future specialists, because it serves as a favorable environment not only for the formation of professional skills of the student, but also for his development, as it is the embodiment of society in miniature. Thus, the system of values relates to the specific historical, socio-political, ideological conditions under which it is formed in society as a whole and in each individual [3; 14].

Educational, educational and developmental functions are inherent in the system of forming the culture of pedagogical interaction, necessitating a number of psychological and pedagogical factors and a number of pedagogical conditions. The main factors that significantly influence the formation of a culture of pedagogical interaction of the subjects of the educational process in higher education institutions include: cognitive abilities of students, content of educational material, teaching methods, educational environment, professional competence of the teacher.

It should be noted that students' cognitive abilities as a peculiar and relatively stable combination of psychological properties is a prerequisite for successful building of pedagogical interaction and formation of its culture. There is a close link between the level of ability development and cognitive activity as the basis of pedagogical engagement. Cognitive abilities exist only in the development that occurs in the course of students' educational activities through exercise. Higher level of development of cognitive abilities determines the speed and soundness of mastering the educational material, the productivity of the process of formation of cognitive needs and motives, the culture of pedagogical interaction.

The educational process, which is oriented on pedagogical interaction, should involve the deployment of the following stages: diagnostics of the actual level of cognitive abilities of students, didactic processing of the content of educational material in accordance with the results of the evaluation of the objective and subjective degree of complexity of educational objects, detection of complications in them; choice of methods depending on the actual and desirable degree of independence of students; communication to students of the goals and the order of the task; creation of conditions for students' readiness for reproductive, productive and creative activity; adaptation of

cognitive functions to a certain type of educational and cognitive activity; adjusting the methodology based on the assessment of the development of cognitive abilities.

It should be noted that the content of education is the basis for the selection and use of teaching methods that will facilitate pedagogical interaction. Significant is the adherence to the principles of scientificity, relevance, content, optimum level of complexity, structure, systematic, humanization and professional orientation. The positive impact of the content of the educational material on the formation of a culture of pedagogical interaction is provided by: a) purposeful selection and structuring of the content of the educational material in accordance with the cognitive abilities of students; b) applying the system of gradual formation of cognitive skills (reproductive, reproductive-productive, productive, creative); c) preparation of educational-methodical literature with observance of requirements for content selection, its differentiation, structure, construction of methodological apparatus; d) constant concentration of students' attention on mastering the content of educational material. It is important that in the process of selection and structuring of the educational material, it is necessary to take into account the objective didactic conditions that determine the complexity of the objects for study.

It is appropriate to state that the formation of the content of educational material should provide diagnostics of the actual level of cognitive abilities of students, the formation of cognitive and students' skills starting from reproductive type skills, assessing the objective degree of complexity of educational objects, determining the cognitive skills required for conscious awareness, analysis for the presence of complicating features, determination of the discrepancy between the students' abilities and the required level of educational and cognitive iyalnosti, ie subjective complexity of the educational facility. Cognitive complications stimulate student activity in the case of matching their potential capabilities, ensuring the optimal balance of opportunities and the nature of cognitive activity that they have to show. Comparison of the actual level of development of cognitive activity with the necessary allows the teacher to assess the complexity of the content and the real possibilities of its assimilation not only intuitively but also scientifically.

The formation of the interactive position of the participants of the educational process is influenced by the orientation of the educational environment and, in particular, such conditions of its functioning as the humanistic nature of educational influence in the environment, openness and dynamism, accentuation of the communicative component in the content of education, constant diagnostic and correction pedagogical influence on this educational environment. The educational environment is a set of objective external conditions, factors, social objects necessary for the successful functioning of education, the system of influences and conditions of personality formation, as well as opportunities for its development in the social and spatial environment.

The external factors of the educational environment are the socio-cultural reality in which the educational institution operates. The educational environment as a sociocultural phenomenon is a set of conditions, specially created by the state and society, necessary for a person to receive education in the course of his life, a zone of interaction of educational systems, their elements, subjects of educational processes. An internal factor in the educational environment is the system that generates:

• organization of educational process, logic of educational and cognitive activity;

• professionalism of teachers, teachers and students' creative activity;

• communication strategy and tactics in the educational process.

Creating a favorable culture of pedagogical interaction of the educational environment involves providing conditions for social adaptation and integration of participants in the educational process, creative self-realization of each in the accessible spheres of life, psychological support for members of the student group, teachers, organization of coordination-mediating assistance and the avoidance of authoritarianism and formalism in them.

Positive influence on the formation of a culture of pedagogical interaction is possible provided the functioning of interpersonal space, in which each person feels emotionally comfortable and stable in terms of self-realization, which allows to provide a choice of values, life meaning, specific microenvironment of activity, ways.

Pedagogical conditions for forming a culture of pedagogical interaction are: reorientation of educational and professional communication as a creative activity, realization of the subject-subjective nature of pedagogical communication, accuracy, expressiveness and imagery of speech, activation of emotional sphere, constant attention to development application of methods of assessing the level of pedagogical interaction culture. These conditions contribute to the active involvement of all participants of the pedagogical process in the discussion and implementation of educational activities, their research position, tolerant decision-making, maintaining constant feedback, partnership communication.

The culture of pedagogical interaction is formed and manifested in educational and cognitive activity, which has the appropriate structure (stimulating substructure – need, motive, object, purpose; instrumental – conditions, means, composition; controlling – control, evaluation, product). It highlights the stages of need development, motivational search, goal formation, subject transformation, and control and evaluation. This structure is a benchmark for building a methodology for forming a culture of pedagogical interaction.

The process of forming a culture of pedagogical interaction with the help of educational tasks involves formulating the purpose of educational work and its acceptance by students, preparation of basic educational tasks, development of elements of their complexity, grouping by level of complexity, diagnosis of cognitive opportunities, selection and solution of educational task of the appropriate type. Further assessment of the student's actions is accompanied by self-control. To create a developmental situation, tasks of increased complexity, corresponding to the area of immediate development, are consulted. Acceptance and resolution of a difficult task by the student provides the result in the form of cognitive development.

The culture of pedagogical interaction is formed by demonstrating the necessity of mastering the educational material for future professional activity, preliminary acquaintance of students with the structural and logical scheme of discipline study, purposeful use of problem learning methods, teaching potential of the game, teaching aids, learning activities, full implementation of the functions of control of learning outcomes, application of varieties evyh tests, aggregate testing methods and assessment.

It should be noted about the significant potential of forming a culture of pedagogical interaction in the lecture form of teaching, including problematic lectures, two lectures, visualization lectures, lectures with planned mistakes; seminars in the form of a classic seminar, discussion seminar, round table, expert group meeting,

forum, symposium; practical training in the form of educational business game, training in the analysis of industrial situations; training sessions.

Successful formation of a pedagogical interaction culture is possible under the condition of systematic organization of testing and assessment of knowledge, skills and skills of future specialists, in which at all stages of control different types of it are realized through a set of methods and forms aimed at determining the quality of mastering the educational material, the degree of conformity of educational achievements of students. the goals and objectives of the discipline, the ability to master knowledge independently.

Controls and complex evaluation of teaching and pedagogical activity of a teacher based on formal and informal rating among students, opinion of graduates, members of the Student Council, rating among colleagues, assessment of the leader, content of educational disciplines, participation, conferences, student performance reports, levels of residual knowledge, self-esteem. The organizational and pedagogical conditions for exercising such control are a clear setting of tasks for a certain period of work, systematic control of the fulfillment of professional duties by the administration, complexity of the evaluation of pedagogical activity, dependence of the amount of remuneration and empowerment of scientific and pedagogical staff on the evaluation of work.

Thus, the theoretical analysis of this problem has led to the conclusion that pedagogical science and practice have accumulated a great deal of experience in the organization of pedagogical communication and formation of communicative competence of teachers. However, the current state of organization of training of specialists in higher education institutions does not meet current requirements and needs; insufficient consideration of the impact of socio-political changes that have taken place in Ukraine, slowness of transition from established models of specialist training to more advanced ones, low motivation to master professional knowledge, outflow of qualified scientific-pedagogical personnel into commercial enterprises and organizations, as well as abroad which leads to the risk of higher education institutions being replenished by incompetent or poorly trained specialists.

Pedagogical interaction should be considered as a process of cooperation on the basis of mutual assistance and understanding in order to effectively solve educational problems, purposeful exchange and enrichment with the meaning of activity, experience, emotions, attitudes, positions in the educational process. It is characterized by activity, awareness, goal-setting, systematic, multidimensionality. Pedagogical interaction as the basis and condition for establishing relationships in the pedagogical process creates a special environment for meeting the vital needs of its participants, professional growth and, thus, determines the social situation of development.

The culture of pedagogical interaction is a system of professional and ethical values that have become internal beliefs of personality, personal qualities, which regulate social and pedagogical relations and are manifested in behavior consistent with the requirements of the professional and ethical code. It is the systemic integrity of the dialectically interrelated axiological, technological, creative and personal components. The axiological component represents the culture of pedagogical interaction as a set of pedagogical values. The technology component includes methods and techniques that ensure its effectiveness, as well as the skills and professional interaction and communication. The creative component is manifested in the creation and realization of professional and ethical values and is characterized by

autonomy, flexibility and variability of thinking and actions, ability to predict the consequences of social and pedagogical actions, readiness for creative cooperation. The personal component reveals the manifestation of a culture of interaction as a specific way of realizing the essential qualities of the individual.

Conclusions and perspectives of further research. Summarizing the above, it should be noted that the value orientations of the individual are defined as accepted and conscious values that determine her choice of a certain type of behavior, act, way of life. In the personality structure, value orientations serve as the foundation on which the line of professional behavior is built. At the stage of the primary choice of profession, professional values, defined by the personality as the most significant, begin to emerge. In the process of professional development, values are tested, supplemented, acquired more and more personal value, and the individual identifies himself / herself as a representative of this profession.

The study does not exhaust all the search and research aspects of the problem. Further analysis and study require aspects of the application of new interactive technologies in the educational process of the university to form the value sphere of future professionals and the culture of their pedagogical interaction.

References
1. Artimonova T. Osnovni dukhovni priorytety student·s'koyi molodi: napryamy transformatsiy / T. Artimonova // Vyshcha shkola Ukrayiny. – 2008. – № 1. – S. 72-75.
2. Bekh I. D. Vykhovannia osobystosti: [navch. posibnyk] / I.D.Bekh. – Kyiv.: Lybid', 2008. – 848 s.
3. Hordieieva K. S. Profesiini tsinnosti v systemi sotsial'no-pedahohichnoi roboty: psykholohichnyi aspekt / K. S. Hordieieva // Humanizatsiia navchal'no-vykhovnoho protsesu: zbirnyk naukovykh prats' / [za zah. red. prof. V. I. Sypchenka]. – Slov'ians'k: DDPU, 2014. – Vypusk LXVIII. – Ch. I. – S. 182-188.
4. Entsyklopediia osvity [entsyklopediia] / V.H.Kremen'. – Kyiv: Yurinkom Inter, 2008. – 1040 s.
5. Etyka: [navch. posibnyk] / V.O.Lozovoi, M.I.Panov, O.A.Stasevs'ka ta in. – K.: Yurinkom Inter, 2002. – S. 103.
6. Zhelanova V.V. Teoretyko-metodolohichni aspekty problemy tsinnostey osobystosti / V.V. Zhelanova, A.V. Petsanova // Visnyk Luhans'koho natsional'noho pedahohichnoho universytetu im. T.Shevchenka (pedahohichni nauky). 2008. – № 7. – S. 114-119.
7. Kalashnikova L.U. Umovy formuvannia sotsial'noi pozytsii studenta / L.U.Kalashnikova // Pedahohika ta psykholohiia. 2014. – Vyp. 45. – S. 125-134.
8. Kruchek V. A. Formuvannya kul'tury pedahohichnoyi vzayemodiyi: monohrafiya / V. A. Kruchek. – K.: NAKKKiM, 2012. – 408 s.
9. Kruchek V. A. Doslidzhennya sformovanosti komunikatyvnykh umin' studentiv vyshchykh zakladiv osvity / V. A. Kruchek // Nauk. chasop. Nats. ped. un-tu im. M. P. Drahomanova: zb. nauk. pr. K.: NPU im. M. P. Drahomanova, 2007. № 17 (41). CH. 1. S.
10. Kruchek V. A. Tolerantnist' yak osnova pedahohichnoyi vzayemodiyi / V. A. Kruchek // Nauk, chasop. Nats. ped. un-tu im. M. P. Drahomanova: zb. nauk. pr. – K.: NPU im. M. P. Drahomanova, 2007. Vyp. 5. CH. 1. S. 310-314.
11. Kruchek V. A. Struktura kul'tury pedahohichnoyi vzayemodiyi / V. A. Kruchek // Visn. Kyyiv. nats. un-tu im. Tarasa Shevchenka. K.: [b.v.], 2009. № 3. – S. 138-146.
12. Solovei M.I., Kudina V.V., Spitsyn Ie.S. Profesiino-pedahohichna pidhotovka maibutn'oho vchytelia v kredytno-modul'nii systemi orhanizatsii navchannia: [navchal'nyi posibnyk] / M.I.Solovei, V.V.Kudina, Ie.S.Spitsyn. – Kyiv: Lenvit, 2013. – 414 s. – S.148.
13. Sukhomlyns'ka O. V. Tsinnosti u vykhovanni molodi ta ditey: stan rozroblennya problemy. Pedahohika i psykholohiya. 1997. № 1. – S. 105–111.
14. Tsinnosti osvity i vykhovannia: [navch. posibnyk] / O.V.Sukhomlynska. – Kyiv, 1997.

Список **використаних** джерел
1. Артімонова Т. Основні духовні пріоритети студентської молоді: напрями трансформацій / Т. Артімонова // Вища школа України. – 2008. – № 1. – С. 72–75.
2. Бех І. Д. Виховання особистості : навч. посібник / І.Д.Бех. – К.: Либідь, 2008. – 848 с.
3. Гордєєва К. С. Професійні цінності в системі соціально-педагогічної роботи: психологічний аспект / К. С. Гордєєва // Гуманізація навчально-виховного процесу: збірник наукових праць / за заг. ред. проф. В. І. Сипченка. – Слов'янськ: ДДПУ, 2014. – Випуск LXVIII. – Ч. І. – С. 182-188.
4. Енциклопедія освіти [енциклопедія] / В.Г.Кремень. – К.: Юрінком Інтер, 2008. – 1040 с.

5. Етика : навч. посібник / В.О.Лозовой, М.І.Панов, О.А.Стасевська та ін. – К.: Юрінком Інтер, 2002. – 224 с. – С. 103.

6. Желанова В.В. Теоретико-методологічні аспекти проблеми цінностей особистості / В.В. Желанова, А.В. Пецанова // Вісник Луганського національного педагогічного університету ім. Т.Шевченка (педагогічні науки). – 2008. – № 7. – С. 114-119.

7. Калашнікова Л.Ю. Умови формування соціальної позиції студента / Л.Ю.Калашнікова // Педагогіка та психологія. – 2014. – Вип. 45. – С. 125-134.

8. Кручек В. А. Формування культури педагогічної взаємодії: монографія / В. А. Кручек. – К.: НАККіМ, 2012. – 408 с.

9. Кручек В. А. Дослідження сформованості комунікативних умінь студентів вищих закладів освіти / В. А. Кручек // Наук. часоп. Нац. пед. ун-ту ім. М. П. Драгоманова : зб. наук. пр. – 2007. – № 17 (41), Ч. 1. – С. 196-200.

10. Кручек В. А. Толерантність як основа педагогічної взаємодії / В. А. Кручек // Наук. часоп. Нац. пед. ун-ту ім. М. П. Драгоманова : зб. наук. пр. – 2007. – Вип. 5, Ч. 1. – С. 310-314.

11. Кручек В. А. Структура культури педагогічної взаємодії / В. А. Кручек // Вісн. Київ. нац. ун-ту ім. Тараса Шевченка. – 2009. – № 3. – С. 138-146.

12. Соловей М.І., Кудіна В.В., Спіцин Є.С. Професійно-педагогічна підготовка майбутнього вчителя в кредитно-модульній системі організації навчання : навч. посіб. / М.І.Соловей, В.В.Кудіна, Є.С.Спіцин. – К.: Ленвіт, 2013. – 414 с.

13. Сухомлинська О. В. Цінності у вихованні молоді та дітей: стан розроблення проблеми. Педагогіка і психологія. – 1997. – № 1. – С. 105–111.

14. Цінності освіти та виховання : наук.-метод. зб. / За заг. ред. Сухомлинської О.В. – К., 1997. – 224 с.

Л. Левицька, канд. пед. наук, доц.
Київський національний університет імені Тараса Шевченка, Київ

ЦІННІСНІ ОРІЄНТАЦІЇ У ФОРМУВАННІ КУЛЬТУРИ ПЕДАГОГІЧНОЇ ВЗАЄМОДІЇ ВИКЛАДАЧ – СТУДЕНТ

Розкрито сутність формування культури педагогічної взаємодії суб'єктів освітнього процесу закладів вищої освіти в системі професійно-етичних цінностей. Визначено основні дефініції процесу формування культури педагогічної взаємодії: "суб'єкт-об'єктна взаємодія", "суб'єкт-суб'єктна взаємодія", "педагогічна взаємодія", "культура педагогічної взаємодії".

Висвітлюється педагогічна взаємодія як процес співробітництва на основі взаємодопомоги та взаєморозуміння з метою ефективного вирішення освітніх завдань, емоціями, установками, позиціями в освітньому процесі.

Окреслено культуру педагогічної взаємодії як систему професійно-етичних цінностей, що стали внутрішніми переконаннями особистості, особистісних якостей, які регулюють соціально-педагогічні відносини та проявляються у поведінці, узгодженій з вимогами професійно-етичного кодексу. Вона є системною цілісністю взаємопов'язаних компонентів: аксіологічного, технологічного, творчого та особистісного. Аксіологічний компонент подає культуру педагогічної взаємодії як сукупність педагогічних цінностей. Технологічний компонент включає способи і прийоми діяльності, що забезпечують її ефективність, а також уміння і навички професійної взаємодії і спілкування. Творчий компонент виявляється у створенні й реалізації професійно-етичних цінностей та характеризується самостійністю, гнучкістю і варіативністю мислення та дій, умінням прогнозувати наслідки соціально-педагогічних дій, готовністю до творчої співпраці. Особистісний компонент розкриває прояв культури взаємодії як специфічного способу реалізації сутнісних якостей особистості.

Розкрито зміст і структуру педагогічної взаємодії, психолого-педагогічні фактори і умови формування культури педагогічної взаємодії суб'єктів освітнього процесу закладу вищої освіти.

Ключові слова: суб'єкт-об'єктна взаємодія, суб'єкт-суб'єктна взаємодія, педагогічна взаємодія, культура педагогічної взаємодії, формування культури педагогічної взаємодії, цінності, професійно-ціннісні орієнтації студентів.

A. Marushkevych, Professor, Doctor of Pedagogical Sciences,
I. Mariuts, PhD, Assistant Professor,
Taras Shevchenko National University of Kyiv, Kyiv

PROFESSIONAL PEDAGOGICAL TRAINING OF SCIENTIFIC SUBSTANTIATION OF THE UKRAINIAN SCHOLARS

The article presents the approaches of Ukrainian scientists to the professional training of future pedagogues of higher educational institution. The main positions of the state documents on this issue are analyzed. The basic professional knowledges, skills and competences, what a modern lecturer of a higher education institution should possess are described. Requirements for theoretical preparation of the future lecturer, the level of his/her professional knowledge, general professional skills outlined. Considerable attention paid to peculiarities of the future lecturer's personality formation. It indicates professionally significant qualities of the personality of the future lecturer, the functional manifestations of qualities of his/her personality, formation of professional and creative competences. General theoretical problems of the preparation of future lecturers in higher education institutions, the development of students' readiness for pedagogical activity, and scientific research work disclosed.

Keywords: Lecturer, professional knowledge, professional training of future pedagogues, skills and competences.

Formulation of the problem. Requirements to the development of national education sector raised under conditions of integration of Ukraine to the European Educational Area. These peaks contradictions in the present-day system of higher education between the goal of forming a qualified specialist and the means to achieve it. Contradictions between the task of providing his/her professional and personal development on the basis of the humanistic pedagogy and directive methods of training, between the large scale character of teacher's training and the individual character of pedagogical activity of each scientific-pedagogical worker. Thus, there is no doubts that the designation of long-term strategies for further improving the future teachers training a university is necessary.

Based on analysis of the national documents on education (Constitution of Ukraine, Laws of Ukraine "On Education", "On General Secondary Education", "On Extracurricular Education", "On Higher Education", "The Concept of General Secondary School", National Doctrine of Education Development in Ukraine, the National Strategy for the Education Development in Ukraine until 2021), we can conclude that the state provides equal access to education, its development in state and municipal educational institutions in any of forms. It supports the preparation of high qualification specialists, including educators, professors of higher education institutions. In this context, we find important to modernize the process of teachers training in Ukraine, their professional development, update approaches to implementation of their abilities. The productivity of teacher depends on his/her knowledge of discipline and methods of teaching, on his/her ability to assess the results achieved, on the level of pedagogical skills and others.

Analysis of recent researches and publications. General issues of professional-pedagogical training of future

educators studied in the works of such Ukrainian scholars as O. Abdullina, A. Bojko, V. Hluzman, N. Dem'yanenko, O. Dubasenyuk, L. Mishhenko, M. Smetans"kyj, L. Khomych and others. Principles of university teacher's professional activity discovered by O. Hura, M. Yermolenko, I. Isayev, A. Korzhuyev, V. Kuzovlev, V. Mizherikov, K. Hnezdilova, S. Masych and others. Special aspects of educational process organization are analyzed by M. Nikandrov, I. Ohorodnikov, S. Arkhanhel's'kyy and others.

N. Huziy notes that the formation of a future teacher's personality can be considered as a strategy, realized through the unity of the reproduction and functioning of pedagogical employee, the continuousness of pedagogical education, providing flexibility, variability, dynamism in the content and forms of its preparation and retraining (Huziy, 2015, p.8).

S. Masych makes an accent on the concept of "professional training of a future teacher" can be concretized with the help of such realities as professional knowledge, skills and competences; significant professional qualities of a future teacher's personality; functional manifestations of the qualities of teacher's personality (reflection, autonomy, meaning creation), personally oriented professional activity (Masych, 2015 p.188-189).

Current development of society puts forward an amount of new requirements to teachers training, to the level of their professional knowledge, general professional skills and competences based on the educational technologies, considered to develop their professional qualities. New approaches to the solution of this problem were suggested in the new Law of Ukraine "On Higher Education", Conceptual Framework of Pedagogical Education Development of Ukraine, its integration into the European Education Area, in the Field Standard of Higher Education of Ukraine, in the legislative framework of the Ministry of Education and Science of Ukraine.

Caring that this preparation should be sufficient, the scientific and pedagogical staff of higher educational institutions participate in improving the normative documents (curricular plan, curricular program) and field standards (educational and qualification characteristics, educational and professional program), taking into account foreign and national experience. They are making a model of professional training of future teachers; providing stimulation of their scientific, research, project, and independent work. They try to take into account the range of functions performed in the future by a graduate form integrated professional skills, increase the volume and improve the quality of pedagogical practice.

On the opinion of scientists, a modern teacher seen as a professional with various technologies for teaching, educating and developing students which is capable of self-development, self-improvement, self-moderation, etc. (Marushkevych, Spitsyn, 2015).

During recent decades, a number of studies have been carried out in Ukraine on general theoretical problems of future teacher's training in higher educational institutions, the development of student's readiness for pedagogical activity, formation of their moral and psychological readiness and readiness for professional self-development, innovation, self-regulation of activities. Distinguishing the content of the concepts "training" and "readiness" should note that training is the process of forming a specialist, and professional readiness considered as an integrative characteristic, indicating its personal qualities, which are in a dynamic interaction between themselves and mental states.

Research presentation.
Theoretical preparation of the future lecturer
Theoretical preparation of the future lecturer should be determine by the curricular plan of the specialty, in which a list of academic disciplines placed, in each of them, a curricular and working programs of the academic discipline developed. Having passed it, graduate should be able to compose educational and working programs of educational disciplines, choose the most effective methods and techniques for conducting a lecture or other forms of teaching activity, to put through the structure of the teaching subject, to supplement their knowledges through self-education and studying the experience of colleagues.

Research work that raises the scientific level of knowledges is an integral part of strengthening the theoretical preparation of the future lecturer. It also leads to their generalization and systematization, causes the need to acquaint with new scientific literature, encourages interest in the development of science abroad, causes the need to study the experience of educational work of their colleagues.

Important role in the teacher's training for professional work are his professionally significant personal traits and qualities. The undeniable in this issue is V. Kremen's position: "It is evident, that the humanistic worldview should be the basis of the educational system as a general idea. It should provide the formation of such personal qualities as perception of nature and human being in their unity, the rejection of authoritarian, mythological style of thinking, tolerance, a tendency to compromise, an attentive attitude to someone else's opinion, other cultures, values, opinions, beliefs" (Kremen, 2003, p. 20). Professionally significant personal traits and qualities are characteristics of the intellectual, spiritual, emotional-strong aspects of the personality, making influence on productiveness, success of teacher's professional and pedagogical activity and determine its individual style.

In the process of acquisition of the necessary knowledges and skills, students develop their professional abilities, which depend on the formation of the professionally-creative skills of the university lecturer, his approaches to the learning process organization, the successful finding of necessary compromises, the ability to motivate students for learning, work on themselves and their qualities.

The Ukrainian researcher L. Burkova points out the fact that, having analyzed the experience of training specialists for professional work in higher educational institutions in Europe and the USA, the researchers concluded: one of the productive approaches to modernization of education, pointed to improve its quality, is a competency-based approach. It proves that in general, competency-based approach signify the formation or development of certain qualities of individual, which includes the necessary life competencies – values, cultural level, scientific knowledges, self-service ability, performance of professional activities, etc., which are defined as competences (Burkova, 2010).

The main components of professional pedagogical activity
In the process of lecturer's training, it is important to focus on the main components of their future professional educational activities such as cognitive-psychological, social, multicultural, auto psychological, personal components. The cognitive-psychological component includes professional knowledge, abilities, skills, capability to use pedagogical technologies, pedagogical management. Social component – focused on understanding the essence of social problems of society. Multicultural component – caused by the need to be aware of itself as a bearer of national and universal values. Auto psychological component appear in the ability to point students on professional self-improvement: self-knowledge, self-esteem, self-control and self-correction. Personal component is associated with the professionally important qualities of the lecturer.

The content of the modern lecturer's training is presented in the Educational Qualification Characteristic (EQC), which is a summary generalize requirements to lecturer on the level of his theoretical and practical experience.

The main components of the professional readiness of lecturer to work presented in higher education standards, professional knowledges, skills and abilities identified. Professional knowledges (general cultural, psychological, pedagogical, special knowledges) are necessary for satisfying the requirements of general and professional student's interests. Professional knowledges causing formation of pedagogical skills: psychological and pedagogical – the most general ones, concerning all activities of the teacher (analytical, constructive, organizational, communicative, controlling; specific methodological – related to the training and organization of specific activities; pedagogical techniques: the ability to control oneself; the ability to interact with people, influence the individual and the group. The apex of the teacher's professional training is the development of pedagogical abilities, which form the basis of the functions of the future specialist's activity (Marushkevych, Spitsyn, 2015).

Professional-pedagogical preparation of lecturer includes several blocks of knowledges: psychological, specifically pedagogical, knowledges of the professional direction, specifically subject, research. Psychological knowledges – includes knowledges about specific mental reality and interest to it (Kontseptsiya rozvytku neperervnoyi pedahohichnoyi osvity, p. 87). Psychological components: the differentially psychological (the assimilation of educational material in accordance with individual and age characteristics), the socio-psychological (especially the educational-cognitive and communicative activities of the training group and a particular personality in it), auto psychological (knowledge about positive and negative aspects of their professional activities) (Kuz'myna, 1984, p. 23-28). Specifically pedagogical – the knowledge of didactics and it is the ability creatively to use it, which aimed to develop pedagogical skills (Bulanova-Toporkova, 2002, p. 55). According to I. Zayun, they formed on the following levels: methodological, theoretical, methodical and technological (Zyazyun, 2009, p. 2-10). Professional knowledges are knowledges that characterize special features of the specialty, conditions, circumstances and prospects for development of the profession, the methodological foundations of theoretical and practical training of specialists. Specific-subject knowledges are knowledges of the theoretical foundations and the understanding of phenomena that form the basis of discipline. Research expertise includes a holistic teacher's view about science as a system of knowledges, an essence of general scientific and specific scientific methods of research, planning and organization of scientific research, processing the results of scientific observations, analyzing scientific literature and preparation of materials for publishing.

Professional skills should be perfect and based on the making of different tasks, free possession of various systems of actions, independent choice of the necessary system of actions in various situations, their wide transfer to other activities.

Practical training of the university lecturer

The qualitative combination of theoretical and practical training of the university professor predetermines a high level of his/her professional and pedagogical activity. Theoretical preparation includes following skills: analytical, prognostic, projective, reflexive, gnostic, research. Analytical skills – the ability to think pedagogically (to spread out pedagogical phenomena on component elements; to comprehend each of them in interrelation and interdependency; to find ideas, conclusions, regularities in the theory of education and upbringing appropriate to the logic of this phenomenon; correctly diagnose it; identify pedagogical problems and determine the ways of their solution). Prognostic – are the abilities to foresee certain mistakes or achievements of students, to see nearest and further prospects for their development. Project abilities – manifests itself as the ability to make pedagogical projects for the implementation of specific plans for education and upbringing, to conduct activities in accordance with the goals and objectives, to conduct teaching and upbringing work. The main way of forming project skills is to develop the pedagogical imagination, accumulate experience in modeling of pedagogical process and its results and critically analyze its plans and constantly improving it. Reflective abilities – takes place while thinking about person's own actions, emotional reactions, the results of her activities, self-analysis. According to A. Dubasenyuk (Dubasenyuk, 2003), gnostic skills are the abilities to analyze scientific sources, the level of one's own communicative skills and the development of student's activity. A. Demyanchuk (Dem"yanchuk, 2013) notes that the gnostic skills suppose the ability to recognize pedagogical reality, in particular, its components: the gnostic-perceptive-affective (subject-personality system), the value-worldview (subject-subject interaction system), the activity-behavioral (activity).

The basis of research skills are the skills, which makes a system of thinking activities: analysis, synthesis, abstraction, generalization, concretization, systematization. For its effective formation, some authors suggest using innovative potential of educational and methodical complex, generating a creative search-pointed educational environment, an optimal combination of traditional and innovative teaching, rising the qualification of lecturers at seminars and in the system of additional vocational training.

Practical lecturer's training provides organizational competences, including mobilization, information, development, orientation and communication, perceptual, constructive skills. Organizational skills are necessary for attracting students to the educational and cognitive activities and team building. Mobilization skills are necessary for the formation of the need for knowledge. Informational skills – for the presentation of educational information, working with sources, interpreting and adapting information according to the goal of teaching and educating students. Developing skills are necessary for student's knowledge, feelings and liberty development, stimulating their cognitive independence and thinking processes. Orientations skills are necessary for formation of a scientific world outlook, moral values, for acquisition of professional competences, for organization of joint creative activity of students. Communication skills play an important role too. They provide an opportunity to establish a pedagogically appropriate relationship between teacher and students. Such communication is a system of receptions for social and psychological interaction, the content of which is the exchange of information, the organization of relations through communication tools. Necessary for lecturer of the university are perceptual skills, which consist in the teacher's ability to penetrate into the student's inner world, to understand their inner state and the slightest changes in it.

Forming constructive skills of university lecturer (who provides structuring of the course, setting out materials for specific lecture, choosing types of classes) it is necessary to take into account their aspiration to self-activity and creativity, aspiration to engage in self-education, the ability to work in team, etc.

The professional-pedagogical training of young people in a higher education institution comprises education of the patriots of their country. Citizens, who are ready to selflessly develop it as a sovereign, independent, democratic, legal and social state, able to demonstrate national dignity, to know their duties and rights defend themselves in a civilized way, promote civil peace and harmony in the society, to behave competently, to be competitive and successfully to self-actualize in society as citizens and professionals.

"It is necessary to change the strategy and tactics of interaction between the main participants of educational process, between a teacher and ta student in the system of educational work in a university" stressed in the textbook "Pedagogy of High School" by A. Marushkevich and E. Spitsyn (Marushkevych, Spitsyn, 2015). The success can be guaranteed in one condition – that the providing of the process of education will be built on the basis of developing natural abilities of each student, creating conditions for his self-development, self-education, self-affirmation, self-realization.

The educational system of a modern university should be characterized by a unity of actions between all its structural elements. Partnership, democratic style and norms of human relations should be its organic component. The integrity of educational system based on the joint activity of students and teachers, which create a unified academic community involved in the co-organization of life of student's youth.

Systematic approach to organization of educational work

A systematic approach to the organization of educational work among students provides its links with external systems, designated us as factors of social interaction. The factors of social interaction include social environment, social life and social organizations, information factors, events and actions of a spiritual nature (Marushkevych, Spitsyn, 2015). Student's self-governance takes an important place in the system of educational work in higher educational institutions. Activists of student's self-governance contribute to be increase of entrants, especially through motivation by prospects of future employment of those who will receive education in their university; by search of funds for the organization of cultural events; by organization of their own communication and recreation outside of classes; by searching for investors and cooperation with them; the provision of legal assistance through the involvement of future lawyers in this matter; conducting monitoring activities of the transformation of student self-governance forms; the regulation of relations of student's governance representatives and universities' administration on contentious issues, etc. (Marushkevych, Spitsyn, 2015).

Learning technologies are also important in the process of professional-pedagogical training of young people in universities (telecommunication technologies, Internet technologies). They are used in the system of higher education as resources of transferring information and teaching students who acquire knowledge with their help. Technologies, as means of cognition in the learning process, include databases, multimedia / hypermedia and so on. They can be used in studying of any academic subject. Educational technologies related to the process of constructing students' knowledges, which related to the information they have previously learned and their beliefs, that helps to know the truth, because it depends in each individual person on knowledge and beliefs.

K. Gnezdilova believes that special attention in professional and pedagogical teachers training should be payed to improvement of educational and professional programs by strengthening its psychological and pedagogical content. She points the need to modernize process of future teachers training organizing, in particular, by introduction of new technologies with involvement of undergraduates (Hnezdilova, 2013, p. 219).

Conclusions

The attitude of young generation to quality of professional activity of mentors attract many of our contemporaries. "This new generation, which has high criteria to life and people, reasoned judgments. Generation, that sharply feels the authenticity of the teacher's admiration for his job, a sincere interest in transfer of experience, the uniqueness of teacher's personality or its absence. In communicating with such audience, teacher should go through a "dialogical veritas" (M. Bakhtin), in which, on our opinion, the greatest prospects for educational process stands around, its focus on the intellectual and creative development of the young man" – we find in publication "Education in the modern world" by well-known scientist S. Sysoeva (Sysoyeva, 2010). According to such positions, we pay attention to pedagogical competence of teachers, which comprise their ability to explain information of academic discipline, assess the quality level of students' knowledge, professionally lead in the audience and keep students' attention, competently select new teaching material, use the newest technologies in educational process, ethically communicate to students and colleagues, critically evaluate their pedagogical activity. In general, to meet needs of students, we note teaching, teaching-methodical, research work of the lecturer of higher education aimed at providing to students necessary information, literature and the data of their personal scientific research.

References

1. Akmeolohiya z osnovamy psykholohiyi kar"yery: navch. posibnyk / Uklad. O. M. Havaleshko, V. V. Pasnichenko., T. A. Kryvko. – Chernivtsi: Ruta, 2004. – 84 s. [in Ukrainian].

2. Bulanova-Toporkova M. V. Pedahohyka y psykholohyya vysshey shkoly : [uchebnoe posobye] / M. V. Bulanova-Toporkova. – Rostov-na-Donu: Fenyks, 2002. – 544 s. [in Ukrainian].

3. Burkova L. V. Sotsionomichni profesiyi: innovatsiyna pidhotovka fakhivtsiv u Vyshchykh navchal'nykh zakladakh: monohrafiya / L. V. Burkova. – K.: TOV "Informatsiyni systemy", 2010. – 278 s. [in Ukrainian].

4. Vitvyts'ka S. S. Formuvannya hotovnosti mahistriv osvity do naukovo-doslidnyts'koyi diyal'nosti u protsesi vyvchennya pedahohiky vyshchoyi shkoly / S. S. Vitvyts'ka // Zbirnyk naukovykh prats' Viys'kovoho instytutu Kyyivs'koho natsional'noho universytetu imeni Tarasa Shevchenka. – 2014. – Vyp. 46. – S. 262-268. [in Ukrainian].

5. Hnezdilova K. M. Providni tendentsiyi profesiynoyi pidhotovky vykladachiv u klasychnomu universyteti [Elektronnyy resurs] / K. Hnezdilova // Pedahohichna osvita i nauka v umovakh klasychnoho universytetu: tradytsiyi, problemy, perspektyvy: u 3-kh tomakh. – 2013. – Tom 1. S. 219-225. [Online] http://prima.lnu.edu.ua/Pedagogika/periodic/pedos3t/tom1/21_hnezdilova.pdf [in Ukrainian].

6. Huziy N. V. Pidhotovka osvityans'kykh kadriv do tvorchosti, maysternosti, profesionalizmu pedahohichnoyi pratsi yak akmeoloho-dydaskolohichnyy vektor innovatsiynoho rozvytku vyshchoyi pedahohichnoyi shkoly / N. V. Huziy // Pedahohichna tvorchist', maysternist', profesionalizm: problemy teoriyi i praktyky pidhotovky ta perepidhotovky osvityans'kykh kadriv : materialy II Vseukrayins'koyi naukovo-praktychnoyi konferentsiyi. – K.: Vyd-vo NPU imeni M. P. Drahomanova, 2015. – 205 s. – S. 9-14. [in Ukrainian].

7. Dem"yanchuk O. O. Pedahohichni umovy formuvannya hnostychnykh umin' molodykh pedahohiv u protsesi profesiynoyi diyal'nosti / O. O. Dem"yanchuk // Naukovyy visnyk Donbasu. – 2013. – № 1. [Online] http://nbuv.gov.ua/UJRN/nvd_2013_1_10 [in Ukrainian].

8. Dubasenyuk O. A. Profesiyna pidhotovka maybutn'oho vchytelya do pedahohichnoyi diyal'nosti: Monohrafiya. – Zh.: Zhytomyrs'kyy derzhavnyy pedahohichnyy universytet, 2003. – 192 s. [in Ukrainian].

9. Zyazyun I. A. Pidhotovka vchytelya do zabezpechennya yakosti osvitn'o-vykhovnoho protsesu v Ukrayini / I. A. Zyazyun // Post metodyka. – 2009. – № 4 (88) – S. 2-10. [in Ukrainian].

10. Kontseptsiya rozvytku neperervnoyi pedahohichnoyi osvity [Online] http://osvita.ua/legislation/Ser_osv/36816/ [in Ukrainian].

11. Kremen' V. H. Osvita i nauka Ukrayiny: shlyakhy modernizatsiyi (fakty, rozdumy, perspektyvy). – K.: Hramota, 2003. – 216 s. [in Ukrainian].

12. Kuz'myna N. V. Pedahohycheskoe masterstvo uchytelya kak faktor razvytyya sposobnostey uchashchykhsya // Voprosi psykholohyy. – 1984. – №1. – S. 23-28. [in Ukrainian].

13. Kuz'myna N. V. Professyonalyzm lychnosty prepodavatelya u mastera proyzvodstvennoho obuchenyya / N. V. Kuz'myna. – M.: Vysshaya shkola, 1990. – 119 s. [in Ukrainian].

14. Marushkevych A. A., Spitsyn Ye. S. Pedahohika vyshchoyi shkoly. Pidruchnyk – Kyiv: VPTs "Kyyivs'kyy universytet", 2015 – 415 s. [in Ukrainian].

15. Masych S. Yu. Osnovni katehoriyi profesiynoyi osvity pedahohichnykh kadriv [Elektronnyy resurs] / S. Yu. Masych // Pedahohika formuvannya tvorchoyi osobystosti u vyshchiy u zahal'noosvitniy shkolakh. – 2015. – Vyp. 45. – S. 187-194. – Rezhym dostupu: http://nbuv.gov.ua/UJRN/Pfto_2015_45_26 [in Ukrainian].

16. Moroz O. H., Yurchenko V. I. Pidhotovka maybutn'oho vykladacha vyshchoyi shkoly: psykholoho-pedahohichnyy rakurs // Naukovi zapysky: Zbirnyk naukovykh statey NPU imeni M. P. Drahomanova. – K.: NPU, 2001. – Vypusk 41. – S. 156-159. [in Ukrainian].

17. Natsional'na prohrama vykhovannya ditey ta uchnivs'koyi molodi v Ukrayini // Osvita Ukrayiny. – № 94. – 3 hrudnya 2004 r. – S. 6-10. [in Ukrainian].

18. Sysoyeva S. O. Osvita v suchasnomu sviti / Sysoyeva S. O. // Zbirnyk naukovykh prats' Materialiv Vseukrayins'koyi naukovo-praktychnoyi konferentsiyi "Osvitolohiya – naukovyy napryam intehrovanoho piznannya osvity". – 15 hrudnya 2010 r. – K.:Kyyivs'kyy universytet imeni Borysa Hrinchenka, 2010. – 210 s. [in Ukrainian].

Список використаних джерел

1. Акмеологія з основами психології кар'єри: навч. посібник / Уклад. О. М. Гавалешко, В. В. Пасніченко., Т. А. Кривко. – Чернівці: Рута, 2004. – 84 с.

2. Буланова-Топоркова М. В. Педагогика і психология вищих шкіл : [учебное пособие] / М. В. Буланова-Топоркова. – Ростов-на-Дону: Фенікс, 2002. – 544 с.

3. Буркова Л. В. Соціономічні професії: інноваційна підготовка фахівців у Вищих навчальних закладах: монографія / Л. В. Буркова. – К.: ТОВ "Інформаційні системи", 2010. – 278 с.

4. Вітвицька С. С. Формування хотливості магістру освітності до науково-дослідницької діяльності в процесі виховання педагогічних вищів школи / С. С. Вітвицька // Збірник наукових праць Війського інституту Київського національного університету імені Тараса Шевченка. – 2014. – Вип. 46. – С. 262-268.

5. Гнезділова К. М. Провідні тенденції професійної підготовки викладачів у класичному університеті [Електронний ресурс] / К. Гнезділова // Педагогічна освіта і наука в умовах класичного університету: традиції, проблеми, перспективи: у 3-х томах. – 2013. – Том 1. – С. 219-225. [Інтернет] http://prima.lnu.edu.ua/Pedagogika/periodic/pedos3t/tom1/21_hnezdilova.pdf

6. Гузій Н. В. Підготовка освітянських кадрів до творчості, майстерності, професіоналізму педагогічної практики як акмеолого-дидасколігічний вектор інноваційного розвитку вищої педагогічної школи / Н. В. Гузій // Педагогічна творчість, майстерність, професіоналізм: проблеми теорії і практики підготовки та перепідготовки освітянських кадрів: матеріали ІІ Всеукраїнської науково-практичної конференції. – К .: Вид-во НПУ імені М. П. Драгоманова, 2015. – 205 с. – С. 9-14.

7. Дем'янчук О. О. Педагогічні умови формування гностичних умінь молодих педагогів у процесі професійної діяльності / О. О. Дем'янчук // Науковий вісник Донбасу. – 2013. – № 1. [Онлайн] http://nbuv.gov.ua/UJRN/nvd_2013_1_10

8. Дубасенюк О. А. Професійна підготовка майбутнього вчителя до педагогічної діяльності: Монографія. – Ж .: Житомирський державний педагогічний університет, 2003. – 192 с.

9. Зязюн І. А. Підготовка вчителя до забезпечення якості освітньо-виховного процесу в Україні / І. А. Зязюн // Пост методика. – 2009. – № 4 (88) – С. 2-10.

10. Концепція розвитку неперервної педагогічної діяльності [Інтернет] http://osvita.ua/legislation/Ser_osv/36816/

11. Кремень В. Х. Освіта і наука України: шляхи модернізації (факти, роздуми, перспективи) – К .: Грамота, 2003. – 216 с.

12. Кузьмина Н. В. Педагогічна майстерність вчителя як фактор розвитку можливостей учнів // Вопроси психологічного. – 1984. – №1. – С. 23-28.

13. Кузьмина Н. В. Професіоналізм особистості викладача і майстра виробничого навчання / Н. В. Кузьмина. – М .: Вища школа, 1990. – 119 с.

14. Марушкевич А. А., Спіцин Є. С. Педагогіка вищої школи. Підручник – Київ: ВПЦ "Київський університет", 2015 – 415 с.

15. Масич С. Ю. Основні категорії професійної освіти педагогічних кадрів [Електронний ресурс] / С. Ю. Масич // Педагогіка формування творчої особистості у вищій та загальноосвітній школі. – 2015. – Вип. 45. – С. 187-194. – Режим доступу: http://nbuv.gov.ua/UJRN/Pfto_2015_45_26

16. Мороз О. Х., Юрченко В. І. Підготовка майбутнього викладача вищої школи: психолого-педагогічний ракурс // Наукові записки: Збірник наукових статей НПУ імені М. П. Драгоманова. – К .: НПУ, 2001. – Випуск 41. – С. 156-159.

17. Національна програма виховання дітей та учнівської молоді в Україні // Освіта України. – № 94. – 3 грудня 2004 р. – С. 6-10.

18. Сисоєва С. О. Освіта в сучасному світі / Сисоєва С. О. // Збірник наукових праць 'Матеріал Всеукраїнської науково-практичної конференції "Освітологія" – науковий напрям інтегрованого пізнання освіти ". – 15 грудня 2010 р. – К.: Київський університет імені Бориса Грінченка, 2010. – 210 с.

А. Марушкевич, д-р пед. наук, проф.,
І. Маріуц, канд. пед. наук, асист.
Київський національний університет імені Тараса Шевченка, Київ

ПРОФЕСІЙНО-ПЕДАГОГІЧНА ПІДГОТОВКА У НАУКОВИХ ОБГРУНТУВАННЯХ УКРАЇНСЬКИХ ВЧЕНИХ

У статті представлені підходи українських вчених до професійної підготовки майбутніх педагогів закладів вищої освіти. Аналізуються основні положення державних документів з цього питання. Описано основні професійні знання, навички та компетентності, якими повинен володіти сучасний викладач закладу вищої освіти. Викладено вимоги до теоретичної підготовки майбутнього викладача, рівень його професійних знань, загальні професійні навички. Значну увагу приділено особливостям формування особистості майбутнього викладача. Це вказує на професійно значущі якості особистості майбутнього науково-педагогічного працівника, функціональні прояви якостей його особистості, формування професійних і творчих компетентностей. Розкрито загальні теоретичні проблеми підготовки майбутніх викладачів у закладах вищої освіти, розвитку готовності студентів до педагогічної діяльності та науково-дослідної роботи.

Ключові слова: викладач, професійні знання, професійна підготовка майбутніх педагогів, навички та компетенції.

I. Milieva, PhD, Associate Professor
M. Khodakivska, Senior Lecturer
Kharkov national university of civil engineering and architecture, Kharkiv

METHODS OF READING TEXTS IN THE FIELD IN UKRAINIAN AS A FOREIGN LANGUAGE

The article deals with issues related to communication activities taught by foreign citizens. Attention is drawn to the fact that there are many unresolved issues in the methodological literature concerning the passive types of communicative activity. This article is devoted to one of these types – reading, and more specifically to problems related to different types of reading in classes from Ukrainian as a foreign language. After analyzing some of the issues surrounding the topic of the study, attention is drawn to this type of reading preparation work as a study. It is emphasized that professional texts that are of practical importance for foreign students play an important role in the study of reading, helping to master the future profession. The authors of the article provide a brief description of the types of work with texts and recommendations on the types of tasks to work with them. A set of tasks for working with the text "What is Architecture?" is offered. This text can be used in classes with students of the first year of architectural and construction specialties. The pre-reading tasks are described in detail and specific examples of their application are presented (tasks for eliminating lexical difficulties, tasks for working with keywords of the text, tasks for recognizing words on formal and semantic grounds, on learning grammatical constructions, as well as tasks for improving grammatical skills). Examples of tasks that are performed directly while reading are offered, as well as post-reading tasks that are limited to traditional tasks (complete sentences based on text, retype text, etc.). Attention is also paid to the organization of methodical work in which it is possible to achieve positive results, in the text should be relevant, the texts should be selected according to the speech level of foreign students, the tasks before the text should be aimed at overcoming lexical and grammatical difficulties, and after the text should be set by the purpose is to test reading comprehension and to prepare for reproduction of the text.

Keywords: Ukrainian as a foreign language, types of reading, study reading, professional text, pre-text tasks, post-text tasks, grammatical constructions.

Problem statement. The issues of improving the forms and methods of teaching Ukrainian as a foreign language and adaptation to the new living conditions remain among the pressing challenges of modern education. Each one of the four types of communication activity that are taught to foreign students (speaking, listening, writing, reading) has many unsolved issues.

The relevance of this study is emphasized by the fact that for the foreign students, Ukrainian language is not only an academic subject but also a means of personal development and acquiring expertise, however scientific and methodological literature dedicated to the study of Ukrainian as a foreign language lacks specific guidelines on how to learn reading professional texts, which would optimize the learning process. Learning foreign language in higher education establishments cannot be an end in itself. It should equip the future professional with powerful capabilities for sourcing information that could be used in their professional interests [1]. Therefore, special attention is required for developing skills in close reading of professional texts. The practical significance of this study is that it provides a system of tasks designed to teach close reading of specialized texts to foreign students, which can be used in the practice of teaching Ukrainian as a foreign language.

Purpose and objectives. The purpose of the article is to describe in detail methods for teaching close reading and to demonstrate practical use of the developed methods on a piece of written specialized text and a set of related tasks.

Analysis of recent research and publications. The generalized theoretical aspect of teaching Ukrainian as a foreign language was developed by such prominent education scientists as L. Bey, I. Kochan, D. Mazuryk, T. Lahuta, B. Sokil, O. Trostynska, H. Tokhtar, N. Stankevych. Modern research in the area of learning professional texts in foreign language were to some extent covered in scientific inquiries of K. Kusko, T. Yakhontova, and others. Over the past five years, there have been a number of textbooks presenting texts of different styles and the related methodological apparatus. Scientists note that for the foreign students the ability to read correctly, depending on the communication attitude, and to use different types of reading is a fundamental skill that affects learning outcomes and acquisition of relevant knowledge for the future speciality [2, p. 21].

The Department of Ukrainian Language and Language Training of Foreign Residents of the Kharkiv National University of Construction and Architecture has prepared manuals and a basic textbook for practical training in Ukrainian as a foreign language, which include both texts on Country Studies and professional texts [3]. N. Kravtsova is the author of guidelines intended for independent reading of adapted texts by foreign students. This small edition consists of three sections and includes 19 adapted narratives for reading, pre-text Ukrainian-French mini-dictionary and post-text questions and tasks [4].

Presentation of the main material. As one of receptive skills concerning perception and comprehension of written text, reading is one of the major types of communicative and cognitive activities. Usually, it starts from reading with the aim to vocalize the language material, train pronunciation, word stress, and develop correct intonation; and then reading has communicative and pragmatic goals, and gradually foreign students start treating it as a way to gain information. It is paramount that a student should be able to utilize all types of reading because only then one can aptly combine them, now constituting "mature" or "mobile" reading, for any purpose: aesthetic, pragmatic, or cultural [5, p. 191].

Reading accomplishes several functions, including assistance in developing other types of communicative activities, such as oral and written productive skills. This is why most teachers of Ukrainian as a foreign language employs different types of reading. As it is commonly known, there are several distinguished types of reading: skimming, scanning, general reading, and close reading. The first two types are supplementary and arise only as an accompanying element in the development of other types of reading [6, p. 273]. Foreign students should first and foremost be taught close reading. Such reading results in "processing" of information, i.e. its organization and critical evaluation. We find it crucial that memorization of language material and formation of a vocabulary takes place precisely during the development of close reading skills.

Close reading involves as full and precise understanding of all the information contained in the text as possible, as well as its critical comprehension. It is distinguished by rereading parts of the text, sometimes with the use of expressive reading of the text to oneself or aloud,

establishment of the meaning behind the text by analysing linguistic forms, marking the most important points, memorization of the content for subsequent retelling, discussion of the text, and using it in one's work. It is close reading that teaches one "careful attitude" towards the text. It is certain that the purpose of close reading is complete perception and comprehension of the text. This requires thorough preparation, a system of exercises and tasks that monitor the level of comprehension of the text and provide step-by-step transition to oral and written speech. We can propose various types of lexico-grammatical tasks for close reading of specialized texts.

The below text "What is Architecture?" is accompanied by the proposed set of lexico-grammatical exercises. This text is used in the classes of Ukrainian as a Foreign Language with first-year students of the speciality 191, Architecture and City Planning (first content module). The training material for the classes with foreign students is selected based on the level of proficiency in Ukrainian language. This small (105 words) text corresponds with the cognitive interests of the students, it is work-related and has a sufficient amount of specific vocabulary, since future professionals should pay special attention to terminology, as it was fairly pointed out by L. Filiuk [7].

So, let's consider the tasks that can be offered to foreign students during close reading of a professional text.

What is Architecture?

An architect is an old profession. Architecture is both a science and an art. It studies the laws of construction of buildings and structures. An architect is a professional who knows the laws of architecture. An architect creates designs of buildings and structures, and manages their construction. An architect designs an artificial habitat. An artificial habitat is all that man has erected for life. Artificial habitats are cities, factories, power plants, buildings, residential buildings, public buildings, parks, and recreation areas. Works of architecture are organic combinations of science, technology and art.

A builder is also an old profession. A builder implements the architect's design. A builder erects buildings, including residential buildings, erects cities, factories, factories, and public buildings. A builder must know the laws of construction and architecture.

A builder and an architect are ancient professions.

Before the text, we offer a set of tasks which not only explain the new material, but also activate the students' experience with the language required for reading of the presented text. The main goal of the **pre-text block** is to eliminate lexico-grammatical difficulties with the piece of specialized text. To achieve this goal, we use various types of tasks.

Tasks for eliminating lexical difficulties. For example:
Write down new words and phrases. To build – build (what?); to design – design (what?)...

Tasks for working with text keywords. For example:
Read the sentences. Find out what is a building and how it differs from a structure. Write down the definition of the terms "structure" and "building".

A structure is a bridge, a residential building, a palace, a stadium, a monument, a power plant, a factory, an underground station, a swimming pool.

A building is a residential building, a cinema, a school, a university, a library, a hostel, a supermarket.

Task for identification of words by formal and semantic characteristics. For example:
Task 1. Read the following and ask questions to the words. Find and write down the words that contain the same root.

Architectural, construction, design,....

Task 2. Analyse the words by the structure. Explain their meaning.

Residential, construction, designer,....

Tasks for identifying grammatical structures. For example:
Read the sentence. Replace the nominative case of the predicate with the instrumental case (what is what → what is [represented] by what).

Architecture is the art of building design. Architecture is [represented] by..., *etc*.

Tasks for improving grammatical skills. For example:
Task 1. Inflect the verbs in the present and past tense.
For example: to build – I build, you build, he (she) builds, we build, you build, they build; he built, she built, they built.

Design, manage...

Task 2. Put the nouns and phrases in the instrumental case. Form sentences with them.

An old profession, ancient professions....

Task 3. Using the suggested options, tell us who your friends would want to become (choose your own names).

An economist, a historian, a philologist,....

Students perform **in-text** tasks directly while reading. Such a small text could call for at least one task that would draw the students' attention to the fact that the text is a source of practical information.

*Read the text and find **what-is-what structures within it.** Replace them with **what-is-represented-by-what** structures.*

Post-text tasks play an important role in learning reading and are aimed at checking the understanding of what has just been read by the foreign students for the purpose of improvement of various skills necessary for further interpretation of the text. Post-text tasks to the proposed text comprise traditional tasks: end the sentences using the text, question – answer (performed twice: first, using the text, and second, without it), retell the text (using the notes). For example:

Task 1. Finish the sentences using the text: 1. Architecture is.... 2. Architecture studies.... *etc*.

Task 2. Answer the questions. 1. What is architecture? 2. What does architecture study? 3. …

Task 3. Retell the text, use the notes and answers to previous tasks.

To rate the understanding of the content of the text by foreign students, we offer test tasks, such as:

Task 1. Select a word that best completes a lexical sting:
1. An architect, a builder, an engineer,... a) a friend; b) a student; c) a teacher.
2. A residential building, a cinema, a hostel,... a) a university; b) a park; c) a city.
3. …

Task 2. Complete the sentences:
1. An architect is... a) an old profession; b) a combination of science and art; c) a builder.
2. A builder is... a) a student; b) a combination of technology and art; c) a professional.
3. …

In addition, the post-text stage should include tasks aimed at analysing the structure of the text, the means of communication, as well as tasks with the transition to oral or written speech. It is for a good reason that speaking and reading are considered to be one combined act of speech in the methodology of teaching Ukrainian as a second language. Therefore, post-text tasks not only rate the level of understanding of the text, but also prepare the reader to reproduce the obtained information [8, p. 310].

Pre-text, in-text and post-text tasks help foreign students to better comprehend and process the content of the proposed material. Undoubtedly, reading professional texts

may cause many difficulties, but properly organized methodical work helps achieve positive results. Firstly, the text must be relevant (from the core subjects that the foreign student studies in parallel with the course "Ukrainian as a Foreign Language"). Secondly, the texts should be selected according to the level of language proficiency of foreign students, and if necessary, the texts should be adapted. Thirdly, pre-text tasks should be aimed at overcoming lexical and grammatical difficulties, and in-text and post-text tasks should test the understanding of what has just been read and preparation to produce text.

Conclusions. In summary, the outcomes of learning Ukrainian as a foreign language depends largely on proper organization of training in terms of reading specialized texts. In particular, close reading helps to better understand the content of the text, develops contextual guessing, activates skills in overcoming lexico-grammatical difficulties, and forms an interest in mastering a foreign language. The set of tasks we proposed is aimed at better comprehension of specialized texts and formation of general rules, which ideally should be followed in order to successfully master close reading skills.

Discussion. Of course, the study does not exhaust all issues regarding teaching foreign students to read specialized texts in classes of Ukrainian as a Foreign Language. Promising areas for further research include preparation of a set of lexico-grammatical tasks on close reading of specialized texts at advanced level of studying Ukrainian as a foreign language, as well as methodical development of materials for learning skimming when working with foreign students, as these questions are open to dispute due to unclear definition of boundaries between different types of reading and system of tasks for them.

References
1. Tohtar, G.I., 2005. Problemy navchannia inozemnykh hromadian u VNZ Ukrainy ta shliakhy ikh vyrishennia [Problems of education of foreign citizens in Ukrainian universities and ways of solving them]. Suchasni tekhnolohii pidhotovky fakhivtsiv v umovakh podal'shoho rozvytku vyschoi osvity Ukrainy [Modern technologies of training specialists in the conditions of further development of higher education of Ukraine]. Kharkiv, KhNADU, pp.314-316.
2. Zozulia, I.Ie., 2018. Navchannia chytannia inozemnykh studentiv ukrainomovnykh tekstiv (pochatkovyj etap) [Learning to read foreign students of Ukrainian-language texts (initial stage)]. Zakarpats'ki filolohichni studii [Transcarpathian philological studios], vol. 5, T. 1, pp. 20-25.
3. Krech, T.V., Milieva, I.V., Khodakivska, M.O., 2018. Krokuiemo do fakhu: Praktykum z ukrains'koi movy iak inozemnoi: posibnyk dlia studentiv-inozemtsiv spetsial'nosti 191 "Arkhitektura ta mistobuduvannia" [Step into the specialty: Workshop on Ukrainian as a Foreign Language: A Handbook for Foreign Students of Specialty 191 "Architecture and Urban Planning"]. Kharkiv, KhNUBA, 113 p.
4. Kravtsova, N.I., 2012. Chytaiemo ukrains'koiu. Teksty dlia samostijnoi roboty z ukrains'koi movy dlia inozemnykh studentiv pidhotovchoho viddilennia [We read in Ukrainian. Texts for independent work in Ukrainian for foreign students of preparatory department]. Kryvyj Rih, KTU, 28 p.
5. Stankevych, N., 2013. Vydy chytannia v kursi ukrains'koi movy iak inozemnoi [Types of reading in the Ukrainian language as a foreign language]. Teoriia i praktyka vykladannia ukrains'koi movy iak inozemnoi [Theory and practice of teaching the Ukrainian language as a foreign language], vol. 8, pp. 186-193.
6. Lebedynskyj, S.Y., 2011. Metodyka prepodavanyia russkoho iazyka kak ynostrannoho [Methods of teaching Russian as a foreign language]. Minsk, 309 p.
7. Filiuk, L.M., 2015. Ukrains'ka dilova mova dlia inozemtsiv: vyvchennia budivel'noi terminolohii [Ukrainian Business Language for Foreigners: A Study of Construction Terminology]. Mova [Language], №3, pp. 154-159.
8. Liapodovskaia, M.E., 2014. Chtenye v praktyke obuchenyia iazyku kak inostrannomu [Reading in the practice of teaching a language as a foreign language]. Filolohyia i kul'tura [Philology and culture]. no. 4, pp. 308-311.

Список використаних джерел
1. Тохтар Г.І. Проблеми навчання іноземних громадян у ВНЗ України та шляхи їх вирішення / Г.І. Тохтар, А.П. Кулик // Сучасні технології підготовки фахівців в умовах подальшого розвитку вищої освіти України. – Харків: ХНАДУ, 2005. – С. 314-316.
2. Зозуля І.Є. Навчання читання іноземних студентів україномовних текстів (початковий етап) / І.Є. Зозуля // Закарпатські філологічні студії. – 2018. – Вип. 5. – Т. 1. – С. 20-25.
3. Крокуємо до фаху: Практикум з української мови як іноземної : посібник для студентів-іноземців спеціальності 191 "Архітектура та містобудування" / Т.В. Креч, І.В. Мілєва, М.О. Ходаківська. – Х. : ХНУБА, 2018. – 113 с.
4. Кравцова Н.І. Читаємо українською. Тексти для самостійної роботи з української мови для іноземних студентів підготовчого відділення / Н.І. Кравцова. – Кривий Ріг: Видав. центр КТУ, 2012. – 28 с.
5. Станкевич Н. Види читання в курсі української мови як іноземної / Теорія і практика викладання української мови як іноземної / Н. Станкевич. – 2013. – Вип. 8. – С.186-193.
6. Лебединський С.І. Методика преподавания русского языка как иностранного : учеб. пособ. / С.И. Лебединский, Л.Ф. Гербик. – Минск, 2011. – 309 с.
7. Філюк Л.М. Українська ділова мова для іноземців : вивчення будівельної термінології / Л.М. Філюк. – Мова. – 2015. – №3. – С. 154-159.
8. Ляподовская М.Е. Чтение в практике обучения языку как иностранному / М.Е. Ляподовская // Филология и культура. – 2014. – №4 (38). – С. 308-311.

І. Мілєва, канд. філол. наук, доц.
М. Ходаківська, старш. викладач
Харківський національний університет будівництва та архітектури, Харків

МЕТОДИКА ЧИТАННЯ ТЕКСТІВ ЗА ФАХОМ НА ЗАНЯТТЯХ З УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

Розглянуто питання, пов'язані з видами комунікативної діяльності, яких навчають іноземних студентів. Звернено увагу на те, що у методичній літературі існує чимало невирішених питань, що стосуються саме пасивних видів комунікативної діяльності. Статтю присвячено одному з таких видів – читанню, а точніше проблемам, пов'язаним із різними видами читання на заняттях з української як іноземної. Після аналізу деяких проблем, що стосуються теми дослідження, увагу звернено на вивчаюче читання. Підкреслено, що важливу роль під час вивчаючого читання виконують фахові тексти, які мають практичну значущість для студентів-іноземців, допомагають в оволодінні майбутньою професією. Наведено стислу характеристику видів роботи з текстами та рекомендації щодо типів завдань для роботи з ними. Запропоновано комплекс завдань для роботи з текстом "Що таке архітектура?", які можна використати на заняттях з студентами першого курсу архітектурних і будівельних спеціальностей. Детально описано завдання перед прочитанням тексту та подано конкретні приклади їх застосування (завдання на усунення лексичних труднощів, завдання для роботи з ключовими словами тексту, завдання на впізнавання слів за формальною і семантичною ознакою, на впізнання граматичних конструкцій, а також завдання на вдосконалення граматичних навичок). Запропоновано приклади завдань, які виконують безпосередньо під час читання, та завдання після прочитання тексту, які пропоновано обмежити традиційними завданнями (закінчіть речення з опорою на текст, перекажіть текст тощо). Звернено увагу й на організацію методичної роботи, за якої вдається досягти позитивних результатів, тобто текст має бути актуальним, добирати тексти слід відповідно до мовленнєвого рівня іноземних студентів, завдання перед текстом мають бути спрямовані на подолання лексичних і граматичних труднощів, а після тексту повинні ставити за мету перевірку розуміння прочитаного й підготовку до відтворення тексту.
Ключові слова: українська як іноземна, види читання, вивчаюче читання, фаховий текст, передтекстові завдання, притекстові завдання, післятекстові завдання, граматичні конструкції.

O. Poliak, Ph.D. Sciences, Assoc.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

CURRENT REQUIREMENTS FOR THE COMPETITIVENESS
OF THE HIGHER EDUCATION TEACHER

The article is devoted to the problem of formation and development of competitiveness among teachers of higher education institutions. If the content and structure of professional competitiveness, defined by state standards, are formed without taking into account the personal qualities of the learning subject, its interests, abilities and are not determined by the professionalism of the teacher, it is impossible to lay the foundations of competitiveness and develop the ability to compete.

The genesis of different approaches to the concept of competitiveness of the modern educator has been analyzed, in particular, in modern researches it is emphasized on: – managerial, psychological and pedagogical aspect of competitiveness.

The process of forming the competitiveness of a teacher of a higher education institution, which includes its components, is outlined:

• levels of development: a motivational and holistic component; emotional-volitional component; evaluation and adjustment component;

• conditions of formation: the need to find such forms of work of the teacher, which would ensure the continuity of the process of his professional growth, development and introduction of multidimensional models of the organization of professional development, introduction of new educational technologies, participation in innovative activity;

• development of a complex of properties of his personality necessary for a high level of professional activity. The activity of the teacher is characterized by pedagogical expediency by orientation, individually creative character in content and organization, choice of means;

• ways of formation: a certain amount of knowledge, abilities, skills and continuous improvement of the state of theoretical, psychological-pedagogical, methodological and technological preparation; motives for professional self-improvement; the desire for self-realization and self-affirmation of personality; professional growth; expanding horizons; increasing the level of development of all types of competences; the presence of cognitive interest; creating a positive image among students and colleagues; upgrading the qualification category during certification; receiving awards; raising personal rankings at different levels of subordination; improving professional competence; raising the level of organization of the educational process.

Keywords: competitiveness, modern teacher, teacher.

Formulation of the problem. Social changes in society, integration of Ukraine into the European educational space, clear contradictions between the requirements for personality, activity of the teacher and the actual level of readiness of graduates of institutions of higher education to perform professional functions necessitate the study of new requirements for the competitiveness of the teacher of higher education institution.

First of all, the success of innovative changes, its creative potential, readiness for continuous self-education, ability for flexible social-pedagogical thinking, humanistic orientation of the person depends on the competitive teacher.

An important role in ensuring positive changes in the system of higher education institutions should be solved by improving the conditions of formation of competitiveness of teaching staff and increasing their scientific and cultural level.

The main normative-legal documents of the Ministry of Education and Science of Ukraine indicate that: "Pedagogical and scientific-pedagogical workers are obliged to constantly improve their professional level, pedagogical skill, general culture" (Law of Ukraine "On Education"); "Training of pedagogical and scientific-pedagogical workers, their professional self-improvement is an important condition for the modernization of education" (National Doctrine of Educational Development) [9].

The purpose and objectives of the study – to explore the concept of competitiveness of the teacher, to determine the basic modern requirements and ways of its formation.

Analysis of recent research and publications. One of the main urgent tasks of reforming the system of institutions of higher education is to educate a competitive teacher. In order to achieve personal success, it is important to have the ability to think, retrieve and use information, to adequately evaluate the performance [7], and therefore one of the conditions of competitiveness of a teacher of higher education is professional self-improvement through purposeful self-education and self-education.

Competitiveness of the personality, according to V. Andreev [1], is the ability to withstand and win in competition, not the end result of its activity. Some researchers – I. Beh, V. Demchuk, I. Ziazun, L. Karamushka, V. Kremen, T. Perekrestov, and others – understand competitiveness as the ability of a person to achieve goals in different, rapidly changing educational situations through the possession of methods of solving professional problems different content and difficulty levels. This approach focuses on the importance of developing a teacher's professionalism for its competitiveness. Under these conditions, the criteria for evaluating a competitive teacher are professional knowledge (domain knowledge and psychological and pedagogical) and skills, the level of communicative culture, the desire for professional growth, the ability to reflect [7].

In V. Kharkin's work [5] competitiveness is considered as the competence of the teacher, which is conditioned by the high results of his activity: education, education and level of development of his students. According to G. Atashukova [2], the competitiveness of the teacher is one of the requirements for his professionalism, that is, the competitiveness of potential opportunities to achieve success, which determine adequate individual behavior in the dynamic change of conditions of activity, and, consequently, is socially oriented.

In modern studies of the phenomenon of competitiveness (Yu. Babansky, A. Marushkevich, O. Plakhotnik, E. Spitsin, M. Zhilenko, N. Kuzmenko, N. Golovko, S. Balashova, I. Mariuts, N. Postoyuk, A. Markova, N. Talizina, T. Shamova, etc.) the aspects of pedagogical activity are revealed, by the formation of which it is possible to determine the level of professionalism, and, consequently, the teacher's competitiveness: pedagogical aspect (forms and methods of teaching); psychological aspect (personal aspect); management aspect (analysis, planning, organization, control and regulation of the interaction process) [2; 3; 4].

Presenting main material. The importance of competitiveness as an integrated quality is becoming more and more important not only for the individual but for society as a whole, it implies orientation towards the future, as indicated by the tendencies in the development of education in Ukraine, the need to advance the professional pedagogical education of the demands of pedagogical activity.

The prerequisites of penetration of the concept of "competitiveness" in the field of pedagogy of institutions of higher education and the emergence of the need for the

formation of this quality in the modern teacher are socio-economic and educational transformations, which was reflected in the content of state documents on the modernization of education in Ukraine, pedagogical studies on the problem of preparation of modern teaching [8].

As defined in the National Doctrine of Educational Development in Ukraine, the training of qualified personnel capable of creative work, professional development, development and implementation of science-intensive and information technologies that are competitive in the labor market.

The competitiveness of a specialist in the labor market, according to A. Yesin [6], should be considered as a relative and generalized characteristic that: reflects certain beneficial differences from another specialist competitor in terms of satisfaction of the needs of the consumer (employer) and the amount of costs to meet them; manifests itself in professional activity and is projected on all spheres of human activity; is defined as a multilevel personal education that integrates individual characteristics with workforce quality indicators.

In M. Nikityuk's research, competitiveness is defined as a stable personal property to consciously and creatively realize professional competence at a sufficient level of possession of the necessary knowledge, skills and personal characteristics [7].

In the current model, competitiveness should include the following basic features: value of goals and value orientations; industry; creative attitude to the case; ability to take risks; independence in decision-making; the ability to be a leader; ability for continuous self-development.

The process of forming the competitiveness of a teacher of a higher education institution occurs at the following levels of development:

• motivational and holistic component (focus on moral and ethical self-improvement, need for self-affirmation, self-realization);

• emotional-volitional component (creativity, independence, initiative, responsibility, self-confidence);

• evaluation and regulatory component (acting skills of self-assessment, self-regulation, research personal position).

In addition, for the formation of competitiveness, there is a need to find such forms of teacher's work that would ensure the continuity of the process of his professional growth, development and implementation of multidimensional models of the organization of professional development, introduction of new educational technologies, participation in innovation activities [7].

The development of competitiveness of the modern teacher of higher education institution is considered as the development of a complex of properties of his personality necessary for a high level of professional activity. The activity of the teacher is characterized by pedagogical expediency by orientation, individually-creative character, in content and organization, choice of means. It is in pedagogical activity that the professional skill of the teacher is developed and realized, which is structurally determined by the following components: pedagogical orientation of the individual, professional knowledge, ability to pedagogical activity, pedagogical technique. The pedagogical orientation of the teacher's personality presupposes value orientations on himself, on the means of pedagogical influence, on students and the student collective, on the goals of pedagogical activity. Professional knowledge is considered as the basis for the formation of professional growth, which include knowledge of the subject of teaching, its methods, pedagogy, psychology. The level of professional knowledge is assessed by the level of generalization of all partial knowledge, the depth of assimilation, the ability to use them in professional and personal life reproductively and creatively, initiatively. Pedagogical ability, namely: the

individual-psychological properties of the teacher's personality, which, under favorable conditions, most determine the success of development and performance of pedagogical activity (expressive, didactic, perceptive, scientific, communicative, communicative, communicative, communicative, communicative) gnostic, psychomotor, ability to distribute and concentrate, etc.). Pedagogical technique, namely: a set of techniques and tools aimed at a clear and effective organization of training (expressive speech, the ability to speak, gesture, facial expressions, the ability to operate teaching and laboratory equipment, to use visualization, technical training, etc.).

In modern researches (Yu. Babansky, A. Markov, N. Talizin, T. Shamov, etc.) to determine the level of teacher's competitiveness it is emphasized on: managerial aspect – how the teacher analyzes, plans, organizes, controls and regulates the process of interaction with students; psychological aspect – as a teacher as a person influences students, takes into account their individual characteristics, defines and creates motives for learning; pedagogical aspect – through which forms and methods of teaching the teacher conveys the content of the educational material.

In particular, the management concept examines the training in terms of management theory, which is implemented on the basis of the ratio of strategic, medium and immediate goals (strategic, tactical and operational objectives). Requirements for the management of students' cognitive activity should: determine management goals; set the initial state of the process; to define the program of influences, which presupposes the basic transitional states of the process; provide systematic control over the process they manage, ie systematic feedback; provide feedback on the feedback channel, develop corrective actions and implement them.

In the context of the problem of competitiveness, both the external aspect of the teacher's management activity and its internal content are important. The activity of a teacher as a manager characterizes his / her ability to manage the learning process, to freely choose the most appropriate management methods for the student audience in order to achieve the best learning result.

In the psychological aspect, the teacher's competitiveness is manifested in their desire to learn from such an educator, which is mostly conditioned by his / her abilities not only to arouse interest in the subject, but also to preserve and deepen it. Modern students first of all appreciate the teacher's ability to convincingly prove the need for knowledge of the subject, to show its connection with modern life, to demonstrate the possibilities of its professional, economic, social and personal use.

Therefore, the modern educator should be ready for the changes taking place in the educational system, capable of boldly making pedagogical decisions, showing initiative, creativity. This is due, first of all, to the problems of personality self-development and creative self-realization of the teacher, new conceptual approaches to reforming the system of institutions of higher education. Under the new conditions of reforming higher education institutions, in the framework of professional activity, the teacher can make changes to a separate occupation, working curriculum, use both traditional and modern, innovative methods, forms and means of teaching, to develop and implement their own approaches in the educational system. process.

That is, the teacher has a real opportunity to show his creativity, his spiritual potential. Modern institutions of higher education require intelligent (knowledgeable, understanding, cultural) teachers who have the necessary professional knowledge and skills, who are aware of the ways of their acquisition and are familiar with the principles and methods of knowing the theory and practice of their

professional pedagogical activity. Only under such conditions the teacher will be able to think creatively, independently navigate in various problematic situations of pedagogical reality, critically evaluate them and quickly find ways of overcoming the contradictions that arise [10].

The implementation of these principles also requires the application of: some strong-willed efforts, the development of certain personal qualities (professional self-education, personal self-development); self-education (improvement of socio-political knowledge, familiarization with the most outstanding achievements of various sciences, enrichment of literary and aesthetic ideas, acquaintance with new tendencies and phenomena of cultural life, replenishment of knowledge in the subject being taught, and acquaintance with the latest scientific data, relevant recent developments, psychological and methodological knowledge and skills); self-improvement (active development of personality qualities in the process of professional activity; image (image through the eyes of a student).

Ways of formation of competitiveness of the modern teacher of higher education institution:

• a certain amount of knowledge, abilities, skills and continuous improvement of the state of theoretical, psychological and pedagogical, methodological and technological training;

• motives for professional self-improvement (striving for constant self-improvement; striving for self-expression; striving for self-realization and self-affirmation; professional growth; broadening of horizons; increasing the level of development of all kinds of competences; having a cognitive interest; raising students' qualifications; certification, awarding, personal rating improvement at various levels of subordination;

• raising the professional competence of the teacher ((improving the general level of professional skill of the teacher (improving the level of professional training, improving all types of pedagogical competence: intellectual, psychological, managerial, motivational, communicative, projective, didactic, methodical), modeling personal perspective level of experience organization of educational process; raising the level of organization of educational process (creation of social and pedagogical conditions I of personality of each student, improving the quality of knowledge and skills students develop interest in the subject and increase their upbringing).

Conclusions. Therefore, competitiveness is considered mainly in two aspects: as the quality of training ("quality indicator") and the quality of personality ("personality characteristic", "personality ability", "personal quality") [8]. Competitiveness is an integrative set of personal traits and skills of a teacher required under objectively competitive conditions. In this sense, the concept under study is complementary and interdependent with no less relevant professional and personal qualities such as professional readiness, competence, skill, professionalism, etc.

References
1. VI Andreev Competitiveness: textbook. course [for creative self-development of competitiveness] / VI Andreev. – Kazan: Center for Innovative Technologies, 2004. – 467 p.
2. Atashukova GR The competitiveness of the teacher as a modern requirement of professionalism of the teacher [Electronic resource] / GR Atashukova. – Access mode: http://lib3.podelise.ru/docs/5470/index-166212.html.
3. Bulletin of Taras Shevchenko National University of Kyiv. Issue 2 (8) 2018.
4. Bulletin of Taras Shevchenko National University of Kyiv. Issue 1 (9) 2019.
5. Kharkin VN Improvisation? Improvisation !: a monograph / VN Kharkin. – M.: Master, 1997. – 287 p.
6. http://dspace.oneu.edu.ua/jspui/bitstream
7. http://intkonf.org/nikityuk-mv-vihovannya-tvorchoyi-osobistosti-osnova-rozvitku-konkurentospromozhnosti-maybutnogo-vchitelya/
8. https://www.narodnaosvita.kiev.ua/?page_id=3695
9. http://osvita.ua/school/lessons_summary/administration/34011
10. https://piskivschool.e-schools.info/pages/pdgotovka-vchitelja-do samoosv-djalnost-jak-skladova-jogo-profesjnogo -zrostannja

Список використаних джерел
1. Андреев В. И. Конкурентология: учеб. курс [для творческого само-развития конкурентоспособности] / В. И. Андреев. – Казань : Центр ин-новационных технологий, 2004. – 467 с.
2. Аташукова Г. Р. Конкурентоспособность педагога как современное требование профессионализма учителя [Электронный ресурс] / Г. Р. Аташукова. – Режим доступа : http://lib3.podelise.ru/docs/5470/index-166212.html.
3. Вісник Київського національного університету імені Тараса Шевче-нка. Випуск 2 (8) 2018.
4. Вісник Київського національного університету імені Тараса Шевче-нка. Випуск 1 (9) 2019.
5. Харькин В. Н. Импровизация? Импровизация! : монография / В. Н. Харькин. – М. : Магистр, 1997. – 287 с.
6. http://dspace.oneu.edu.ua/jspui/bitstream
7. http://intkonf.org/nikityuk-mv-vihovannya-tvorchoyi-osobistosti-osnova-rozvitku-konkurentospromozhnosti-maybutnogo-vchitelya/
8. https://www.narodnaosvita.kiev.ua/?page_id=3695
9. http://osvita.ua/school/lessons_summary/administration/34011
10. https://piskivschool.e-schools.info/pages/pdgotovka-vchitelja-do samoosv-djalnost-jak-skladova-jogo-profesjnogo-zrostannja

О. Поляк, канд. пед. наук, доц.
Київський національний університет імені Тараса Шевченка, Київ

СУЧАСНІ ВИМОГИ ДО КОНКУРЕНТОСПРОМОЖНОСТІ ВИКЛАДАЧА ЗАКЛАДУ ВИЩОЇ ОСВІТИ

Стаття присвячена проблемі формування та розвитку конкурентоспроможності викладачів закладів вищої освіти. Якщо зміст та структура професійної конкурентоспроможності, визначені державними стандартами, формуються без урахування особистих якос-тей навчального предмета, його інтересів, здібностей і не визначаються професіоналізмом викладача, неможливо закласти основи конкурентоспроможності та розвитку здатності до конкуренції.

Проаналізовано генезис різних підходів до концепції конкурентоспроможності сучасного педагога, зокрема, в сучасних дослідженнях наголошено на управлінському, психологічному та педагогічному аспектах конкурентоспроможності.

Окреслено процес формування конкурентоспроможності викладача вищого навчального закладу, який включає його компоненти:

• рівні розвитку: мотиваційний та цілісний компонент; емоційно-вольовий компонент; компонент оцінки та коригування;

• умови формування: необхідність пошуку таких форм роботи вчителя, які б забезпечували безперервність процесу його професій-ного зростання, розвитку та впровадження багатовимірних моделей організації професійного розвитку, впровадження нових освітніх технологій, участі в інноваційній діяльності;

• розвиток комплексу властивостей його особистості, необхідних для високого рівня професійної діяльності. Діяльність педагога характеризується педагогічною доцільністю за орієнтацією, індивідуально творчим характером за змістом та організацією, вибором засобів;

• способи формування: певний обсяг знань, умінь, навичок та постійне вдосконалення стану теоретичної, психолого-педагогічної, методичної та технологічної підготовки; мотиви професійного самовдосконалення; прагнення до самореалізації та самоствердження особистості; професійне зростання; розширення горизонтів; підвищення рівня розвитку всіх видів компетенцій; наявність пізнаваль-ного інтересу; створення позитивного іміджу серед учнів та колег; підвищення кваліфікаційної категорії під час атестації; отримання нагород; підвищення особистого рейтингу на різних рівнях підпорядкованості; підвищення професійної компетентності; підвищення рівня організації навчально-виховного процесу.

Ключові слова: конкурентоспроможність, сучасний педагог, учитель.

N. Postoiuk, PhD (Pedagogical Sciences)
Taras Shevchenko National University of Kyiv, Kyiv

SPEECH OF A UNIVERSITY TEACHER AS AN IMPORTANT COMPONENT OF PEDAGOGICAL SKILLS

The article highlights the features of the speech of a university teacher as one of the most important components of pedagogical skills. The speech is considered as a tool of professional activity of a teacher, with the help of which it is possible to solve various pedagogical tasks, make a complex topic interesting, and the process of its study attractive, create a sincere atmosphere of communication, establish contact with students, reach mutual understanding with them. The teacher's speech should be adapted to solve specific problems that arise in pedagogical activities and communication. The main ways to achievement high quality of professional and pedagogical speech of the teacher and professional features of speech activity of the teacher have been analyzed. The functions of the teacher's speech (communicative, psychological, cognitive, organizational) have been highlighted.

It is established that professional communication with the audience should lead to concrete positive results, which can be achieved through the use of knowledge of speech techniques, so the components of speech techniques such as breathing, voice, diction, intonation, tempo have been analyzed.

Keywords: teacher, university, speech, pedagogical skills.

Formulation of the problem. In the modern world, much attention is paid to the training of teachers universities, because the formation of real specialists, their professional qualities and skills, responsibility and attitude to work that will determine the vectors of state development depends on teachers. The university teacher should be a role model for the younger generation, as he or she will be followed and perceived as a standard. Every teacher must have pedagogical skills, one of the components of which is mastering the technique of speech. Undoubtedly, one of the most effective means of learning is the word of the teacher, thanks to which he or she can convey information, influence the audience, persuade, explain, and so on. The speech is the main tool with which the teachers can achieve the goal and implement the tasks they have identified for a particular class. Mastering the art of speech allows to inspire a person, inspire a good deed, interest in an idea, encourage productive activities and help in any difficult situation. The teacher must be able to regulate the strength and pitch of the voice, intonation, diversify the tone of speech, clearly articulate sounds and more. A teacher who is engaged in self-improvement of his or her speech achieves significant professional success. Speech skills as a means of professional activity must be learned. A classic example of this is the experience of A. Makarenko. The young teacher, feeling his helplessness in communicating with students, began to work hard, improving his voice, diction, breathing. His conclusions are known: "I became a real master only when I learned to say "Come here" with 15 - 20 shades, when I learned to give 20 nuances on the face, in the figure and in the voice and then I was not afraid that someone would not come to me or hear what was needed". [3, p. 58].

Analysis of recent research and publications. Many studies have been devoted to the study of speech technique. T. Vakhrusheva, V. Kan-Kalyk, L. Kaidalova, N. Shchokina, V. Fedorchuk, N. Pykhtina, V. Semichenko, I. Zyazyun and others dealt with the problems of theoretical principles of speech technique. The views of L. Vygotsky, I. Zymna, O. Kyrychuk, A. Kapska, L. Necheporenko, and V. Tesliuk point to objective need and possibility of formation of this important component of pedagogical skill.

Research goal and objectives. The goal of the article is to analyze the features of the teacher's speech technique in the context of the activities in higher education. The objectives are: 1) to consider the peculiarities of the university teacher's speech and its functions; 2) to analyze the structural components of speech technique and practical exercises for the formation of pedagogical speech; 3) to determine the conditions of proper phonation breathing and the basic hygienic requirements for the teacher's voice.

Study presentation. It is well known that the teacher's speech is one of the components of pedagogical skills, which can be considered as the highest level of pedagogical activity and as a set of personality traits that provides self-organization of a high level of professional activity on a reflective basis [3, p. 30]. The teacher's speech is adapted to solve specific problems that arise in pedagogical activities and communication. We can talk about the professional features of the speech activity of the teacher, namely:

a) the teacher specially organizes this activity, manages it depending on the conditions of pedagogical communication;

b) the final result of such activities is a humanistic achievement the directed purpose connected with education of students;

c) the selection of language and speech means is carried out depending on needs, tasks of interaction of the teacher with students; their effectiveness is predicted;

d) speech activity of the teacher in a real communication situation is based on the reproduction (reflection) of the state, behavior, reaction of students, it is regulated by the content of feedback received by the teacher;

e) the teacher's speech is the subject of his or her pedagogical analysis and self-analysis, constant self-improvement.

The teacher's speech is realized in two varieties - in monologue (monologue speech) and in dialogue (dialogic speech). Forms of this speech are diverse. The most common are a story, a lecture, a commentary, explanation (rules, laws, terms, etc.), detailed evaluation judgments (motivation for assessing knowledge, behavior, extracurricular activities of students). The teacher's dialogic speech is widely represented in various conversations with students, which are built in the form of questions and answers.

Analyzing the teacher's speech, it is often used the phrase "communicative behavior" that is understood not just as the process of speaking, communicating, but such organization of speech and nonverbal behavior of the teacher, which affects the emotional and psychological atmosphere of pedagogical communication, the nature of the relationship between a teacher and students, their style.

The communicative behavior of the teacher is assessed according to what and how he or she speaks, what gestures, movements, facial expressions, what subtext the words have, what reaction students are designed for. In real situations of the university life the speech side of communication is a complex polyphony of remarks, stories, questions, evaluative judgments, answers, remarks,

emotional reactions. This specific atmosphere is the result of communicative behavior of teachers and students. Every time it is unique and in this sense - instantaneous. Students after the meeting with the teacher not only get the cognitive information the teacher has provided, but also the atmosphere that accompanied their communication. Students have the mood of the impression of meeting with the teacher, the memory of his or her gaze, intonation, tone of speech, way to respond to behavior of the students. That is why it is so important when planning a meeting with students, to consider not only the content of communication, but also features of the speech and communicative behavior because verbal and nonverbal means will give me the chance to be expressive, convincing and as a result specific emotional atmosphere of communication will be created.

The pedagogical effectiveness of the teacher's speech largely depends on the level of language proficiency, the ability to make the right choice of language means. The pedagogical effectiveness of the teacher's communicative behavior depends primarily on what style of communication with students is chosen by the teacher, what intentions the pedagogues have and how they feel the psychological features of the speech situation. It is possible to see the difference in communicative behavior between an autocratic teacher and a humanist teacher, a teacher who is indifferent to students and who is focused on cooperation with them.

The teachers whose communication style with students is based on a friendly attitude to them, have communicative behavior that is always aimed at establishing personal and cognitive contact, preventing or removing negative reactions, creating a situation of "we" - a situation of shared reflection and feelings. The speech of such a teacher is intonationally expressive, sincere and direct.

Communicative behavior of teachers focused on authoritarian means of communication, for the most part, creates psychological and aesthetic barriers in students' relationships with teachers. The speech of such teachers is usually indistinct, dry, marked by intonations of indifference or intimidation. Thus, the level of skill of the teacher's speech activity is determined by the level of culture of his speech and the direction of his communicative behavior [3, p. 59-60].

Requirements for the communicative qualities of the teacher's speech are due primarily to the functions it performs in teaching. The main requirements are: 1) communicative - establishing and regulating relations between a teacher and students, ensuring the humanistic orientation of student development; 2) psychological - creating conditions to ensure the psychological freedom of the student, the manifestation of individual identity, removing social clamps that prevent it; 3) cognitive - ensuring the full perception of educational information by students, the formation of their personal, emotional and value attitude to knowledge; 4) organizational - ensuring the rational organization of educational and practical activities of students.

So establishing and regulating the relationship between a teacher and students, ensuring the humanistic orientation of students' development is one of the leading functions of teacher's speech, and the goal is to help teachers establish interaction with their students, build education and training on the basis of cooperation and collaboration. It is the nature of purely human relations, which are formed in the system of relations "a teacher – a student", "a teacher - students", largely determines the pedagogical success or failure of teacher speech and acts as a regulator of these relations, acts as a means of achieving the highest result in communication.

In general, in the teacher's relationship with students everything matters: how the teachers address them, how they make their demands, make remarks, express wishes, what is the emotional color of the speech, what intonation they accompany their words, which facial expression and look they have.

Peculiarities of a teacher's speech in interaction with students largely depend on his individual style of communication (it can be communication-distance, communication-flirting, communication on the basis of common creative activity, etc.), the nature of social attitudes in pedagogical communication with students. Of course, if the teacher is characterized by an authoritarian style of communication and negative social attitudes, then he or she can not be expected to make correct remarks, friendly intonations. Democracy in relationships will lead to a different style of speech, which will demonstrate the respect and trust of the teacher to students [3, p. 61].

According to V. Teslyuk, the technique of speech means the ability to possess a voice, intone a speech and control the audience [4, p. 121]. V. Fedorchuk defines the technique of speech as a set of elementary techniques of phonation breathing, speech voice and diction, brought to the degree of automated skills, which allows the teacher to exercise speech influence with maximum efficiency. These are skills, the ability to implement language in a specific speech situation so that it makes a listener heuristic (intellectual), emotional-aesthetic, motivating impression [5, p. 52].

Based on the analyzed literature sources, we can determine that the technique of speech has the following components: breathing, voice, diction, intonation, tempo. Knowing the peculiarities of functioning and the basic requirements for the formation of these components, the teacher will be able to master the professional and pedagogical speech. It will be useful to consider in more detail each of the elements of speech technique. Breathing is defined as one of the main vital acts of the human body, which a person performs constantly, in a certain rhythm. At the same time, breathing is the basis of spoken speech. Speech breathing is called phonation (from the Greek "phono" as a sound). In the process of breathing nasopharynx, bronchi, lungs, chest, diaphragm are actively involved. For their work to be correct and effective, they must be physically healthy and developed. The quality of breathing also depends on the age of the speaker. Depending on which muscles are involved in the process of breathing, there are 4 types: 1) Upper or clavicular breathing is carried out by contracting the muscles that raise and lower the shoulders and upper chest. This is shallow breathing, during which only the upper part of the lungs works. 2) Chest breathing is performed by the intercostal muscles. The diaphragm is sedentary, so the exhalation is not energetic enough. 3) Diaphragmatic breathing occurs due to contraction of the diaphragm muscles (contraction of the intercostal respiratory muscles is very small).

Usually, a person uses all three types of breathing, but each is dominated by a certain type. Thus, female respiration in the process of evolution has developed as predominantly thoracic, and males breathe mostly through the diaphragm. The most effective - the most complete and correct - is the fourth, mixed, type of breathing:

4) Rib-diaphragm, ie, when in the process of breathing the ribs and diaphragm move. You can see this if you put your right hand on the diaphragm, and the left - on the left side of the chest; taking air through the nose, slightly holding it, say the phrase (exhaling air during its utterance, you must

feel the movement of the ribs and diaphragm). In this case, there is a complete expansion of the thoracic cavity, maximum ventilation of all parts of the lungs. Tension of the lower intercostal muscles allows you to keep the diaphragm in a reduced state, which contributes to a calm, even exhalation, invisible to others.

Breathing has two main acts: inhalation and exhalation, the quality of which also accordingly colors the sound speech, and the pause between them is an indicator of the nature of respiration. Thus, the sequence of normal physiological breathing is inhale, exhale, pause, where inhale and exhale are short and the same duration. In everyday life, when a person's speech is mostly dialogical, breathing does not cause difficulties. But for monologue speech physiological (or unintentional) breathing is usually not enough. Speaking and reading aloud require a lot of air, its economical consumption and timely renewal. In class, especially when the teacher has to talk for a long time, explaining the material, reading a lecture, untrained breathing can cause problems and the heart rate may increase, the face may turn red, shortness of breath can appear.

However, breathing can also be controlled: intentional (phonation) breathing, in contrast to physiological, is carried out in a different sequence: short breath, pause, long sound exhalations. If in normal physiological respiration the ratio of inhalation and exhalation was 1: 1, then in phonation it changes in the ratio 1:10, 1:15. At the initial stage of mastering speech breathing is carried out with the help of will and consciousness. Subsequently, intentional (arbitrary) speech breathing turns into unintentional (involuntary) [5, p. 53-54].

An important feature of the regulation of respiration in humans is the ability to arbitrarily, depending on the purpose, including speech, to change the pace, rhythm, activity, amplitude of respiratory movements. In the process of developing phonation breathing skills should be guided by the following conditions of proper breathing:

1. Inhale air through the nose should be free, silent.

2. You can start speaking when the lungs take a small excess of air needed to pronounce the structural and logical part of the text: it will relieve the "extraordinary" breath, which disrupts the smoothness and rhythm of speech, causes intermittent, shallow breathing.

3. Do not allow the air to be expended completely (ie do not allow complete release of the lungs from the air) - this will lead to arrhythmia, falsetto, etc. Air should be used sparingly and evenly. You should use every natural stop in your speech to get air in your lungs. (Extraction of air during natural stops is carried out by the so-called lower breath; the diaphragm moves, and the top part of a thorax and ribs are lifted and motionless).

It is necessary to replenish a stock in due time and imperceptibly.

4. Remember that the depth of inspiration depends on the strength of the exhalation, hence the strength of the voice.

5. Inhale and exhale should be silently, unnoticed for the listener, because high-quality sound is formed by a calm stream of air that comes out during equal inhalation and exhalation (this is not about affective speech) [1, p. 165].

There are exercises that help improve the teacher's respiratory system. For example, the exercise "Fixed exhalation", when after a slight calm inhalation it is necessary to make exhalations, covering the air coming out of the lungs with the lips. You do not need to inflate the cheeks. The lips should be close together, and there should be a small gap in the middle between them, which can be made larger or smaller, thus regulating the flow of exhaled

air. You need to raise your hand to your mouth, as if gently blowing it, and try to blow on your hand as long as possible, while maintaining the same pressure of exhaled air until the end of exhalation. Exhale smoothly and freely until you have an involuntary urge to inhale. It is necessary to follow the correct posture and absolute freedom of the shoulder girdle, neck, arms, face. At the moment of a second stop, mentally instruct the muscles responsible for exhalation to relax. A small amount of air will enter the lungs through the nose quickly and freely, without much effort - it is quite enough to be able to "blow on the arm" again. The following exercises can be as follows: 1) perform a "fixed exhalation" while counting "about yourself", trying to distribute the duration of exhalation for 10, 12, 15 or more seconds; 2) dividing the duration of exhalation by 15 seconds, count to 10 or 12 mentally, and then complete the count aloud. Instead of counting, you can say loud sounds: a, o, y, e, y, and or proverbs, a verse; 3) take a deep short breath, and on the exhale say the sounds: bbb, ddd, yyyy, bdg, dbg, gdb, ss, sz, pt, pb, dt, bp, td, kg, gk, mn, nm, zhsh, shzh, j, dz. When pronouncing sounds, one should imagine their origin: the operation of a jackhammer, a concrete mixer, motor noise, and so on. [5, p. 132-133].

The most important element of speech technique, which for the teacher is the main means of work is the voice. Inhaling and exhaling air in the process of speaking, a person makes the vocal cords close and open. As a result, a voice appears. It is stimulated by the speaker's intellect, his or her emotions (desire to speak), will. The voice itself is weak. In order for it to sound, it is necessary to amplify the sounds of the voice. It is carried out by resonators (amplifiers): chest, palate, teeth, nasal cavity, facial bones, frontal sinuses. There are upper resonator (mouth, nose) and lower, thoracic resonator (respiratory throat, bronchi, lungs). Thus, the sound of the voice, its main properties largely depend on the construction of resonators, on the state in which they are and whether the sound of the voice is properly directed to the resonators [5, p. 54].

Consider the main properties of the teacher's voice: strength, flight, flexibility, range, timbre, melodiousness.

The strength (volume, sonority) of the voice does not depend on physical effort, which leads to tension in the muscles of the larynx and vocal cords, but on proper, active speech breathing, the activity of the speech apparatus, the ability to use resonators. Strength is more completeness, compactness, than the volume of sound, and is determined by the space that the sound must fill. K.S. Stanislavsky emphasized that when you need the real power of speech, you need to forget about the volume. The teacher should choose a medium volume and never resort to increased volume (screaming), because the scream strains the vocal cords and very quickly ceases to attract the attention of listeners.

Flight of the voice is the ability to "send" your voice to a distance and adjust the strength of the voice; the ability of the voice to stand out against other sounds. Together with the power, it provides normal audibility at various points in the audience. A prerequisite for the flight of the voice is the psychological attitude of the teacher to communication. The flight of the voice also depends on how correctly the teacher assessed the peculiarities of the acoustics of this audience, is able to "give" the sound, to provide a link. The clarity of articulation also plays an important role in ensuring flight, as the indistinct work of the speech organs does not allow the formation of a full-fledged sound.

Voice flexibility (mobility) is associated with the ability to choose the following characteristics that correspond to

specific communication conditions: it is a change of voice within the existing range, and adaptability (ie adaptability of the voice to acoustic conditions in which the teacher is forced to speak), and the ability to overcome voice sound interference (conversations, extraneous noises). The flexibility of speech lies in the lightness, variety of increases or decreases from the main tone, in changes of timbre in accordance with the requirements - logical and artistic - of a particular text. For the most part, the flexibility of the voice is related to its changes in pitch. The human voice can vary freely in pitch by about two octaves, although in everyday speech we use three to five tones.

Range is the volume of a voice. Its boundaries are determined by the highest and lowest tones. Narrowing the range of the voice leads to monotony, impoverishment of the sound palette. The monotony of sound, in turn, dulls perception, weakens the pedagogical influence of speech.

Timbre is the color of a sound, its brightness, softness, warmth, individuality, that is, what distinguishes the voice of one person from another.

The melodiousness is the purity and freshness of the timbre (without extraneous sounds: wheezing, stiffness, etc.), the innate beauty of the voice, which does not cause negative feelings for the listeners. Melodiousness, and especially its components such as purity and clarity of timbre, are largely determined by natural data. However, there is an opportunity to improve such "components" of melodiousness as tempo and height.

Suggestiveness is the ability of the voice to influence the listener, to broadcast, to inspire with the necessary emotional state, even regardless of the content of speech. Suggestiveness largely depends on the timbre, and is trained in the process of improving the expressive side of speech, especially intonation flexibility and range.

Endurance is the ability to have a certain load. Voice endurance is ensured by correct speech breathing, clear articulation, quality of reasoning and compliance with a number of requirements, the most important of which are the hygiene of the vocal cords. After a working day it is necessary to refrain from conversations for several hours or try to communicate in very short phrases with minimal sonority [5, p. 55-56].

Studies show that the incidence of vocal apparatus in teachers is 40.2% [5, p. 56]. The main causes of voice disorders: increased daily load, incompetent use of the vocal apparatus, non-compliance with the rules of hygiene, congenital weakness of the vocal apparatus. Therefore, before long-term speech, it is necessary to choose from the beginning such a strength and volume that would not lead to overstrain of the vocal cords. Every teacher should keep in mind the basic hygiene requirements for the voice:

1. Remember that vocal cords are worn out, depleted, and should not be strained or forced to work without rest beyond the critical time limit for the voice.

2. When drawing up the schedule of training sessions it is necessary to consider that fatigue of the vocal apparatus arises as a result of teaching within 3-4 hours of work and disappears in 1 hour complete voice rest (this applies to teachers with up to 10 years of experience). A teacher with more experience gets tired faster in 2-3 hours and rests longer up to 2 hours.

3. At the end of the working day, the teacher should avoid long conversations for 2-3 hours. If necessary, speech should be quiet with short phrases (concise).

4. Since the beauty and strength of the voice depend on the respiratory organs, larynx and resonator cavities, care should be taken for their coordinated work, which is possible primarily under the condition of their good physical condition (health).

5. You should pay attention to the state of health of the upper respiratory tract, nervous system, diet. The vocal apparatus is very sensitive to spicy food. Too hot, cold, spicy foods, alcoholic beverages, smoking cause redness of the mucous membranes of the mouth and pharynx.

6. Monotonous speech tires the muscles of the vocal apparatus, because in such speech only one group of muscles functions.

7. Every change of voice properties, in particular changes of registers, tempo, volume should be carried out effortlessly, without stress (this ensures the efficiency of the voice organs) and unnoticed for listeners, which can achieve persuasiveness, organicity of our perception and perception of the listener.

8. Inhalation of chalk dust is harmful, so the cloth for the board should always be wet.

9. You can not walk fast on cold days after voice work, because with intense movements, breathing becomes more frequent, deeper and more cold air enters the airways.

10. Since the improvement of the tone depends on our will, it must subordinate our mood, psychological characteristics, physical condition and so on.

11. Remember that smoking and drinking alcohol or drugs have a negative effect on the voice [5, p. 134].

Here are some exercises that will help develop the properties of the voice. For example, you need to read verses with a gradual decrease in the voice register, and then read with a gradual increase in the voice register.

The next exercise on the flight of the voice can be as follows: stand in front of the audience and read a poem in a whisper, providing good audibility in all corners of the room, you need to try to "give" the sound, "send" it away, keeping not volume but strength, energy exhale.

Consider the next component of speech technique diction. Diction is a clear and distinct manner of pronouncing words, syllables and sounds [2, p. 89]. It is a professional necessity for the teacher, as it contributes to the correct perception of students of the teacher's speech. Careless pronunciation makes speech slurred and unintelligible. This is manifested in the "eating" of the final consonant or the sounds inside the word, the sound "through the teeth". In general, you need to speak fluently, learn to open your mouth well, which is an important condition for the formation of sound. Good diction prepares the speech apparatus for the creative process, makes the usual accurate articulation of all speech sounds, helps the expressiveness of speech. Wrong skills, speech defects that have become entrenched over the years will not be able to disappear quickly. Only consistent training, continuous work and endurance will help to get rid of the usual incorrect movements of some parts of the speech apparatus, replacing them with other, not yet usual, but correct movements, and make these movements relaxed [5, p. 56-57].

Here are some exercises that can train diction. To develop diction, tongue twisters are effective. Working on them has its own characteristics. First of all, you need to read the tongue twister carefully, slowly, finding out its meaning. The next stage is soundless articulation: the text is not pronounced aloud, but the work of the speech organs is carefully reproduced without the participation of the voice. During such silent articulation, the speech organs become accustomed to the correct work during the formation of a sound. Only then the tongue twister is spoken aloud, at first slowly, diligently articulating. Finally, the tongue twister should be spoken, following the clarity of the

articulation, gradually increasing the pace. For effective rehearsal, it is necessary to pronounce a tongue twister clearly 3-5 times at a fast pace.

It should be noted about such a component of speech technique as the rate of speech, ie the speed of oral speech, which is measured by the number of sounds or syllables spoken per second [2, p. 327]. Some scholars distinguish such a concept as temporitum: it is the speed as a whole and the duration of the sound of individual words, syllables, as well as pauses in combination with the rhythmic organization, the dimension of speech. The speed of speech depends on the individual qualities of the teacher, the content of his speech and the situation of communication. The duration of the sound of individual words depends not only on their length, but also on their significance in this context. The teacher teaches a complex part of the material at a slow pace, then he can speak faster. Speech is necessarily slowed down when it is necessary to formulate one or another conclusion - definition, rule, principle, law [5, p. 57].

To achieve the expressiveness of the sound should be skillfully used pauses: logical and psychological. Without logical pauses, speech is illiterate, and without psychological pauses, it is dead. Pauses, tempo and melody of speech together make intonation. Intonation is a change in pitch, strength, timbre of the voice, the division of speech by pauses in the process of its deployment [1, p. 198]. Intonation expressiveness of speech can emphasize, strengthen the creative idea of the author or modify, distort it. The teacher's speech should attract with its naturalness, conversational melodic pattern and, unlike ordinary conversation, be more contrasting, more expressive. Emphasis, tempo and melody organize speech and are most clearly manifested in the intonation not of a single word, but of a group of words, ie in the speech flow, in oral speech. The tempo is not independent because it repeats the position of emphasis, ie it is determined by the dynamics of the word, phrase. The melody is created by contrasting stressed and unstressed syllables, stressed and unstressed words. Thus, temporitum, intonation expressiveness of speech is an extremely complex mechanism, which is activated by physiological, intellectual-logical and psychological levers. This mechanism will work flawlessly if the speaker has a trained hearing on the spoken word, if he is psychologically tuned to the perception of the word, will not remain indifferent to it and if he has a variety of accurate means necessary for semantic, logical and emotional expression [5, p. 57]. Exercise "Pedagogical intonations" is aimed at the development of temporitum: it is necessary to read with different intonation: fun, sad, businesslike, angry, harsh, friendly, thoughtful, surprised.

The teacher must constantly work to develop pedagogical speech and try to succeed in professional pedagogical activities.

Conclusions. Thus, the speech of a university teacher is one of the most important components of pedagogical skills. The functions of the teacher's speech (communicative, psychological, cognitive, organizational) show the requirements to the communicative qualities of the teacher. The main ways to achievement high quality of professional and pedagogical speech of the teacher and professional features of speech activity of the teacher have been analyzed,

namely speech management depending on conditions of pedagogical communication, such final result of speech as achievement of the humanistically directed purpose, selection of language and speech means depending on needs of teachers and students; construction of speech activity of the teacher in a real situation of communication on the basis of reflection of a condition, behavior, reaction of students. The level of mastery of such elements of speech technique as breathing, voice, diction, intonation, tempo determine the quality and effectiveness of professional and pedagogical speech of the teacher. The process of communication of the teacher with the audience should lead to concrete positive results, which can be achieved through the use of knowledge of speech techniques. Undoubtedly, the success of a teacher's professional activity depends on the technique of speech, which includes the ability to breathe properly, intonate speech and pause, clear diction and timbre of speech. It is determined that in the process of developing phonation breathing skills should be guided by the following conditions of proper breathing: inhale air through the nose should be free, silent; you can start talking when a slight excess of air is taken into the lungs; to spend air it is necessary economically and evenly; you should use every natural stop in speech to get a supply of air in the lungs; the strength of the exhalation depends on the depth of inspiration, hence the strength of the sound of the voice; inhale and exhale should be silent, unnoticed for the listener, because high-quality sound is formed by a calm stream of air that comes out during inhalation and exhalation. After an objective assessment of your own speech data, you should start regular classes to correct the identified shortcomings, weaknesses of speech (to train breathing, practice diction, temporitum, strengthen vocal cords). It is well known that no one is born with professional and pedagogical speech, it is the result of long-term hard work and daily training. Systematic work on yourself and performing special exercises will help to improve speech technique. In the context of this issue, we can explore the the conditions for the effectiveness of professional speech and ways to improve it.

References
1. Babych N.D. Osnovy kultury movlennya. – Lviv: Svit, 1990. – 232 s.
2. Honcharenko S.U. Ukrayinskyy pedahohichnyy slovnyk. – K.: Lybid, 1997. – 375s.
3. Pedahohichna maysternist : pidruchnyk /za red. I.A. Zyazyuna. Kyyiv : Vyshcha shkola, 2004. – 422 s.
4. Teslyuk V.M., Luzan P.H., Shovkun L.M. Osnovy pedahohichnoyi maysternosti. – K.: Natsionalnyy universytet bioresursiv i pryrodokorystuvannya, 2009. – 194 s.
5. Fedorchuk V.V Osnovy pedahohichnoyi maysternosti. – Kamyanets-Podilskyy: Vydavets Zvoleyko D., 2008. – 140 s.
6. http://muza.dp.ua/?p=507#more-507

Список використаних джерел
Бабич Н.Д. Основи культури мовлення. – Львів: Світ, 1990. – 232 с.
Гончаренко С.У. Український педагогічний словник. – К.: Либідь, 1997. – 375с.
Педагогічна майстерність : підручник /за ред. І.А. Зязюна. Київ : Вища школа, 2004. – 422 с.
Теслюк В.М., Лузан П.Г., Шовкун Л.М. Основи педагогічної майстерно-сті. – К.: Національний університет біоресурсів і природокористування, 2009. – 194 с.
Федорчук В.В Основи педагогічної майстерності. – Кам`янець-Подільський: Видавець Зволейко Д., 2008. – 140 с.
http://muza.dp.ua/?p=507#more-507

Н. Постоюк, канд. пед. наук
Київський національний унівнрситет імені Тараса Шевченка, Київ

МОВЛЕННЯ ВИКЛАДАЧА УНІВЕРСИТЕТУ ЯК ВАЖЛИВИЙ КОМПОНЕНТ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ

Висвітлено особливості мовлення викладача університету як одного з важливих компонентів педагогічної майстерності. Розглянуто мовлення як інструмент професійної діяльності педагога, за допомогою якого можна розв'язати різні педагогічні завдання, зробити складну тему цікавою, а процес її вивчення – привабливим, створити щиру атмосферу спілкування, встановити контакт із студентами, досягти взаєморозуміння з ними. Мовлення вчителя має бути пристосоване для розв'язання специфічних завдань, що виникають у педагогічній діяльності, спілкуванні. Проаналізовано основні шляхи досягнення високої якості професійно-педагогічного мовлення викладача та професійні особливості мовленнєвої діяльності педагога, а саме керівництво мовленням залежно від умов педагогічного спілкування, такий кінцевий результат мовлення як досягнення гуманістично спрямованої мети, добір мовних і мовленнєвих засобів залежно від потреб, завдань взаємодії викладача та студентів; конструювання мовленнєвої діяльності педагога в реальній ситуації спілкування на основі рефлексії стану, поведінки, реакції студентів. Висвітлено функції мовлення викладача (комунікативна, психологічна, пізнавальна, організаційна).

Встановлено, що професійне спілкування з аудиторією має приводити до конкретних позитивних результатів, що може бути досягнуто завдяки використанню знань з техніки мовлення, тому проаналізовано такі складові техніки мовлення як дихання, голос, дикція, інтонація, темп.

Розглянуто мовлення викладача як предмет його педагогічного аналізу й самоаналізу, постійного самовдосконалення. Доведено, що успіх професійної діяльності викладача залежить від техніки мовлення, що включає вміння правильно дихати, інтонувати виступ та робити паузи, чітку дикцію та тембр мовлення. Після об'єктивної оцінки власних мовленнєвих даних варто розпочати регулярні заняття для виправлення виявлених недоліків, слабких сторін мовлення (тренувати дихання, відпрацьовувати дикцію, темпоритм, зміцнювати голосові зв'язки). Систематична робота над собою та виконання спеціальних вправ сприятимуть вдосконаленню техніки мовлення.

Ключові слова: викладач, університет, мовлення, педагогічна майстерність.

Ye. Spitsyn, Doctor of Sciences (Pedagogics), Professor,
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

DEVELOPMENT OF THEORY AND PRACTICE OF LABORATOR LESSONS IN HIGHER SCHOOL BY A. D. BONDAR

The article analyzes the contribution of the professor of the Department of Pedagogy of Taras Shevchenko National University of Kyiv A.D. Bondar in the development of theoretical principles and methods of conducting laboratory and practical classes in higher education, identifies the possibility of using this pedagogical experience in modern conditions.

Keywords: laboratory, practical training, forms of organization of training, types of training, A.D. Bondar.

Formulation of the problem. As mentioned in our previous publications[7,8], in our opinion, the 60s-80s of the last century were one of the most effective periods in the activity of the Department of Pedagogy of Taras Shevchenko University of Kyiv. The lead direction of activity of department at the specified time, was the pedagogisation of educational process. Doctor of pedagogical sciences, Professor Andrey Danilovich Bondar (1913–1983) took an active part in this work. As an associate professor A.D.Bondar worked at the department since 1963, as a professor – since 1970. One of the lead areas of its diverse research and educational activities was high school education, in particular, didactics of higher school. It was not by chance that he was instructed to lead the section of pedagogy of higher education at the department. In our previous academic explorations on the academic and pedagogical heritage of A.D. Bondar [7,8] was analyzed his contribution to the development of theoretical and methodological bases of pedagogical practice of students, theory and methods of seminar classes conduction in high school.

The purpose of this article is determining the contribution of Prof. A.D. Bondar in developing theories and methods of most importantly (especially for science students) types of education classes in high school as a laboratory and a practical classes and topicality of his recommendations for modern higher education in Ukraine.

Presenting main material. The urgency of the study of this problem in the historical and pedagogical aspect is due to the need to significantly improve the effectiveness of training of future pedagogical staff in accordance with the requirements of the Concept of development of higher pedagogical education in Ukraine, in particular the content, forms of organization of methods and teaching aids. Well-known Ukrainian academician in the field of didactics of high

school A.D. Bondar devoted much of his life to the solution of these problems. Unfortunately, up to date, the works and educational activities of A.D. Bondar were insufficiently studied, although the of works A.D.Bondar show the results of the study of important didactic problem, which is topical today [4]. By education A.D. Bondar was a representative of the natural sciences, which is why he was extremely interested in the problem of improving the practical training of future specialists – he devoted a textbook on teaching practice (1972) to the analysis of these problems, and in 1977 at the publishing house "Higher School" (Teacher library) a book of A.D. Bondar (with L.A. Ranska as a co-author) was published in the amount of 1,000 copies "Laboratory and practical work in higher education" [3], written by studying and analyzing the literature, experience and high school teachers pedagogical research in a systematic form presents the theoretical and practical aspects of the preparation and conduct of laboratory and practical work in higher education.

The first section of the book deals with the place of laboratory and practical work in the educational process of higher education. Among the various types of classes in high school importance lies in the laboratory and practical work, so that through them shall comply one of the leading didactic principles – the principle of communication of theory and practice.

High School has always been designed to give future specialists deep and strong theoretical knowledge of the science that they study. But under current conditions except this it should teach students to creatively apply this knowledge in practical purposes, in life, at work. That's what promote laboratory and practical work, performing with students during word in science department. This work is provided by the curriculum and on the natural faculties have a prominent place,

such as in times A.D.Bondar, the chemical faculty it was 37% of the time, at radiophysics – 44% of teaching hours were occupied by laboratory studies [3, p. 7].

According to modern students, unfortunately, almost half of the study time is devoted to lectures that gave very deep knowledge, but not supported by real practice. Unfortunately, today, not only some students, but not all teachers of higher education institutions, during laboratory classes, realize the full power of this organizational form and realize it in full, giving the opportunity to develop students' creative and research skills. Such a state of affairs leads to lower than expected quality of laboratory work, a decrease in the quality of experimental preparation of students. Considering the modern curricula of the natural sciences, we can conclude that the share of hours devoted to laboratory work has significantly decreased and is only about 10-15%.

Laboratory and practical work, in the opinion of A.D.Bondar, is closely related to the lectures and independent work of students, they are, in their proper organization helping students with creative use in practice that theoretical knowledge they gained in class and in the process of studying literary sources. This type of training sessions activates cognitive activity of students, giving them the possibility to detect the initiative and creativity, deeper understand program material. It enables students to get acquainted with the latest facilities and appliances, equipment and materials, with the experiment at the laboratory or at production conditions, helps teachers engage students to research, promotes the development of their thinking, creativity, rationalization.

As A.D.Bondar states, in teaching science there are different views on differentiation of laboratory and practical work, some scientists admit, that laboratory work is always closely linked to the laboratory, and practical – not always; others say that every laboratory work is conducted by the students in practice, which means that it can be viewed as practical. Therefore, it is difficult to draw a clear distinction between laboratory and practical work. The term "practical work" is often regarded by some authors as synonymous with the term "laboratory work." However, according to A.D.Bondar, the difference between laboratory and practical work exists and is manifested in the fact that laboratory work is performed by students in an appropriate framework that is determined by the written instructions. Laboratory work is this active form of independent work of students, where their activity is combined mental and motor actions aimed at active application of acquired knowledge and skills in practice according to the given program (instructions) corresponding to equipment and venue. Practical work includes students performing complex technical or research problems associated usually with creation of simple devices, visual aids and models that are then used in an educational process, the practical solution of the extracted knowledge and skills. Practical work can be carried out in various conditions: office, laboratory, in the workshop and on the ground (as for history, the excavation of ancient villages, geography, geology, botany, etc.). Cognitive activity of students in the practical work differs from analogous logical activity in laboratory work. The immediate aim of practical work, except learning the term, is to solve specific practical problems using acquired knowledge and skills. This is their main difference from laboratory work [3, p.9]. The peculiarity of practical work is that tasks of the students are usually problematic. The student should independently cope with such work, choose to perform the necessary settings, devices and materials.

The main tasks of the laboratory and practical work as a type of training in higher education, according to A.D. Bondar, are:

1. To combine into a whole lecture classes with systematic form of independent work of students with handbook and other sources.

2. To promote the formation of scientific worldview of the students.

3. To teach students to creatively apply theoretical knowledge in practice, to work with installations, devices, tools, materials.

4. To develop students' cognitive and design skills, observation, attention, endurance, imagination and other qualities.

5. Arouse students' interest in scientific and experimental activities and include them in research work carried out at departments, laboratories, etc.

6. To systematically control the knowledge, skills and challenges of students with separate topics or sections of the course you are studying [3, p. 11-13].

The survey students about the role of practical and laboratory work conducted at the time of prof. A.D.Bondar, shows that a number of students praised these types of classes in the formation of competent professionals with higher education: "Laboratory and practical work are extremely important forms of education, because they allow you to test your knowledge in practice. We do not imagine going to college without laboratory and practical work. Here you have captured all the work: you form, check, observe, experiment. There should be more such work in the study of all disciplines." "Students love laboratory and practical work for their novelty and creative thinking. During these works, the student checks for what they know and what they can do. And if something fails, they can learn this themselves or with the help of a teacher. In life, this will always come in handy. Of course, not everything is given immediately. Sometimes it can be difficult, especially when the work is difficult. But we are learning to do everything right before graduation" [3, p.14].

One of the criteria of quality conducted laboratory or practical classes is the level of its planning. The following section of the book by A.D. Bondar is devoted to the guidelines for the effective planning of laboratory and practical work.

As it is well known, academic organization of educational process includes a number of organizational and methodological measures directed to achieve high quality specialist with higher education. This factor, according A.D.Bondar, is rational planning, which includes the development plans and programs, arrangement of academic pedagogic personnel, scheduling sessions, planning educational work of teachers and self-work of students and others.

The experience of science department indicates that laboratory and practical classes can be planned either in parallel with the course of lectures, or as the final stage of its study. In the first variant of planning, part of the laboratory and practical work is done with some advance of the lecture course, if the work is done in the form of workshop, i.e. students perform all the work individually or in teams. To achieve simultaneousness of first lectures and workshops is possible only in frontal method of their conduction and reduction of the gap between theory and practice can only be achieved by the formulation of so-called work cycles.

It is believed that as the simple consolidation of knowledge at workshops on methodological point of view does not justify itself, to achieve the goal the students should be put in conditions that require hard mental activity, initiative and creativity. Therefore, you should practice to

conduct complex operations based on several sections of the course.

A.D.Bondar believed that success in carrying out one or another laboratory or practical work largely depends on its preparation. The algorithm for this preparation is described in detail in the next section of the book and includes:

• in-depth theoretical study of material on which work is performed;

• preparation of the necessary educational and material base and documentation;

• preparation of teachers, staff and students to work [3, p.21].

At the same time, A.D. Bondar recommends that any work can be conditionally divided into a number of stages: preliminary preparation, start of work (admission), its execution, preparation of a report and evaluation of work (credit) [3, p.22].

In preparing for the laboratory work, the student must first and foremost understand its purpose. The degree of interest of the student in the performance of a particular job is directly proportional to the degree of his confidence, relevance to the work of his purpose. If a student perceives laboratory work as a must-do in the course, there will be one thing. But if a student feels that he/she is really learning in the laboratory, if the work is creative, the attitude will be quite different [3, p.22].

An important factor in the success of the laboratory (practical) work is to prepare the necessary documentation: instructions, teaching materials, and so on. A very important factor that determines the success of one or another laboratory (practical) work is abundance of the necessary devices, machines, tools and supplies.

Each laboratory or practical work should be prepared by a teacher. Its preparation according to A.D.Bondar includes:

• Reviewing of the programs, textbooks, manuals, instruction and teaching materials on the topic of laboratory (practical) work for the purpose of rational organization and its conduct by students. This allows the teacher to view most of the content, to introduce new elements (and improve the presentation of material) to clarify the content of the report and check questions.

• Check readiness of devices, installations and materials needed for laboratory(practical)work.

• Each laboratory work should be promptly provided with training and material resources – proper devices and machinery, equipment and materials [1, p.29].

In preparation for laboratory work, according to A.D. Bondar, one should anticipate and plan consultations (group and individual) on helping students in preparing for these works. The success of the consultation before the laboratory or practical work largely depends on the preparation of students for these works. Each student should prepare for the laboratory works to actively and independently conduct experiments, and the task of the department is to help them in this. In consultation, another teacher explains students core theoretical propositions, which were too complex, checks the instructions to be performed, tells what to pay special attention to, how many times to conduct a particular experiment, instructs how to build schemes, discusses the accuracy of future measurements. At the same time, according to A.D. Bondar, consultation should not be a substitute for independent work of students, but only stimulate a conscious and active conduction of the experimental tasks [3, p.33].

Equally important, according to the author, is the study of safety rules when working in laboratories. According to A.D. Bondar it should provide [3, p.34]:

• appropriate placement of furniture and equipment in the laboratory;

• concealed wiring of electric current, gas and, where necessary, water;

• installation of fuses, switches and outlets to turn off electrical appliances;

• build walls to prevent moving of the machinery parts and mechanisms of electrical systems and wiring with no safe voltage, high temperature zones, etc.;

• create the necessary lighting and ventilation, especially in chemical laboratories;

• provide students with special clothing, rubber gloves for electrical work his shock and harmful chemicals, special goggles, etc.;

• installation of alarm systems (where appropriate), which involved the supply of light and sound signals "working well" and "working faulty" in various settings.

Compliance with these requirements will facilitate security provision of laboratory and practical work, prevent injuries and other accidents, the correct operation of devices and systems. [3, p.34]. At the same time, polls of modern students on compliance with certain requirements are far from always being performed: "There is a constant lack of personal protective equipment. Although, according to safety requirements, lab workers should be provided with a robe, goggles and gloves. Students are required to buy robes on their own. Gloves are neglected and glasses are often missing. Gas masks in the lab are often from the 1970s and older. "

A key section of the book is a section on the organization and methodology of laboratory and practical work. According A.D. Bondar, a successful laboratory work the staff of the science departments must first seek modernization of laboratory equipment.

The main disadvantages to conduct laboratory and practical work both in times of A.D. Bondar, and current conditions are:

• insufficient provision of their educational and material base, lack of necessary equipment, machines, devices and materials;

• low level of preparation of students for them; standardization of organizational forms and methods of laboratory and practical works on various subject matters;

• absence of elements of new scientific research, creative experiment in carrying out separate works;

• the mismatch of the course of lectures and laboratory work in time, which reduces their quality, etc. [1, p.38].

The success of the laboratory and practical work in scientific department will depend not only on the equipment, but also on their organization and methods of conduction. The latter are crucial factors in ensuring quality of training specialists with higher education.

The organizational plan raises the question of who will lead the laboratory and practical work. At the end of each academic year department decides on hour distribution between teachers in the next school year. According to A.D. Bondar it is desirable to carry out this distribution so that in one way or another group of students and practical laboratory work is directed by the teacher who conducts lectures. This will ensure adequate continuity between lectures and laboratory work and gives the possibility to combine lectures and laboratory work on the course in single process that will ensure effective implementation of the principle of a combination of theory and practice. If there is no such opportunity, then the lecturer must be assigned with at least one group. Carrying out these works in one group should be a standard for preparing and conducting them in other groups by his colleagues. At the same time the lecturer has responsibility to guide the organization and methodology of laboratory and practical work on the course [3, p.41].

In the practice of science department there are several major methods of conducting laboratory and practical work – frontal-method, practical method and cycle method (by topics) [3, p.47]. One method or another is used by the departments depending on the availability of educational and material resources and the tasks that you have on this course in the system of training specialists of this profile. Frontal method is conducted when there are enough equipped laboratories, the required number of instruments, equipment and machinery for simultaneous work by all students of similar groups. This method of work simplifies link of theoretical knowledge with practical as well as preparation by the students and teachers. It is considered the most useful, but less is feasible because it needs large number of laboratory devices and large area. The advantages of the method of frontal laboratory(practical) classes according to A.D. Bondar included the following:

• the whole group is confronted with the same tasks that they must accomplish in the course of their work;

• students are prepared for easier implementation of such work through consultation, explaining some of its stages;

• it is possible to standardize control of students' readiness for laboratory or practical work and to carry it out in short time;

• during the performance if needed there is a possibility to give assistance to individual students and the entire group;

• standardize summarizing the work and assessment by the teachers [3, s.47-48].

The experience of conducting these types of classes, according to A.D. Bondar, indicate that, while studying particular subjects the preferred method of laboratory (practical) classes is frontal one. Of course, the use of frontal method of conducting laboratory and practical classes may be only at the presence of the required number of equipment, and also skillful organization of students, as well as presentation of the teacher. But the front method, with all the positive aspects of its implementation, has drawbacks. The main one is that it does not provide sufficient autonomy of students. With this method, some of the students are not very active, because there is a possibility of mechanical repeat of operations that were conducted by their companions. When used properly, this method is limited with opportunities for creative search in dealing with the tasks of laboratory (practical) work [3, p.48].

Method of laboratory and practical work in a workshop where students have different course tasks (or sections), in terms of development of independent thinking of students and increase interest to science, which is studied, is more effective. In this way, the student works with more responsibility, faster gets experimental skills than the work performed by frontal method. Because the laboratory and practical work in a workshop requires less equipment than the frontal one, and because of this simple implementation, it has become the most common in science departments. The main disadvantage of this method is a significant mismatch between the execution time for the practical notions and theoretical study of relevant provisions in the lectures. This deficiency causes for laboratory managers to develop their method of conducting classes that would have consistency in the time between the theoretical and practical training course. It is a question of laboratory and practical work cycles, where students perform different tasks belonging to the same topic [3, p.48].

The similar way to this method of organization of laboratory work is so-called "complex-collective method".

The main idea is that all works are divided into cycles and performed simultaneously by all students [3, p.48]. Laboratory and practical work can be done by students individually or collectively wise, in two or three persons. In most cases, team of students (here again played a significant role of the availability of equipment in the laboratory). Pursuing another performance of the same work and students help each other, they are lighter and easier to monitor and take the readings of these works to control the acquired experimental skills. However, all these positive aspects of team performance students often are overridden by negative ones. And the main drawback in this kind of works – unequal participation of students in the performance of tasks. Even when the work is done by two students, one of them does it more actively and creatively, and the second – just watching or is passively involved. The task of the teacher is to monitor the active work of each student, and in some cases, this can be achieved by giving students a team of different individual tasks. As evidenced by the experience of A.D. Bondar most advisable to use a tailored performance of laboratory works at the frontal method [3, s.50-51].

Especially important both organizationally and methodologically according to A.D. Bondar, is conducting introductory sessions to the laboratory and practical work. In order to ensure quality of laboratory (practical) work of students, teachers organize test of their readiness. This test, according to A.D. Bondar, should be conducted this way:

a) interviews with each student, during which knowledge of theoretical material on the subject of its equipment and the implementation of the work is checked;

b) machine or machine-free standardized control on the same issues [3, p.54].

Each of these control methods has both positive and negative sides. Personal check of the student enables the teacher to clarify all issues of interest and give a student in need particular assistance in the preparation of the laboratory work, advise on specific issues. This checking method has drawbacks. The main one is that for such verification teacher has to spend a lot of time. When the group is 30 students, and to check the readiness of each one takes 10 minutes of time, will be about 5 hours. And this is only in one group and one laboratory work [3, p.54].

To improve the effectiveness of laboratory and practical work, according to A.D. Bondar, you must change the traditional method of conducting in such a way so that the experiment of the student foresees the formulation of goal and objectives, the choice of methods for solving tasks, the formulas should determine variables that are necessary to measure on the selection of devices, construction installation, mathematical check of results of experiments [3, p.61].

The issue of cognitive activity in the performance of laboratory and practical work and in bearing their effectiveness can be solved in different ways: the inclusion of these elements of research, additional credits of work in which students must demonstrate independence in solving experimental tasks because they are the control of understanding, etc. [3, p.62].

In the inspection and evaluation of students' knowledge ratio between planned and actual state of training is stated, enabling a timely reaction for underachieving students to direct their work in unity with the set requirements. Assessment of students' knowledge, skills and competences are also a factor in learning. Teaching control requires students organizational and psychological mobilization of their forces, responsible for the organization of intellectual work, memory training, education of the will and character development skills qualified presenting their knowledge, including the language of the relevant science.

The final step in the laboratory should be the talk with the teacher about student's experiment. During the interview, the student should demonstrate a thorough understanding of theoretical material, understanding of measurement techniques, ability to use the devices and make the necessary calculations, the ability to present their thoughts and knowledge at a sufficiently high scientific level. During the conversation, the teacher finds "weak spots" in understanding the various issues of theoretical and experimental character and gives points to their students. It also shows difficulties encountered in preparing or carrying out the work as they should in the laboratory. At the end of talks on the basis of the report and the totality of data about the job the question of its assessment is viewed [3, p.66].

Systematic testing of students' readiness to laboratory and practical work and evaluation of these activities is an important measure of success of the students. The reason for failure, according to A.D. Bondar, can be organizational failures and methodologically incorrect statement of laboratory and practical work. These shortcomings can be manifested in talking to students, identifying the difficulties they met in the preparation and execution of works, inaccuracies and the soapy answers of the students. Improving student achievement in this case is to review methodological advice to the laboratory and practical works, viewing measurement techniques and so on. The reason of no progress can be individual quality presentation of the teacher (e.g. low requirements) and attitudes to this type of work from students (absenteeism without timely submission of the reports etc.) [3, p.67-68].

In order to identify the main problems in planning, organizing and conducting laboratory work in modern conditions at the chemical and mechanics and mathematics faculties of the National Taras Shevchenko University of Kyiv, students held survey of professors and engineers involved in the organization of laboratory work. The results of the survey showed:

• a significant portion of   the equipment, which the students use is old and does not meet modern requirements. " It often has to be repaired, but there are no spare parts for it, no masters who can adjust this equipment, so engineers have to repair it independently from improvised means and often at their own expense. According to students involved in academic exchanges at universities in Europe, this equipment serves it only as museum pieces ".

• Financing does not allow the purchase of new equipment or, even, permanent repair of the worn-out old ones. " Of course, there are several new devices in the faculties, which, in turn, were once donated by its graduates, but only engineers or workers who carry out their scientific work are allowed to work with them. Students are only observers, recording the measurement results. Of course, the real and genuine interest of students in the performance of laboratory work should be noted, and it is a fact that the technical and material condition of the equipment on which students have to perform the task is very poor. In some cases, when the task of laboratory work involves technically difficult and dangerous conditions, such activity is generally terminated or not conducted, and formally score is based on the theoretical study material".

• Insufficient number of reagents and permissions for their use. "Most of the reagents the students have been working on have been preserved since the Soviet Union. Much of them are no longer of the same quality, as some of the reagents can draw water from the air and some decompose. Sometimes, in order to conduct an experiment, the teacher has to buy a particular reagent. Laboratory work is also complicated by the prohibition on working with certain

precursors that are necessary when performing laboratory work. Because of this problem, many experiments are conducted only by teachers for all students. Or else the theory is not fixed by the most common practice. This in turn has several consequences:

▪ students do not have sufficient professional skills;

▪ students do not know how to handle dangerous substances;

▪ students do not have the opportunity to work independently on tasks."

• Outdated methods of laboratory work." Some techniques are outdated and not rational. There are times when a written assignment does not correlate with the requirements of the teacher, which adds complexity to students. Students are not interested in working with outdated techniques that are no longer used in the modern world (in business), they are not always relevant to modern requirements of the topic and tasks of laboratory work. It is often the case that lab tasks were completed 15-20 years ago and, in fact, no longer have any practical value, becoming only a formalized way of assessing students. Very often, even with a strong theoretical basis, students are forced to perform work that did not reveal the full potential of the acquired theoretical knowledge. Instead of developing truly necessary, relevant and, in their own way, unique methods of collecting, analyzing, and visualizing experimental data, students perform work that tests the ability to mechanically reproduce the material taught in the classroom, or has nothing to do with to the world of science, not even to real problems".

• Lack of motivation and interest of students in learning. In interviewing the teachers, it was found that in addition to the above problems, they also add to the problem – late submission of colloquiums and a large part of the laboratory pass. And as you know, without passing a colloquium, a teacher cannot allow a student to perform laboratory work. The problem lies much deeper than one might think – students see "... that the lab work they do (outdated with the wrong results) is all just" fad "and they are not interested in working with such devices and do not understand why they should do such lab work if it can't teach them anything. "

According to the students, "… the main problem of organizing and carrying out laboratory work in the modern science departments is the impressive passivity of the participants in the educational process. Often, unfortunately, it seems that even teaching staff are less interested in a fruitful educational process than students who are, of course, not homogeneous in their diligence and academic achievement. On the other hand, even after receiving detailed instructional instructions from the teacher and spending time on their study, students cannot formulate the purpose of laboratory work, to reproduce at least an approximate order of its implementation. Moreover, the reason for this problem is not the low level of theoretical and professional training of students. In certain circumstances, such as at work or when carrying out a project for which a student receives real money, he or she is able to quickly and productively mobilize all the resources and abilities necessary for successful work. In an educational setting, the student expects that the teacher should tell what and how to do it. "

Obviously, remedies depend largely on the causes. To address these and many other material, pedagogical, psychological, methodological and other issues, it is advisable to seek the advice that has been formulated on the basis of the analysis and generalization of good pedagogical experience over several decades by Professor A.D. Bondar. And although they were produced more than 50 years ago, in completely different socio-economic

contexts, they are in many ways in line with the proposals from participating students and teachers:

• "The main criterion for the quality of higher education should be the ability of the young generation to live fully and actively in the new world, to constantly improve themselves, to adequately respond to changes, especially in times of technological and civilizational breakthroughs. In addition, the progressive changes in public relations necessitate the provision of a high level of higher education as a guarantee of competitiveness, professional and social mobility, and self-improvement of citizens."

• "To cooperate with enterprises to attract students to practice. Conducting laboratory work in a professional environment (at production facilities). The university needs to find common ground with businesses so that students have the opportunity to do laboratory work there, and entrepreneurs can put forward their requirements for training future professionals, who will then mostly work there. This will allow individual students to perform well in practice and to hire skilled workers in the future."

• "From changing the format of laboratory work from individual to group. Drawing on the experience of European, in particular Scandinavian, universities, where laboratory work is usually carried out in small groups of 2-3 people. Such a system stimulates personal responsibility and interest, because an additional factor is the desire to work well for the sake of the team, not to let down their colleagues."

Conclusions. Laboratory classes are an effective way of learning the material, giving students the opportunity to put their knowledge into practice and see the results of their work in person. Visual assessment of the course of work of students allows them to safely learn and remember the material.

At the same time, many factors significantly reduce the effectiveness of this important type of training. Improving the quality of laboratory work can be helped, in particular, by the implementation of the guidelines developed by Prof. A.D. Bondar almost half a century ago.

References
1. Bielova O.K., Kovalenko O.Ie. Metodyka proektuvannia i orhanizatsii laboratornikh robit.- Kharkiv: UIPA, 2003. – 50 p.
2. Boliubash Ya.Ia. Orhanizatsiia navchalnoho protsesu u vyshchykh zakladakh osvity: Navch. posibnyk. – K.: VVP "Kompas", 1997. – 64 p.
3. Bondar A.D., Ranska L.A. Laboratorni i praktychni roboty u vyshchii shkoli. – K.: Vyshcha shkola, 1977. – 78 p.
4. Bondar A.D. / Ukrainska pedahohika v personaliiakh [Tekst] : u 2 kn.: Navch. posib. dlia stud. vyshch. navch. zakl. Kn. 2 : KhKh stolittia / O. V. Sukhomlynska [ta in.]. K. : Lybid, 2005. – 552p. – P.447-451.
5. Zakon Ukrainy "Pro vyshchu osvitu". – Vidomosti Verkhovnoi Rady (VVR), № 37-38, 2014.
6. Petrenko V.V. Laboratorni zaniattia yak orhanizatsiina forma eksperymentalnoi pidhotovky studentiv-pershokursnykyv biolohichnoho fakultetu // Visnyk Zaporizkoho natsionalnoho universytetu – 2008. – №1. – p. 206-211.
7. Spitsyn Ye.S. Rozrobka A.D.Bondarem teoretyko-metodychnykh zasad praktychnoi pedahohichnoi pidhotovky maibutnikh pedahohiv i sohodennia // Praktychna pidhotovka fakhivtsiv osvitnoi sfery u naukovo-pedahohichnii spadshchyni uchenykh-pedahohiv. – Ryha, Latviia: Vydavnytstvo "Baltiia Pablishynh", 2018. – P.55-62.
8. Spitsin Ye.S. The role of the pedagogy department in the pedagogy of educational process at Taras Shevchenko National University of Kyiv (60-80 years of the XX century)// "Professional and pedagogical training of educational specialists in classical university of Ukraine". – Lambert Academic Publishing, 2019. – C.45-58.

Список використаних джерел
1. Бієлова О.К., Коваленко О.І. Методика прогнозування та організації лабораторних робітів.- Харків: УІПА, 2003. – 50 с.
2. Болюбаш Я.Я. Організація навчального процесу у вищих закладах освіта: навч. посібник. – К.: ВВП "Компас" ,1997. – 64 с.
3. Бондар А.Д., Ранська Л.А. Лабораторні та практичні роботи у вищій школі. – К.: Вища школа ,1977. – 78 с.
4. Бондар А.Д. / Українська педагогіка в персоналіях [Текст]: у 2 кн. : Навч. посіб. для студ. вищ. навч. закл. Кн. 2: ХХ століття / О. В. Сухомлинська [та ін.]. – К.: Либідь, 2005. – 552с. – С.447-451.
5. Закон України "Про вищу освіту". – Відомості Верховної Ради (ВВР), № 37-38, 2014.
6. Петренко В.В. Лабораторна заняття як організація форма експериментальної підготовки студентів-першокурсників біологічного факультету // Вісник Запорізького національного університету – 2008. – №1. – С. 206-211.
7. Спіцин Є.С. Розробка А. Д. Бондарем теоретико-методичних засад практичної педагогічної підготовки майбутніх педагогічних і соціальних відносин // Практична підготовка фахівців освітньої сфери в науково-педагогічному спадщини учених-педагогів. – Рига, Латвія: Видавництво "Балтія Паблішинх", 2018. – С.55-62.
8. Спіцин Є.С. Роль кафедри педагогіки в педагогіці Росії навчальний процес у Київському національному університеті імені Тараса Шевченка (60-80 років ХХ століття) // "Професійно-педагогічна підготовка Росії фахівці з освіти в класичному університеті України ". – Ламберт Академічне видавництво, 2019. – С.45-58.

Є. Спіцин, канд. пед. наук, проф.,
Київський національний університет імені Тараса Шевченка, Київ

РОЗРОБКА А.Д.БОНДАРЕМ ТЕОРІЇ ТА ПРАКТИКИ ПРОВЕДЕННЯ ЛАБОРАТОРНИХ ЗАНЯТЬ У ВИЩІЙ ШКОЛІ ТА СУЧАСНІСТЬ

У статті проаналізовано внесок професора кафедри педагогіки КДУ А.Д.Бондаря у розробку теоретичних засад та методики проведення лабораторних та практичних занять у вищій школі, визначено можливість використання цього педагогічного досвіду у сучасних умовах. На жаль, на сьогоднішній день праці та педагогічна діяльність А.Д. Бондара недостатньо вивчені, хоча у його роботах відображено результати дослідження важливих дидактичних проблем, які є актуальними і на сьогоднішній день. Серед різноманітних видів навчальних занять у вищій школі важливе місце належить лабораторним і практичним роботам, тому що через них здійснюється дотримання одного з провідних принципів дидактики – принципу зв'язку теорії з практикою. Лабораторні і практичні роботи, на переконання А.Д.Бондаря, тісно пов'язані з лекціями і самостійною роботою студентів, вони, при належній їх організації, допомагають студентам творчо використати на практиці ті теоретичні знання, які вони здобули на лекціях і в процесі вивчення літературних джерел. Цей вид навчальних занять активізує пізнавальну діяльність студентів, дає їм можливість виявити ініціативу і винахідливість, міцніше засвоїти програмний матеріал, ознайомитись з найновішими установками і приладами, обладнанням і матеріалами, з постановкою експерименту в лабораторних чи виробничих умовах, допомагає викладачам залучати студентів до дослідницької роботи, сприяє розвитку у них мислення, винахідливості, раціоналізаторства. За переконаннями А.Д.Бондаря, лабораторні заняття є ефективним способом вивчення матеріалу, дають можливість студентам застосувати свої знання на практиці й наживо бачити результати своєї роботи. Візуальна оцінка ходу роботи студентами дозволяє надійно засвоїти і запам'ятати матеріал.
У той же час багато чинників суттєво знижують ефективність проведення цього важливого виду навчальних занять. Підвищенню якості проведення лабораторних занять можуть допомогти, зокрема, реалізація настанов, розроблених проф. А.Д. Бондарем майже піввіку тому назад.
Ключові слова: лабораторне, практичне заняття, форми організації навчання, види навчальних занять, А.Д. Бондар.

I. Seredina, Postgraduate student of IVE NAPS of Ukraine
National Transport University, Kyiv, Ukraine

THE CURRENT STATE OF ENTREPRENEURIAL COMPETENCE FORMATION
OF BACHELORS IN THE ENTERPRISE ECONOMICS

The article considers the current state of entrepreneurial competence formation of future bachelors in the Enterprise Economics in the professional training process. The analysis of the entrepreneurial competence content is presented in the context of the competence approach, with regard to entrepreneurship, as a leading form of management in market economy conditions. The current state of competence formation of future bachelors in the Enterprise Economics is defined as the process of the future bachelor's professional training in the Enterprise Economics, which is influenced by the general modern education content of our state. The article shows that the current state of entrepreneurial competence is a separate unit in the future bachelors' curricula, in which elements of academic and vocational education are gradually implemented, which are fixed in the process of practical training during the entire period of professional training in the Enterprise Economics.

The analysis of scientific works has shown that economic thinking, training in marketing area, discipline, initiative, sense of responsibility, communicativeness, creative attitude to work occupy an important place in the future bachelors' entrepreneurial competence structure in the Enterprise Economics.

According to the results of the research, future bachelors training in the Enterprise Economics at National Transport University, we have found out the current state of specialists entrepreneurial competence formation of this specialty. The future bachelors acquisition in the Enterprise Economics in the process of professional training the integral, general and professional competences is analyzed.

Keywords: future bachelors, entrepreneurship, Enterprise Economics, entrepreneurial competence, key competence.

Problem Statement: In current world of economic science, there is an active knowledge economy development, where knowledge plays a crucial role, and knowledge production becomes a source of economic growth and formation of an innovative economy based on knowledge, innovation, positive perception of new ideas, systems, technologies, readiness for their practical implementation in various spheres of human activity.

Most researchers point out that there have been recent changes in national higher economic education. In particular, the number of higher education institutions (HEIs) of economic direction of the III – IV levels of accreditation, including non-state forms of ownership, has increased; opportunities for higher education acquisition in certain specialties have been expanded to meet the needs of a market economy (economics and entrepreneurship, management, marketing, accounting and auditing, banking and insurance). The rapid development of these directions testifies to the implementation of policies aimed at the economic growth of Ukraine.

The current processes of reforming the national education system highlight the ideas of economic preparation in the HEI on the plan of ensuring competitiveness, which is related primarily to the application of the continuous economic education model [6,p.81-85].

At the same time, there are a number of problems in the national economic science related to the substantiation of the scientific practical expediency of the Ukrainian economy scientific researches as an independent economic system of a new type with its features that characterize the transit period.

Researchers V. Vachevskyi, L. Kozachok, N. Prymachenko highlight the following: knowledge, experience, skills, abilities, professionally significant personality traits that a specialist needs in order to fulfill his / her professional duties, considering certain aspects of professionalism.

Sources. Some aspects of the professional traits formation for future professionals, favorable for opening their own business, were considered in the works of such Ukrainian researchers as D. Zakatnov, L. Yershova, V. Radkevych and others. For the most part, these issues were analyzed in the context of the establishment and functioning of careers centers, the organization of career counseling and the formation of career competences of students. M. V. Vrachevskyi, Y. A. Ivanchenko, O. S. Padalka and other, offer to build continuous economic education on the basis of a competent approach, because in current conditions it is first and foremost important to clearly define the socio-economic roles of bachelors in Economics, without which it is impossible to form a system of requirements for their professional training [2].

At the same time, it is promising to define and substantiate the current state formation conditions of bachelor's entrepreneurial competence in the Enterprise Economics.

The purpose of this article is to analyze the entrepreneurial competence formation of future bachelors in the Enterprise Economics on the basis of scientific literature study; to consider the content of the competence components in the context of their professional training.

Research methods are conditioned by its interdisciplinary character, use of achievements of economic, psychological and pedagogical sciences, in particular, Enterprise Economics, Organization of Enterprises, Psychology, Pedagogy etc. Research on the entrepreneurial competence formation of future bachelors in the Enterprise Economics in the process of professional training is based on the methodological principles of objectivity, causality, validity and social direction. Since the object of the research and the logical and activity operations are aimed at its comprehension, such principles of scientific search as objectivity, functionality and structure are applied in the unified process of research. The presence of different approaches to studying the entrepreneurial competence formation led to the choice of research methods, in particular, system-structural, system-component and system-functional analysis.

Presenting main material. The essence of the competency approach involves changes in the formation of learning goals, expected learning results as a complex of competencies needed to accomplish different economic tasks. A competent approach can be seen as an attempt to approximate the training of future specialists in the Enterprise Economics to the needs of the labor market and employers.

The concept of a competent education becomes one of the leading in economic education, and a competent approach enhances its practical orientation, its subject-professional aspect, emphasizes the role of experience and ability to practically solve problems.

In order to ensure the correspondence of the national economic education to the current requirements, it is important to create and substantiate theoretical models of introducing an innovation-oriented approach to the

professional training of specialists in the Enterprise Economics. These models should be based on preparing individuals for innovation activity in the economic sphere. Of particular importance is the competent approach in the future specialists training in the Enterprise Economics. Professional training of bachelors in the Enterprise Economics in the educational process of higher education institutions is carried out by filling economic disciplines with innovative scientific and practical information that forms relevant professional skills, in particular entrepreneurial competence. At the same time, the problem of forming the key and informational competences necessary for future economists to start their own business remains unresolved in higher education institutions. This is due to the critical reduction of the socio-humanitarian component of higher economic education and insufficient systematicity in the competencies formation of future specialists. Improvement also requires the use of a competent approach in the education content formation in most higher education institutions [4; 3, p. 165; 5; 10; 12, p. 5; 13, p. 10; 14].

In current conditions of social development, the orientation of economic education on the innovative personality traits formation becomes especially important. The term "entrepreneurial competence" is widely used when considering problems of educational innovation and defining requirements for graduates of HEI. Considering entrepreneurial competence, researchers S. Melnyk, O. Topol, V. Dryzhak, D. Zakatnov, N. Pasichnyk, N. Pobirchenko [5, p. 173-179] distinguish the following competencies in its composition:

• communicative – knowledge of business etiquette, understanding and interaction;

• informational – application of necessary technologies and programs to search for the necessary information;

• professional (spheres of economic activity) – a system of knowledge and skills in the field of national and world economy, analysis and design, making management decisions.

Following the authors, we consider such components of the entrepreneurial competence of bachelors in the Enterprise Economics, which are formed in the process of professional training, such as economic thinking; training in marketing; discipline; initiative; sense of responsibility; communicativeness; creative attitude to work. But most importantly, the content of the economic professional's competence should include thorough economic knowledge and awareness of legal and social issues.

These traits are components of entrepreneurial competence, the current formation state of which is not sufficiently disclosed for future specialists in the economic profile. Therefore, one of the main tasks in the context of the vocational training productivity improving is to review the economic education content structure at all levels of vocational training.

These changes are primarily related to the conceptual approach to the state of entrepreneurial competence formation. After all, its formation is an important component of the professional outlook of the future bachelor in the Enterprise Economics, which is acquired in the process of professional training, as a bearer not only of economic knowledge, but also models of entrepreneurial activity and economic culture; mastering the relevant skills and ability to be mobile in accordance with changes and directions of professional activity. These requirements must be met by educational training programs for future specialists in the Enterprise Economics.

Entrepreneurial competence has a multi-level formation and multicomponent structure that can be represented by the unity of axiological, acmeological, cognitive and empirical components. The essence of the axiological component includes such concepts as "values", "meaning", "evaluation", which are necessary in public life and being in social institutions. The acmeological component of entrepreneurial competence is presented as the need to increase the level of each component of entrepreneurial competence, the desire for self-realization. The cognitive component is a complex of scientific and theoretical knowledge, practical skills and abilities in the economic sphere, knowledge of laws, theories, definitions, basic economic systems and entrepreneurial law. The empirical component is decisive in the formation of entrepreneurial competence, because it forms a specialist with thorough knowledge and experience in entrepreneurial activity.

The modern paradigm of higher economic education, in particular the entrepreneurial competence formation of bachelors in the Enterprise Economics in the process of professional training is considered as a process of mastering in the HEI the ability to determine the borders and opportunities to apply a competent approach to education, which highlights not the specialist awareness but the ability on the basis of knowledge and practical skills to solve problems that arise in everyday life. Economic education is one of the most important people adaptation forms to new rapidly changing living conditions.

In the information society, traditional education is gradually losing its importance. The enormous flow of information that becomes obsolete faster than a student completes studying in the system of formal education is no longer possible to fit into the curriculum. The need to overload the memory of the future specialist with additional knowledge does not make sense. It should be taught to find and use them by themselves. Therefore, an effective tool for improving the education quality is the use of a competent approach to education, which highlights not the student's awareness but the ability to solve problems that arise in everyday life, on the basis of knowledge, abilities and skills (competences).

Current tasks of economics lecturers include:

• ensuring the formation of knowledge and skills for analyzing economic events in society, for understanding the realities of the surrounding world;

• promotion of creative thinking development, as well as the skills formation for critical analysis and objective assessment of the economic situation, making independent decisions.

It is during the study of economic subjects that students gain economic experience, which is important for planning their future life and career. In this regard, innovative pedagogical technologies, which create the conditions for the formation of a comprehensive, developed competent person, are used in the teaching of economic disciplines. The educational process is enhanced by using the active and interactive teaching methods aimed at the development of creative thinking, the formation of independence, determination, responsibility, the ability to adapt flexibly in changing life situations, to think critically, to be sociable, to work in a team.

Achievements of professors in economics N. M. Bondar and A. Y. Spitsyna at National Transport University shows that it is conducting the innovative classes (business games, conferences, brain-rings, economic "expeditions", etc.) that help to increase student success, make learning more interesting and varied [16, p. 130-135.]. Of particular interest are couples in the form of discussions, brainstorming, conferences involving dialogue, discussions about the resolution of any problem. Most students listen to the

opinions of others, learn to defend their point of view, to be confident, independent, resolute.

When conducting classes, it is effective to use research tasks, where students need to be able to find information from different sources, use reference literature, online resources, media, statistic data. In such activities, students learn how to analyze, systematize the results obtained and draw appropriate conclusions. Self-search activity promotes the formation of new knowledge, develops creativity, erudition, ability to work in a team. These types of activities are used in conducting classes in Economics on various topics, in particular: "Entrepreneurship", "State Budget", "Entrepreneurship as a form of activity in a market economy conditions", "Inflation" and others.

Modern classes cannot be imagined without the use of the latest technologies, especially interactive education, involving each student in the use of tasks corresponding to the level of his / her educational achievements. The use of cooperative education technology promotes the formation of communication skills, ability to work in a team. Thus, social and communicative competences are formed. An important technology in the process of key competencies formation is the project method and such technology of study as research. Working on project creation promotes the key competences formation (communicational, informational, creative, self-education and self-development). Future specialists produce creative, informational and research projects using computer technologies [9; 15; 11, p. 22-25p]. Such systematic work promotes education in the process of studying the economy of a competent person who possesses key competences and is capable of self-realization in society.

All classes in professional economic subjects are very various. When teaching, demonstration programs, presentations, slideshows can be used. At seminars, students learn how to fill in tables, draw conclusions, and work with statistic data.

Multimedia technologies are one of the effective ways of motivating students to educational activities. One of the benefits is the ability for students to create presentations while working on projects, speeches etc. For example, students have a difficulties with learning the topic "Demand, Supply, Market Price". Multimedia technologies can allow showing demand and supplying schedules on an electronic whiteboard. A clear explanation of this law of economics contributes to a better understanding of the topic.

A creative approach to the design and conducting the seminar, a richness of various techniques, methods and forms of teaching can ensure its effectiveness. The educational process is designed so that future specialists in the Enterprise Economics will learn first of all to understand themselves and to realize their knowledge and experience in everyday life [7].

Innovative pedagogical activity is specific and quite complex and requires special knowledge, skills and abilities. The implementation of innovations is impossible without a teacher-researcher who has a systemic thinking, developed ability to creativity, formed and conscious willingness to innovate. There are two ways for each of us: living past our merits, turning a blind eye to dramatic change in the world, condemning our students to life failure, or trying to change something in their attitude to the latest educational technologies. You can mourn lost ideals, complain about the decline of spirituality and upbringing, loss of humanity and morality, in general, life and quite unusual learning, but the course of events will not be returned[1].

One of the most important strategic tasks at the present stage of vocational education modernization is to ensure the training quality of a competent graduate at the level of international standards. This problem can be solved under the conditions of changing pedagogical methods and introduction of innovative pedagogical teaching technologies.

Having analyzed the educational training program of bachelors in the Enterprise Economics at the National Transport University, it is revealed that in the process of professional training future specialists acquire the following competencies:

• **integral competencies** – the ability to solve complex specialized tasks and practical problems in a given field of professional activity or in the process of studying, which involves the application of certain theories and methods of the relevant science (in particular, methods of mathematical modeling, socio-economic forecasting, computer data processing and model construction, statistical and analytical methods and models) and is characterized by complexity and uncertainty of conditions.

• **general competencies** – which in turn consist of:

1) the ability to generalize, analyze and process information, formulate a goal and choose ways to achieve it.

2) the ability to understand and analyze worldview, socially significant philosophical problems.

3) the ability to understand the driving forces and patterns of historical process, events and processes of economic history.

4) the ability to analyze the economic problems and processes that occur in society, to forecast their possible development in the future.

5) the ability to use regulatory documents in economic activity.

6) the ability to communicate in their mother tongue, both orally and in writing.

7) the ability to work in a team, willingness to interpersonal interaction.

8) the ability to make justified decisions, evaluate them and ensure the high quality of these decisions implementation.

9) the ability to work independently, including using distance learning forms.

10) the ability to be critical and self-critical.

11) the ability to act socially, responsibly and civilly consciously.

12) skills in using information and communication technologies.

13) the ability to communicate in a foreign language.

14) the desire to preserve the environment, respect the concept of safety.

15) the ability to work in an international context.

16) the ability to take initiative, generate new ideas (creativity).

• **professional competencies** include:

1) the ability to perform informational and analytical support for the development and analytical evaluation of current plans, budgets and strategic forecasts of the enterprise activity.

2) the ability to use methods and tools of resource analysis to formulate business process development options.

3) the ability to plan and forecast social and financial and economic indicators of current and strategic activity of economic entities, to analyze and control the process of their implementation.

4) the ability to ensure the functioning of modern business models of companies.

5) the ability to research and analyze perspective directions of international economic relations development,

to calculate and substantiate the main economic indicators of foreign economic business entities activity.

6) the ability to determine the optimal capital structure, choosing rational forms of financing the enterprise to ensure the goals of focused activities.

7) the ability to identify and evaluate the costs of the enterprise in order to form a management system as a factor in improving the efficiency of enterprises economic activity.

Bachelor's skills are defined by such types of educational activity as the concretization of general and professional competences in programs of studying disciplines, practices, individual tasks and are used as criteria for the selection of necessary and sufficient knowledge (content modules), which can be identified, quantified and measured. Connection of the educational program with the training programs by type of studying activity ensures the quality of higher education at the design stage. The specialist should have a high level of professional training, which requires a broad liberal arts education, which includes mastering the necessary knowledge in the field of philosophy and the legal bases of education; provides the necessary level of communication for the specialist in the fields of professional and situational communication in a foreign language; forms an intellectual, creative personality, which has its own original oratorical style, possesses the art of persuasive speech.

University graduates with economist qualifications may perform production and financial work at transportation enterprises and enterprises of other fields of the country's economy in such positions as economist, auditor for production, technical and economic issues, financial and economic security specialist, assistant manager of production department, referent, organizer of record keeping, planning technician, economist-statistician etc.

Analyzing the existing educational and professional training program of bachelors at NTU, it can be seen that the regulatory disciplines are 83.75%, selective – 16.25%, while the theoretical part is 75%, and practical – 25%. In such distribution of studying disciplines, the priority belongs to the theoretical part (which is very necessary), but in terms of practical classes, their number needs to be increased, because the qualitative structure of the entrepreneurial competence formation is impossible without the through practice of applying methods, technologies, projects, trainings, individualization of education.

Conclusions. The results of the economic and pedagogical literature analysis made it possible to reveal the current state of professional competences formation for the students of HEI, who receive a bachelor's degree in the specialty 051 "Enterprise Economics". Most researchers distinguish communicative, informational, and professional skills within the future economist competencies. The educational program analysis of the specialty "Enterprise Economics" shows that students acquire integrated, general and professional competences, but reveals the need to strengthen the practical component in the educational process. It has been found that entrepreneurial competence combines acmeological, axiological, cognitive and empirical aspects. It is shown that entrepreneurial competence is not allocated as a separate unit in the current curricula of future bachelors, where the elements of academic and professional education, which should be fixed in the process of practical training during the entire period of specialists studying in the Enterprise Economics, are phased out.

The current tendencies of introducing entrepreneurial competence in the higher education system of Ukraine, in our opinion, depend on the economic transformations that form the need for specialists of the appropriate level, the readiness of students to realize their personal potential in

the professional training process of bachelors in the Enterprise Economics. Further research will focus on developing a model of professional training for future bachelors in the Enterprise Economics and on analyzing existing problems and prospects for entrepreneurial competence formation.

References
1. Volgina, L. and Bogoslov, I., 2007. Organization of project activity. Head, 4, 99 p.
2. Vrachevskyi M. V. 2005. Marketing. Formation of professional competence: a textbook. Publishing House "Professional", 512 p.
3. Yershov, L., 2018. Transformation of the students values system in the reforming national vocational education context. Scientific announcer of the Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine. Professional Pedagogy, 16, p. 162-168.
4. Yershova, L., 2015. Formation of a reference personality as a problem of modern Ukrainian educational policy. Bulletin of Cherkasy University. Pedagogical Sciences, 6 (339), p. 119-124.
5. Zakatnov, D., 2009. Status and Problems of Vocational Orientation. Vocational education: innovative experience, prospects, 6, p. 173-179.
6. Zakhariev, V.V., 2007. Innovative challenges for the education system in the conditions of economic knowledge. Innovation, 4, p.81-85.
7. Kyrylenko, V., 2005. Impaired learning motivation as the root cause of negative behavior. Psychologist, 18, pp.7-8
8. Kravets, S., 2014. Formation of key competences in the professional training process of future restaurant service specialists: results of pedagogical experiment. Vocational education: problems and perspectives, 6, p. 105-110.
9. Kulalaieva, N., 2016. Project training as a condition for gaining experience of safe work by future builders. Scientific Bulletin of the Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine. Professional Pedagogy, p. 69-77.
10. Odnoroh, H., 2019. The essence and structure of key competencies of future skilled sewing workers. Scientific Bulletin of the Institute of Vocational Education of the NAPS of Ukraine. Professional Pedagogy, 18, p. 31-36. https://doi.org/10.32835/2223-5752.2019.18.31-36
11. Peleheichenko, V., 2009. Conditions of organization of project activity. Open Lesson, 4, p. 22-25.
12. Radkevych, V. O., 2006. Research principles of vocational school teacher activity. Vocational Education, 4, p. 5-7.
13. Radkevych, V. O., 2012. Competent approach to quality assurance in vocational education and training. Scientific and methodological support of vocational education and training, 1, p. 9-15.
14. Romanova, H. M., 2009. Psychological and pedagogical training as a factor of the economic university teachers' professional self-realization. Bulletin of the University of Lviv, 3 (25), p. 167-175.
15. Romanova, H. M., 2014. Designing technologies for professional training of future skilled workers. Vocational education: scientific-methodical journal, p. 47-64.
16. Spitsyna, A. Y., 2014. Professional competence in the system of future economists professional training. Vocational Education: Problems and Prospects, 6, p. 130-135.

Список використаних джерел
1. Волгіна Л. та Богослов І., 2007. Організація проектної діяльності. Голова, 4, 99 с.
2. Врачевський М. В. 2005. Маркетинг. Формування професіонала компетентність: підручник. Видавництво "Професіонал", 512 с.
3. Єршов Л., 2018. Трансформація системи цінностей студентів у реформування національного контексту професійної освіти. Науковий диктор Інститут професійної освіти Національної педагогічної академії наук України. Професійна педагогіка, 16, с. 162-168.
4. Єршова Л., 2015. Формування референтної особистості як проблема сучасної української освітньої політики. Вісник Черкаського університету. Педагогічні науки, 6 (339), с. 119-124.
5. Закатнов Д., 2009. Стан та проблеми професійної орієнтації. Професійна освіта: інноваційний досвід, перспективи, 6, с. 173-179.
6. Захарєв В.В., 2007. Інноваційні виклики системі освіти в умовах економічного знання. Інновація, 4, с.81-85.
7. Кириленко В., 2005. Порушення мотивації навчання як першопричина негативна поведінка. Психолог, 18, с.7-8
8. Кравець С., 2014. Формування ключових компетентностей у професіонала навчальний процес майбутніх фахівців ресторанного сервісу: результати педагогічного експерименту. Професійна освіта: проблеми та перспективи, 6, с. 105-110.
9. Кулалаєва Н., 2016. Проектне навчання як умова отримання досвід безпечної роботи майбутніх будівельників. Науковий вісник Інституту професійної освіти Національної академії педагогічних наук Україна. Професійна педагогіка, с. 69-77.
10. Одноріг Х., 2019. Сутність та структура ключових компетенцій Росії майбутні кваліфіковані швейні працівники. Науковий вісник Інституту професійної освіти Освіта НАПН України. Професійна педагогіка, 18, с. 31-36. https://doi.org/10.32835/2223-5752.2019.18.31-36
11. Пелехейченко В., 2009. Умови організації проектної діяльності. Відкритий урок, 4, с. 22-25.

12. Радкевич В. О., 2006. Дослідницькі принципи професійної школи діяльність вчителя. Професійна освіта, 4, с. 5-7.

13. Радкевич В. О., 2012. Грамотний підхід до забезпечення якості в професійна освіта та навчання. Науково - методичне забезпечення професійна освіта та навчання, 1, с. 9-15.

14. Романова Х. М., 2009. Психолого-педагогічна підготовка як фактор професійної самореалізації викладачів економічного університету. Вісник Львівського університету, 3 (25), с. 167-175.

15. Романова Х. М., 2014. Проектування технологій для професіоналів підготовка майбутніх кваліфікованих робітників. Професійна освіта: науково-методичний журнал, с. 47-64.

16. Спіцина А. Ю., 2014. Професійна компетентність у системі майбутнього економістів професійної підготовки. Професійна освіта: проблеми та перспективи, 6, с. 130-135.

І. Середіна, асп. ІПТО НАПН України
Національного транспортного університету, Київ

СУЧАСНИЙ СТАН ФОРМУВАННЯ ПІДПРИЄМНИЦЬКОЇ КОМПЕТЕНТНОСТІ БАКАЛАВРІВ З ЕКОНОМІКИ ПІДПРИЄМСТВА

Актуальність дослідження зумовлена інтенсивним розвитком вищої економічної освіти в Україні та гострим запитом суспільства й вітчизняної економіки на підготовку фахівців, готових до реалізації професійної кар'єри в умовах розвитку малого бізнесу. У статті розглянуто сучасний стан формування підприємницької компетентності майбутніх бакалаврів з економіки підприємства у процесі фахової підготовки. Аналіз змісту підприємницької компетентності подано в контексті компетентнісного підходу, з огляду на підприємництво, як провідну форму господарювання в умовах ринкової економіки. Сучасний стан формування компетентності майбутніх бакалаврів з економіки підприємства визначено як процес професійної підготовки майбутнього бакалавра з економіки підприємства, на яку впливає зміст загальної сучасної освіти нашої держави. У статті доведено, що сучасний стан підприємницької компетентності входить відокремленою одиницею до навчальних планів майбутніх бакалаврів, в яких поетапно реалізуються елементи академічної та професійної освіти, що закріплюються у процесі практичної підготовки протягом усього терміну навчання фахівців з економіки підприємства.

Аналіз наукових праць довів, що у структурі підприємницької компетентності майбутніх бакалаврів з економіки підприємства важливе місце посідають економічне мислення, підготовка у сферах маркетингу, дисциплінованість, ініціативність, почуття відповідальності, комунікативність, творче ставлення до праці.

За результатами дослідження підготовки майбутніх бакалаврів з економіки підприємства в Національному транспортному університеті, нами з'ясовано сучасний стан формування підприємницької компетентності фахівців даної спеціалізації. Проаналізовано набуття майбутніми бакалаврами з економіки підприємства у процесі фахової підготовки інтегральних, загальних та професійних компетентностей.

Ключові слова: майбутні бакалаври, підприємництво, економіка підприємства, підприємницька компетентність, ключова компетентність.

K. Tulin, post-graduate,
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

MODERN SYSTEM OF PEDAGOGICAL EDUCATION OF ROMANIA

The article is a study of the main directions of the current system of pedagogical education in Romania. It is established that the current reform of Romania's education began in 2002 and aims at the gradual integration into the educational space of the European Union. The current structure of the Romanian education system is examined and each component is analyzed in detail. The system of preschool education organization and its division into age groups is defined. Highlighted on features of secondary education. It is established that secondary education starts from primary school and the defined of the assessment system at this level is determined. It is noted that starting from the fifth grade there is a transition to high school, where the system of assessment is changed to the ten-grade system. It is noted that high school has two components: compulsory education and senior-level grades. The training of specialists is carried out by public and private institutions that have autonomy in carrying out their training activities. It is determined that Romania's higher education system is divided into three stages. The first degree of higher education is considered, which envisages two study options and may last from four to six years depending on the chosen specialty. It is determined that the second higher education degree in Romania includes a master's program and a postgraduate program. It is established that the third level of higher education is a doctorate, which lasts from four to six years depending on the form of study and ends with the award of the doctor's degree after successfully defending the dissertation. The degree of education of pedagogical staff in the system of preschool and primary education, as well as the minimum requirements for their further professional training in higher education institutions, are determined.

Keywords: pedagogical education, Romania, primary education, secondary education, higher education.

Relevance of the research problem. The current state of development of the Ukrainian state is characterized by active integration processes in the field of education and culture and acceleration of the process of modernization of the entire education sector. National education should be developed in line with the requirements and recommendations of the European educational space, since the cultural rapprochement of countries while preserving their identity is a key trend in social development.

International documents of the General Assembly of the United Nations indicate that the promotion and protection of the rights of persons belonging to national or ethnic, religious and linguistic minorities contribute to the political and social stability of the countries in which they reside. Also focuses on the constant promotion and enjoyment of the rights of persons belonging to national or ethnic, religious and linguistic minorities as an integral part of society in general and in a democratic framework, based on the rule of law, and facilitates friendship and cooperation between peoples and states. This is addressed in particular in the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, adopted by General Assembly of the United Nations Resolution 47/135 of 18 December 1992. In today's conditions, we consider especially relevant the study of foreign experience of countries that have significant experience in this area and their implementation in national practice.

We consider Romania to be a neighboring country of the European Union with shared socio-historical experience, representing 15 minority communities and all of them fully provided at all levels (from kindergarten to high school) with educational materials, including electronic textbooks (which is also a separate issue for national education), which are freely available on the website of the Ministry of National Education of Romania. According to the latest data, in Romania, 142 new textbooks for schools that teach minority

languages were published in 2013. According to the calendar of competitions (the provisions of competitions for all national minorities developed by the Ministry of National Education of Romania and publicly available on the Ministry's website), national competitions in the languages of national minorities are held annually in Romania, providing cash prizes for the winners. Representatives of national minorities in Romania have the right to choose their own language of examinations. We think that the organization of education of national minorities in Romania has a high level of development and a lot of experience, so it is worth the attention of domestic researchers and education workers.

At the present stage of development of society, when there are numerous cultural connections, there is a redistribution of values and motivations in the educational system. One of the hallmarks of a modern educational environment is the interaction of many educational environments [3, p. 206]. Of particular interest in the modern pedagogical education system is the experience of Romania, a country that acceded to the European Union in 2007, as in the recent past, the pedagogical education system of Ukraine and Romania had many similarities due to the overwhelming similarity of social and political structures and territorial closeness. At the same time, Romania's experience in the education of national minorities can be considered one of the most advanced to date. The combination of many nationalities in the country, and especially in the educational environment, requires a deeper and more detailed analysis.

Analysis of recent researches and publications. The issues of the formation and reformation of secondary and higher education in Romania are devoted to the work of domestic and foreign scientists: D. Georgescu, I. Pelayd, H. Sebkova studied the quality of higher education; A. Marga, I. Mariutz explored the stages of Romania's higher education reform and its retrospective development; O. Crisan, L. Koroleva studied contemporary problems of higher education in Romania. This topic is of interest to scholars, but the current system of pedagogical education in Romania remains under-researched.

Purpose and tasks. The purpose of the article is to analyze and explore the main directions of the current system of pedagogical education in Romania.

Presenting the main material. Education in Romania operates on the basis of a free, egalitarian system, and access to free education is guaranteed by Article 32 of the Romanian Constitution. Romania's current education reform, which began in 2002, envisages the development of new legislation and the establishment of updated state education programs that support international organizations. Romanian education focuses primarily on the development and maintenance of moral and cultural values and a democratic way of life while seeking to improve the quality of public life. Romania's education system is characterized by three main factors: quality, accessibility, openness [4, p. 170].

The structure of Romania's current education system is presented in table 1.

Table 1

Structure of the modern education system in Romania

Stage	Component systems			Grades, age
Pre-school education	Pre-school education and training			from 3 years
Secondary education		Elementary School		Grades 1-4, from 7 years
	Secondary school	required		Grades 5-9, age 11
		Senior-level (theoretical, technical, vocational)		Grades 10-13, from 16 years
Higher Education	Universities			from 19 years

Preschool education covers the education of children aged 3 to 6 years. Education at this level is conducted in pre-school institutions, most of which are public institutions. Pre-school education is optional and free. Public and private preschools carry out educational activities within the framework of standard programs (5 hours a day), programs that provide longer stay (10 hours a day) and weekly programs (5 days a week). Among the subjects that are included in the study programs are the following: foreign languages (English, French and German), dance, swimming, computer skills. Pre-school education is organized according to age groups: 3-4 years, 4-5 and 5-6 years.

School education begins with primary school. Students that are 6-7 years of age can be enrolled at the beginning of the school year, at the request of their parents, if the children meet the standard of psychophysical development.

In elementary school, all subjects (except religious studies, foreign language, physical culture and music education) are taught by one teacher, while on the first level of secondary school – teachers of different disciplines.

In elementary school, the first four years of assessment have the following division of grades: Foarte bine (FB) – excellent, Bine (B) – good, Satisfăcător/Sufficient (S) – satisfactory, Nesatisfăcător/Insufficient (N/I) – unsatisfactory. If students fail the exams, they take the exams again in the summer during a specified period. If a student fails the retake exam, he or she will undergo the learning process again. The average grade is made up of a test grade, practical tasks and homework during the semester.

For Level I schools, plans are defined by the Ministry of National Education and Research and this allows schools to develop their own lesson plans, curriculum, and core curriculum components. After finishing primary schools, students automatically go to the next level without final exams [2, p. 127].

Since the fifth grade, a ten-point grading system is used: where 10 is the highest grade and 1 is the lowest. Some subjects may be subject to additional testing in the semester, called teza. At the end of each semester, a grade point average is calculated as the arithmetic mean between the grades obtained for the tests, homework and classwork multiplied by three, divided by their number and additional teza testing. The result is rounded to the nearest integer, e.g. if the average score was 7.5, then it is rounded to 8. Then, the annual estimates for each subject are calculated and this result is not rounded. Thus, a single average grade of the performance of students called Media Generala is calculated. If this grade is less than 5 for three or more subjects, then the student repeats the year without taking additional exams.

The high school has two components: compulsory education and upper secondary education. The senior high school degree has the following educational areas: theoretical, technical and professional. Admission to this degree depends on an aptitude test. The high school

students graduate four years later with the award of a bachelor's degree, with which students can continue their studies at universities.

The high school aims to provide students with professional knowledge. The development of vocational education in Romania is governed by the Law on National Education, No.1 / 2011 of 5 January 2011. This law is also supplemented by the Strategy for the Development of Vocational Education for 2016-2020, which posits the main tasks: improving the level of professional skills for the needs of the labor market; increasing participation and facilitating access to vocational training programs; improving the quality of vocational education and training; development of innovations, national and international cooperation in the field of vocational education [5, p. 120].

Higher education in Romania is provided by higher education institutions of public and private ownership, for which entrance exams are required. Such institutions are academies, institutes, colleges, conservatories and universities. In accordance with the Law on National Education, No. 1/2011 of January 5, 2011, with subsequent amendments and additions, universities are classified according to the intensity of the conducted research: research universities; universities of education and research; universities of education [1, p. 19].

The academic year of Romanian higher education institutions begins in the middle of September or October, depending on the individual decision of each university's rectorate. Based on the principle of self-government, universities can set their own yearly study schedule. Each academic year is divided into two semesters, and each semester lasts 14 weeks.

The entire Romanian higher education system is divided into three stages. The first degree of higher education provides two options of study: short-term university education for two to three years at university colleges and long-term university education at university, academy and conservatory lasting 4-6 years, depending on the chosen specialization, which completes the degree.

Depending on the chosen specialization, the duration of study may be: 8, 10 and 12 semesters. 8 semesters (4 years) are taught in the humanities, natural, social and political sciences, as well as in law, the arts and sports. 10 semesters (corresponding to 5 years) set the training for more applied specialties, namely: engineers, training of specialists in the field of forestry and agriculture, pharmacists. 12 semesters (equivalent to 6 years) are set to train health care professionals (dentistry, general medicine), veterinary medicine and architecture.

The second higher education degree envisages the continuation of specialization for university graduates; a master's program, 1-2 years, with a master's degree; a postgraduate course in which the training takes place on an interdisciplinary basis and lasts for 2-3 years.

The third degree is a doctoral degree lasting 4-6 years in the form of full-time or evening study with the completion of final exams and thesis defense. After successfully defending the thesis, a PhD degree is awarded.

In accordance with the provisions of the Law on National Education, №1 / 2011 of January 5, 2011, as amended, the initial preparation for performing didactic functions to the level of higher education includes:

• initial theoretical training provided by universities in the framework of programs accredited in accordance with the law;

• didactic training of the master students for 2 years;

• practical training of one academic year, conducted in the school department under the guidance of a mentor.

In addition to the above provisions of the Law, training of preschool staff (for children from birth to three years old) takes place through pedagogical institutions of higher education for the post of a kindergarten teacher.

At the same time, training of preschool staff (for work with children aged 3 to 6 years), who act as a preschool teacher, as well as a primary education teacher (for work with students of preparatory classes and first or fourth grades), who perform as a teacher, occurs both through pedagogical institutions of higher education and through universities, where there is a specialization in Pedagogy of Preschool and Primary Education.

To date, there are the following degrees of education in the pre-primary and primary education system of Romania:

• Secondary school (2 years);
• Pedagogical secondary school (duration 4-5 years);
• Pedagogical Institute (3 years);
• Pedagogical University College (3 years);
• Faculty of Psychology and Educational Sciences – specialization in pedagogy of preschool and elementary education (3 years duration).

The programs of initial theoretical training in the specialty and psycho-pedagogy are periodically accredited and evaluated by the Ministry of National Education and Research through ARACIS or other authorized bodies in accordance with the Law.

Students and graduates of higher education institutions who have chosen the profession of a teacher are required to take a master's didactic training course lasting 2 years. Students who attend such courses, provided they are accredited by the Ministry of National Education and Research at the state institution, may receive scholarships from the state budget.

For the purpose of practical training in didactic teaching, a permanent network of primary schools is created, which is formed on the basis of framework agreements between educational institutions providing primary and pre-school education, under the conditions established by the order of the Ministry of National Education and Research.

The initial preparation for all levels of teaching in Romania is based on a parallel (competing) model, which means that specialized education and training are combined with vocational training for a teaching career in one learning sequence.

The minimum requirements for teachers depend on what learning functions are assigned to them. In the higher education system of Romania, the following positions are distinguished: University Assistant, Department Teacher/Head, University Teacher, University Professor and Professor of Consulting University.

According to the positions, there are minimum requirements for training for each of them:

It is enough for a university assistant to have a bachelor's degree in a higher education institution or an equivalent diploma or in a postgraduate institution, as well as to graduate from the department of teacher training courses.

For the position of a university lecturer or supervisor, required is graduation from an institution of higher education with a bachelor's degree or equivalent diploma or post-university degree, completion of courses organized by the department to prepare teaching staff, and the title of Doctor of Philosophy (PhD).

For the post of university lecturer and professor of the university required is graduation from a higher education institution with a bachelor's degree or equivalent, or a post-university educational institution, completion of courses organized by the department for the preparation of teaching staff, as well as the title of Doctor of Philosophy (PhD).

Conclusions. Thus, the current education system in Romania is focused on the continuous process of education and upbringing of the younger generation and the formation of intellectual development and creative potential. As a result of the amendments to the Romanian Law on National Education, No.1 / 2011 of 5 January 2011, the education system contributes to the dynamic development of secondary, vocational and higher education, open to change with a view to improving the social, vocational and material status of education as a whole.

References
1. Korolova L. V. Suchasni problemy systemy vyshchoi osvity Rumunii / L. V. Korolova // Visnyk Universytetu imeni Alfreda Nobelia. Seriia: Pedahohika i psykholohiia. – 2017. – № 2. – S. 18–21.
2. Loboda O. Dosvid Rumunii z pidhotovky uchytelia do rannoho navchannia anhliiskoi movy ditei doshkilnoho i molodshoho shkilnoho viku / O. Loboda // Pedahohichnyi protses: teoriia i praktyka (Seriia: Pedahohika). – 2017. – №4 (59). – S. 126–131.
3. Mariuts I. O. Etapy reformuvannia vyshchoi osvity Rumunii / I. O. Mariuts // Aktualni problemy sotsiolohii, psykholohii, pedahohiky. – 2012. – Vyp. 15. – S. 206–212.
4. Palchuk M. Model profesiinoi osvity y navchannia v Rumunii – piatyi etap yevropeiskoi intehratsii / M. Palchuk //Naukovyi visnyk Mykolaivskoho derzhavnoho universytetu imeni V. O. Sukhomlynskoho. Seriia: Pedahohichni nauky. – 2011. – Vyp. 1.33. – S. 169–175.
5. Suchasni modeli profesiinoi osvity i navchannia v krainakh Yevropeiskoho Soiuzu: porivnialnyi dosvid: monohrafiia / V. O. Radkevych, L. P. Pukhovska, O. V. Borodiienko ta in.; za zah. Red. V. O. Radkevych. – Kyiv: IPTO NAPN Ukrainy, 2018. – 223 s.

Список використаних джерел
1. Корольова Л. В. Сучасні проблеми системи вищої освіти Румунії / Л. В. Корольова // Вісник Університету імені Альфреда Нобеля. Серія: Педагогіка і психологія. – 2017. – № 2. – С. 18–21.
2. Лобода О. Досвід Румунії з підготовки учителя до раннього навчання англійської мови дітей дошкільного і молодшого шкільного віку / О. Лобода // Педагогічний процес: теорія і практика (Серія: Педагогіка). – 2017. – № 4 (59). – С. 126–131.
3. Маріуц І. О. Етапи реформування вищої освіти Румунії / І. О. Маріуц // Актуальні проблеми соціології, психології, педагогіки. – 2012. – Вип. 15. – С. 206–212.
4. Пальчук М. Модель професійної освіти й навчання в Румунії – п'ятий етап європейської інтеграції / М. Пальчук // Науковий вісник Миколаївського державного університету імені В. О. Сухомлинського. Серія: Педагогічні науки. – 2011. – Вип. 1.33. – С. 169–175.
5. Сучасні моделі професійної освіти і навчання в країнах Європейського Союзу: порівняльний досвід: монографія / В. О. Радкевич, Л. П. Пуховська, О. В. Бородієнко та ін.; за заг. ред. В. О. Радкевич. – К.: ІПТО НАПН України, 2018. – 223 с.

К. Тулін, асп.,
Київський національний університет імені Тараса Шевченка, Київ

СУЧАСНА СИСТЕМА ПЕДАГОГІЧНОЇ ОСВІТИ РУМУНІЇ

Стаття є дослідженням основних напрямків сучасної системи педагогічної освіти Румунії. Встановлено, що сучасна реформа освіти Румунії розпочалася у 2002 році і має на меті поступову інтеграцію до освітнього простору Європейського Союзу. Розглянуто сучасну структуру системи освіти Румунії та детально проаналізовано кожну складову. Визначено систему організації дошкільної освіти та її розподіл на вікові групи. Наголошено на особливостях середньої освіти. Встановлено, що середня освіта починається з початкової школи та визначено особливість системи оцінювання на цьому рівні. Зазначено, що починаючи з п'ятого класу відбувається перехід у середню школу, де змінюється система оцінювання на десяткову систему. Зазначено, що середня школа має дві складові: обов'язкову освіту та класи старшого ступеня. Підготовку фахівців здійснюють заклади державної і приватної форм власності, які мають автономію у здійсненні своєї діяльності навчання. Визначено, що система вищої освіти Румунії поділяється на три ступені. Розглянуто перший ступінь вищої освіти, який передбачає два варіанти навчання і залежно від обраної спеціальності може тривати від чотирьох до шести років. Визначено, що другий ступінь вищої освіти Румунії включає магістерську програму та аспірантуру. Встановлено, що третім рівнем вищої освіти є докторантура, яка триває від чотирьох до шести років, залежно від форми навчання, і закінчується присвоєнням ступеню доктора після успішного захисту дисертаційної роботи. Визначено ступені навчання педагогічних працівників у системі дошкільної та початкової освіти, а також мінімальні вимоги до їхньої подальшої професійної підготовки у закладах вищої освіти.
Ключові слова: педагогічна освіта, Румунія, початкова освіта, середня освіта, вища освіта.

M. Zhylenko, Ph. D (Pedagogical Sci.), Assoc. Prof.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

THE SUBJECT AREA OF THE TRAINING OF MANAGERS FOR HIGHER EDUCATION SYSTEM

In the article we investigated the approaches to training managers of educational sphere in the system of higher education of independent Ukraine, analyzed the legal and regulatory framework that defines the branch of knowledge, speciality, subject area for any educational program Training of specialists in the higher education system. It was found out that in the provisions of normative documents of the Ministry of Education and Science of Ukraine (order from 06.11.2015 no 1151), in tables of the list of specialities on which was carried out training of specialists in higher educational establishments Educational qualification levels of specialist and Master (List 2), and the list of fields of knowledge and specialties, which are trained for applicants of higher education, approved by the Decree of the Cabinet of Ministers of Ukraine of 29 April 2015 no 266 (List 2015), for the specialty "management of educational institution (by type)" 8.18010020 subject area defined in such a way that it is clearly referred to the field of knowledge 07 "Management and Administration" of the specialty 073 "Management". Changing the subject area has led to changing legal grounds for educational activities, which in turn resulted in the actual curtailment of managers ' training for the educational sphere. Based on the recommendations of the International Standard Classification of Education: Education and Training in 2013 (MSKO-G 2013), in the study, within the framework of this article, an examination of the content of the educational Scientific Program "management of a higher education institution" and proved, that according to substantive content, it should be attributed to the field of Knowledge 01 education/pedagogy in speciality. Only under these conditions can the educational program meet the criteria (2.3.) Of the quality assessment of the educational programs defined by the National Agency for Quality Assurance of Higher Education, in particular: "... the content of the educational program corresponds to the subject area defined for its specialty" and can be accredited.
Keywords: Qualifications frame, branch of knowledge, speciality, educational program, subject area.

Formulation of the problem. The modern requirements to training managers for educational sphere are based on the provisions of legislative and normative acts, such as "The Law on Education", "the Law on Higher education", "methodical recommendations on the development of Standards of higher Education" [3The search for determinants, between the

content of the management in the institution of higher education, the meaning of its preparation and procedure for determining the field of knowledge and specialty, which should be prepared by the management of the educational industry, is the **purpose of this work**.

To achieve it, we solved the following tasks: The approaches to defining a subject area of specialty for training managers of educational sphere in higher education system of independent Ukraine are analyzed, criteria which should determine the content of educational and Training, the approach to defining the coordinate system should be prepared for the educational sphere..

The analysis of recent researches and publications.

While solving the problem of the study, we were guided by the provisions of legislative and regulatory documents. However, substantiating the approaches to the organization of training of managers of the educational sphere, they relied on scientific research, in which the content and tasks of activities in the field of education management are considered in detail. The work of Y. Alferov, B. Gershunsky, Y. Konarzhevsky, V. Maslov, A. Moiseyev, M. Potashnik, V. Simonov, T. Shamova and others is devoted to the problem of the basics of management in the field of education. The theoretical foundations of the activity of the head of the educational institution and its managerial competence were reflected in the studies of V. Bondar, L. Danilenko, G. Yelnikova, V. Oliynyk, V. Pikelnaya, T. Sorochan and others. In determining the personality characteristics of the head, the programmatic results of training, we applied to research R. Krychevsky, L. Kudryashova, v. Lebedev, general principles of management theory in educational activity – L. Karabushki, L. Orban-Lembryk, Yu. Shvalba, etc. This work is interesting to us, first of all, as a reflection at the highest level of objective reality, indicating the characteristics of the subject field of a speciality for training managers of educational sphere.

Study presentation

Training of managers for educational sphere until 2015 was held in accordance with the CMU resolution of 27 August 2010 No 787 "on approval of the list of specialities, which are trained for specialists in higher educational establishments on educational and qualification and master Levels " It is a specialty of 8.18010020 school management (by type), attributed to specific categories [7]. Training of professionals in the educational and qualification level of specialist, Master of was carried out on the basis of basic or full higher education of any direction of training or specialty that did not foresee training of bachelors in this direction. After adoption of the CMU Resolution "On approval of the list of branches of knowledge and specialties, which is trained for higher education applicants" on April 29, 2015 No 266, the speciality lost the status of specific categories [6]. The Order of the Ministry of Education and Science of Ukraine 06.11.2015 № 1151, registered at the Ministry of Justice of Ukraine on November 25, 2015 under No. 1460/2 7905 "On the peculiarities of introducing the list of branches of knowledge and specialties for which the training of higher education applicants is carried out" was approved. which trained specialists in higher educational establishments according to the bachelor's educational level (List 1), List of specialties by which specialists were trained in higher educational establishments for educational qualifications We Specialist and Master levels (Listing 2), and the list of disciplines and specialties, which is the training of candidates higher education approved by the Cabinet of Ministers of Ukraine dated April 29, 2015 № 266 (List 2015). Management of the educational institution (by type) 8.18010020 is uniquely classified (according to the 2015 list) in the field of knowledge 07 "Management and administration" of specialty 073 "Management" [9].

In the table of correspondence of the List of scientific specialties (List 2011) and the List of branches of knowledge and specialties, which prepare the applicants for higher education (List 2015), we see the following picture.

Table 1

List 2011			List 2015	
Code	Branch of science, specialty group, specialty	Branch of science on which the academic degree is awarded	Industry of knowledge	Specialty
13.00.06	Theory and technique of management of education	Pedagogical	01 Educations	011 Sciences about education
			07 Management and administration	073 Management

So, at the legislative level after all admits obvious – the theory and the technique of **management of education** has the subject domain and has to belong in specialty 011 educational, pedagogical sciences.

The reforms happening in the educational sphere have to be carried out by professionals. The procedure of election of the head of institution of higher education does not provide at the candidate of the available knowledge of management in the educational sphere [1]. The yesterday's scientific and pedagogical worker elected to a position of the dean of the director or the rector has to rely on the professional team of managers who have professional education. Destroying training of specialists for the educational sphere, we, in the conditions of democratization of management of education, create the bases for gradual transition from the professional level of management of educational processes to amateur.

For a solution, it is important to understand that training of the manager of the educational sphere cannot happen "by types of economic activity" and provide production managements, distribution, exchange and consumption. It is

about management of an education system here. Another proof of "economic" approach to training of managers is what among authors of the standard of the higher education is in 073rd "Management" for the second (master) level of the higher education approved by the order MONU No 959 of 10.07.2019, 11 doctors, 2 Candidates of Economic Sciences, 1 doctor and 1 Candidate of Technical Sciences. there is no scientist, the researcher of the educational sphere. The standard is considered by the Ministry of Economic Development and Trade of Ukraine and Federation of employers of Ukraine [8].

At the same time, if to look at process of training of managers for education, we have accurate the social order. It it is formulated in the laws "About Education" of Ukraine and "About the Higher Education". So, in Section IV of the law of Ukraine "About the Higher Education" which is called "management in the sphere of the higher education", powers and content of activity of all sub "conducting this process are defined. In Section VII "management of institution of higher education" tasks of administrative activity for management of all levels are specifically defined.

In educational programs of training of managers for the educational sphere, authors formulate their mission thus: Formation of new generation of administrative shots for education which perfectly know conceptual and technological bases of management of educational institution as a complete **pedagogical system,** capable to harmonize purposeful activity of their structural divisions, to react creatively to changes and calls about objective realities, to create optimal conditions for **training, education, and development of younger generations, preparation them to successful socialization and self-realization** in contradictory 21st century.

Looking at the description of subject domain of the standard of specialty 073 "Management" approved by the order of the Ministry of Education and Science of Ukraine 10.07.2019 No 959, we see that theoretical the maintenance of subject domain is paradigms, laws, regularities, the principles, historical prerequisites of development of management; concepts of system, situational, adaptive, anticipation, anti-recessionary, innovative, design management and so forth; functions, methods, technologies and management decisions in management [8].

It is obvious that the education system, establishment of education, educational process has to be the maintenance of subject domain of educational management. And only on the basis of profound knowledge of this subject domain we can speak about high-quality educational management. As confirmation of this thought serve "methodical recommendations about development of standards of the higher education" [3] in which is told that the description of subject domain of training of specialists is defined according to Paragraph 15 of the International standard classification of education: field of education and preparation of 2013 (MSKO of 2013): Object(s) of studying and/or activity (processes, the phenomena and so forth or problems which are studied); the training purposes (the expected application of the acquired kompetentnost); Theoretical maintenance of subject domain (basic concepts, concepts, principles specific to this subject domain).

Let's address the document to which it is made a reference. The International Standard Classification of Education (ISCE) is the conceptual document for collecting, compilation and the analysis of statistical data by training, comparable at the international level. MSKO enters the international system of social and economic classifications and is the guide for streamlining of educational programs and the corresponding qualifications to levels and the industries of education [4]. "MSKO: field of education and vocational training" classifies education programs and the corresponding qualifications by areas of training. At the heart of classification of the industries of education and vocational training in detail substantial approach lies. When the close interrelation of maintenance of subject domains is traced, they are grouped to scientific areas, the directions and specializations on the basis of similarity of a subject of studying. The purpose – to classify education programs and the corresponding qualifications on the fields of education and vocational training on the basis of in detail substantial component of the program, but not characteristics of potential participants. Subject contents determines by main the industry of education and vocational training to which it is necessary to carry the program or qualification. A subject of studying are the actual, practical and theoretical knowledge acquired during training at the program and confirmed with the corresponding qualification. This knowledge is applied to the solution of tasks of a certain type or used for specific goals which can be abstract, practical or unite in itself both the abstract, and practical purposes. For

practical reasons, the main subject of the program or qualification is defined by that specialization on which it is taken away big (more than 50%) or the main part of the academic credits or allowed school hours. Where it is possible, the system of the academic credits has to be applied. Programs and qualifications belong to that specialization which contains the main subject.

The analysis of contents of the educational and scientific program "management of institution of higher education" shows that the most part of the academic credits belongs to a subject education. In particular, pedagogics of the higher school of 4 credits, design management in educational systems (theoretical and methodical bases. Managements of educational projects) 4 credits, psychology of management and organizations (managements of the conflicts in institutions of higher education. Psychology of management in the higher education system) – 4 credits, managements of institution of higher education – 12 credits, the world higher education systems (the komparativny analysis. Educational technologies in institutions of higher education) – 4 credits, to ensuring quality of the higher education (monitoring of quality of the higher education. Accreditation of educational programs and licensing in institutions of higher education) – 4 credits, educational management – 10 credits, information and communicative technologies in management of education (technologies in management of education. Methods of software of use of technologies in management of education) – 4 credits, legal support of educational activity (legislative legal support educational activity. State policy in the field of the higher education) – 4 credits, document flow and business communication in management of institution of higher education – 4 credits. To studying of subject domain "education" is directed specialization objects – 18 credits. Together (with a work practice and the master's thesis – 30 more credits) it makes the 102-nd credits or 85% [5].

So, it is obvious that specialty of "management of educational institution" it was carried to the 073rd "Managementi" not behind in detail substantial approach as demands the order of the Ministry of Education and Science of Ukraine of June "01", 2016 No 600, and on formal grounds (time of management – means management).

In order that the educational program corresponded to the criteria of estimation of quality of the educational program determined by national agency on ensuring quality of the higher education, in particular Paragraph 2.3. – "the maintenance of OP corresponds subject to area of the specialty defined for it" [2] and could be accredited, – for it have to be subject domain not: paradigms, laws, regularities, principles, historical prerequisites of development of management; concepts of system, situational, adaptive, antisipativny, anti-recessionary, innovative, design management and so forth; functions, methods, technologies and management decisions in management, and "education".

Conclusions and prospekts for further research.

1. In provisions of normative documents of the Ministry of Education and Science of Ukraine (the order of 06.11.2015 No 1151) in tables of correspondences of the list of specialties under which training of specialists in higher educational institutions on educational and qualification levels of the expert and the master (list 2), and to the list of fields of knowledge and specialties on which training of applicants of the higher education is carried out, approved by the resolution of the Cabinet of Ukraine of April 29, 2015 No 266 (list 2015) was carried out, for specialty "management of educational institution (on type)" 8.18010020 subject domain it is defined in such a way that it is carried to field of knowledge 07 "management and

2415-3699

ПЕДАГОГІКА. 1(11)/2020

~ 59 ~

administration" of specialty 073 "Management" for which types of economic activity act as subject domain. It provides preparation to production management, distribution, exchange and consumption, but not education.

2. Gave change of subject domain to change of legislative bases of implementation of educational activity that in turn led to actual turnings of training of managers for the educational sphere. The reforms happening in the educational sphere have to be carried out by professionals. The procedure of election of the head of institution of higher education does not provide at the candidate of the available knowledge of management in the educational sphere. The yesterday's scientific and pedagogical worker elected to a position of the dean of the director or the rector has to rely on the professional team of managers who have professional education. Substituting subject domain of training of managers of the educational sphere from "education" for the economic sphere, conditions of democratization of management of education, the bases for gradual transition from professional management of educational processes to amateur are created.

3. The contents of the educational program of training of managers for the sphere of the higher education have to reflect the social order which it is accurately formulated in Sections IV "management in the sphere of the higher education" and VII "management of institution of higher education" of the Law of Ukraine "About the Higher Education".

4. Results of expertize of contents of the educational and scientific program "management of institution of higher education" which is carried out on the basis of the recommendations of the International standard classification of education: the field of education and preparation of 2013 (MSKO of 2013) show that behind subject contents (85% are the 102nd credits from 120) it has to be implicitly carried to field of knowledge 01 educations / pedagogics of specialty 011 educational, pedagogical sciences. Only under these conditions the educational program can correspond to criteria (2.3.) estimations of quality of the educational program, certain national agency on ensuring quality of the higher education, in particular: the contents of the educational program correspond subject to area of the specialty defined for it and can be accredited, so are prolonged training of managers for the educational sphere not by specialists in production management, distribution, exchange and consumption, and specialists in management of educational processes.

References

1. Zhylenko M.V. Otsinka efektyvnosti upravlins'koyi diyal'nosti kerivnyka zakladu vyshchoyi osvity / M.V. Zhylenko // Visnyk Kyyivs'koho natsional'noho universytetu imeni Tarasa Shevchenka.– Pedahohika.– 2018.– # 1 (7).– s 11-14.

2. Metodychni rekomendatsiyi dlya ekspertiv Natsional'noho ahent·stva shchodo zastosuvannya Kryteriyiv otsinyuvannya yakosti osvitn'oyi prohramy.– zatverdzheno rishennyam Natsional'noho ahent·stva iz zabezpechennya yakosti vyshchoyi osvity protokol vid 29 serpnya 2019 r. # 9 // URL: https://naqa.gov.ua/wp-content/uploads/2019/09/Metodychni-rekomendatsiї_dlya-ekspertiv.pdf. Data dostupu 01.02.20 g.

3. Metodychni rekomendatsiyi shchodo rozroblennya standartiv vyshchoyi osvity (zatverdzheni nakazom Ministerstva osvity i nauky Ukrayiny vid "01" chervnya 2016 # 600 (u redaktsiyi nakazu Ministerstva osvity i nauky Ukrayiny vid "01" zhovtnya 2019 # 1254, skhvaleni sektorom vyshchoyi osvity Naukovo-metodychnoyi rady ministerstva osvity i nauky Ukrayiny, protokol # 3 vid 21.06.2019) // URL: https://mon.gov.ua/storage/app/media/vishcha-osvita/rekomendatsii-1648.pdf Data dostupu 01.02.20 r

4. Oblasty obrazovanyya u professyonal'noy podhotovky 2013 (MSKO-O 2013) // URL: http://uis.unesco.org/sites/default/files/documents/isced-fields-of-education-training-2013-ru.pdf. Data dostupu 01.02.20 r.

5. Osvitn'o-naukova prohrama "Upravlinnya zakladom vyshchoyi osvity" Riven' vyshchoyi osvity: druhyy na zdobuttya stupenya vyshchoyi osvity: mahistr za spetsial'nistyu 073 "MENEDZhMENT" haluzi znan' 07 "Upravlinnya ta administruvannya" // URL: http://www.psy.univ.kiev.ua/files/study/educational-programs/ua/Osvitniy%20stupin'%20'Mahistr"/Osvitn'o-naukova%20prohrama%20%22Upravlinnya%20zakladom%20vyshchoyi%20osvity%22.pdf. – Data dostupu 01.02.20 r.

6. Pro zatverdzhennya pereliku haluzey znan' i spetsial'nostey, za yakymy zdiysnyuyet'sya pidhotovka zdobuvachiv vyshchoyi osvity" 29 kvitnya 2015 r. # 266 // URL: https://zakon.rada.gov.ua/laws/show/ru/266-2015-p. – Data dostupu 01.02.20 r.

7. Pro zatverdzhennya pereliku spetsial'nostey, za yakymy zdiysnyuyet'-sya pidhotovka fakhivtsiv u vyshchykh navchal'nykh zakladakh za osvitn'o-kvalifikatsiynymy rivnyamy spetsialista i mahistra.– Postanova KMU vid 27 serpnya 2010 r. # 787 // URL: https://zakon.rada.gov.ua/laws/show/787-2010-p. Data dostupu 01.02.20 r.

8. Pro zatverdzhennya standartu vyshchoyi osvity za spetsial'nistyu 073 "Menedzhment" dlya druhoho (mahisters'koho) rivnya vyshchoyi osvity.– nakaz Ministerstva osvity i nauky Ukrayiny vid 10 lypnya 2019 r. # 959 // URL: https://mon.gov.ua/ua/npa/pro-zatverdzhennya-standartu-vishoyi-osviti-za-specialnistyu-073-menedzhment-dlya-drugogo-magisterskogo-rivnya-vishoyi-osviti.. – Data dostupu 01.02.20 r.

9. Pro osoblyvosti zaprovadzhennya pereliku haluzey znan' i spetsial'-nostey, za yakymy zdiysnyuyet'sya pidhotovka zdobuvachiv vyshchoyi osvity. – nakaz MON vid 06.11.2015 # 1151 // URL: https://zakon.rada.gov.ua/laws/show/z1460-15 – Data dostupu 01.02.20 r.

Список використаних джерел

1. Жиленко М.В. Оцінка ефективності управлінської діяльності керівника закладу вищої освіти / М.В. Жиленко // Вісник Київського національного університету імені Тараса Шевченка. – Педагогіка. – 2018.– № 1 (7). – С. 11-14.

2. Методичні рекомендації для експертів Національного агентства щодо застосування Критеріїв оцінювання якості освітньої програми. – затверджено рішенням Національного агентства із забезпечення якості вищої освіти протокол від 29 серпня 2019 р. № 9 // URL: https://naqa.gov.ua/wp-content/uploads/2019/09/Методичні-рекомендації_для-експертів.pdf. Дата доступу 01.02.20 р.

3. Методичні рекомендації щодо розроблення стандартів вищої освіти (затверджені наказом Міністерства освіти і науки України від "01" червня 2016 № 600 (у редакції наказу Міністерства освіти і науки України від "01" жовтня 2019 № 1254, схвалені сектором вищої освіти Науково-методичної ради міністерства освіти і науки України, протокол № 3 від 21.06.2019) // URL: https://mon.gov.ua/storage/app/media/vishcha-osvita/rekomendatsii-1648.pdf Дата доступу 01.02.20 р.

4. Области образования и профессиональной подготовки 2013 (МСКО-О 2013) // URL: http://uis.unesco.org/sites/default/files/documents/isced-fields-of-education-training-2013-ru.pdf. Дата доступу 01.02.20 р.

5. Освітньо-наукова програма "Управління закладом вищої освіти" Рівень вищої освіти: другий на здобуття ступеня вищої освіти: магістр за спеціальністю 073 "МЕНЕДЖМЕНТ" галузі знань 07 "Управління та адміністрування" // URL: http://www.psy.univ.kiev.ua/files/study/educational-programs/ua/Освітній%20ступінь%20'Магістр'/Освітньо-наукова%20про-грама%20%22Управління%20закладом%20вищої%20освіти%22.pdf. – Дата доступу 01.02.20 р.

6. Про затвердження переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти" 29 квітня 2015 р. № 266 // URL: https://zakon.rada.gov.ua/laws/show/ru/266-2015-п. – Дата доступу 01.02.20 р.

7. Про затвердження переліку спеціальностей, за якими здійснюється підготовка фахівців у вищих навчальних закладах за освітньо-кваліфіка-ційними рівнями спеціаліста і магістра.– Постанова КМУ від 27 серпня 2010 р. № 787 // URL: https://zakon.rada.gov.ua/laws/show/787-2010-п. Дата доступу 01.02.20 р.

8. Про затвердження стандарту вищої освіти за спеціальністю 073 "Менеджмент" для другого (магістерського) рівня вищої освіти.– наказ Міністерства освіти і науки України від 10 липня 2019 р. № 959 // URL: https://mon.gov.ua/ua/npa/pro-zatverdzhennya-standartu-vishoyi-osviti-za-specialnistyu-073-menedzhment-dlya-drugogo-magisterskogo-rivnya-vishoyi-osviti.. – Дата доступу 01.02.20 р.

9. Про особливості запровадження переліку галузей знань і спеціаль-ностей, за якими здійснюється підготовка здобувачів вищої освіти. – наказ МОН від 06.11.2015 № 1151 // URL: https://zakon.rada.gov.ua/laws/show/z1460-15 – Дата доступу 01.02.20 р.

Надійшла до редколегії 19.01.20

М. Жиленко, канд. пед. наук, доц.,
Київський національний університет імені Тараса Шевченка, Київ

ПРЕДМЕТНА ОБЛАСТЬ ПІДГОТОВКИ УПРАВЛІНЦІВ ДЛЯ СИСТЕМИ ВИЩОЇ ОСВІТИ

В статті досліджено підходи до підготовки управлінців освітньої сфери в системі вищої освіти незалежної України, проаналізовано законодавчо-нормативну базу, що визначає галузь знань, спеціальність, предметну область для будь-якої освітньої програми при підготовці фахівців у системі вищої освіти. З'ясовано, що в положеннях нормативних документів Міністерства освіти і науки України (Наказ від 06.11.2015 № 1151), в таблицях відповідності переліку спеціальностей, за якими здійснювалася підготовка фахівців у вищих навчальних закладах за освітньо-кваліфікаційними рівнями спеціаліста і магістра (Перелік 2), та Переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти, затвердженому постановою Кабінету Міністрів України від 29 квітня 2015 року № 266 (Перелік 2015), для спеціальності "Управління навчальним закладом (за типом)" 8.18010020 предметну область визначено таким чином, що її однозначно віднесено до галузі знань 07 "Управління та адміністрування" спеціальності 073 "Менеджмент". Зміна предметної області призвела до змінення юридичних підстав провадження освітньої діяльності, що у свою чергу призвело до фактичного згортання підготовки управлінців для освітньої сфери. На основі рекомендацій Міжнародної стандартної класифікації освіти: галузі освіти і підготовки 2013 р. (МСКО-Г 2013), в дослідженні, в рамках даної статті, проведено експертизу змісту освітньо-наукової програми "Управління закладом вищої освіти" і доведено, що за предметним змістом вона має бути віднесена до галузі знань 01 Освіта/Педагогіка спеціальності 011 Освітні, педагогічні науки. Тільки за цих умов освітня програма може відповідати критеріям (2.3.) оцінювання якості освітніх програм, визначеним Національним агентством із забезпечення якості вищої освіти, зокрема: "…зміст освітньої програми відповідає предметній області визначеної для неї спеціальності" і може бути акредитованою.

Ключові слова: рамка кваліфікацій, галузь знань, спеціальність, освітня програма, предметна область.

I. Zvarych, Doctor of Sciences (Pedagogics), senior staff scientist
Kyiv National University of Trade and Economics, Kyiv, Ukraine

PARABLES AS A METHOD OF PREVENTING BULLYING AT LEARNING INSTITUTIONS IN UKRAINE AND THE USA

This article deals with a systematic approach as one of the violence prevention methods and bullying at higher learning institutions; the concepts of bullying, cyberbullying, including cybermobbing, internet mobbing are clarified; the role of increasing the students' aggression is focused on, which is manifested in various reactions: anger, meanness, insult, irritation, tendency to physical actions, in particular the willingness to solve problems and controversial issues with the help of physical force; the statistical bullying manifestation data at higher learning institutions of Ukraine and the US are investigated, the using of parables' role of contributing to the achievement of goals and objectives in the prevention of violence and bullying are highlighted.

The problem of bullying is widely discussed in Internet, newspapers, scientific journals, etc. It is gaining more and more topical importance in our country every year, since it has not been thoroughly studied both from the point of theoretical studies view and from practice view as well.

Keywords: bullying, systematic approach, parable, youth education, learning institutions, comprehension, education, development, evolution, knowledge quality level.

Formulation of the problem.

Globalization, changing learning technologies, the transition to a post-industrial information society, affirmation of the country's priorities has led to the development of the individual as the main indicator and key lever of modern progress and the state development. The necessity for educational reform and the need for a radical modernization of educational institutions put forward the demand for society and the state to ensure the priority of the education and science development, which depend on the qualitative professional activity of teachers, their readiness for useful work, pedagogical competence, skills, awareness and improvement the process of education and learning technologies, including differentiated and problem-based learning, game and information technology training, credit-module technology self-directed learning to increase the learning process quality, as this is one of the important factors in improving the education quality and providing educational services. However, the systematic approach consumption is used in the prevention of violence and bullying at higher learning institutions.

Research objective is: to consider a systematic approach as one of the methods of prevention of violence and bullying at learning institutions; to find out the concepts of bullying, cyberbullying, in particular cyber mobbing, Internet mobbing; to pay attention to the growth of students' aggression, to highlight the role of parables that contribute to achieving goals and objectives in educating young people and warn them against the violence and bullying, to investigate statistics on bullying at educational institutions of Ukraine and the USA.

Analysis of recent researches and publications.

Analysis of recent researches and publications. The problem of bullying and cyberbullying is considered by both Ukrainian scientists and foreign researchers as well: L. Naidenova, O. Belyaeva, G. Bychkovskaya, N. Boitsova, A. Velenko, Wang J., Nansel R. Tonja, Rjnald J. Innovatti, J. Salman, A. James, D. Smith. All of them cover bullying, cyberbullying as a global and mass phenomenon and the latest form of violence, which involves violence in the form of harassment, discrimination, boycott, humiliation using modern media, including mobile phones, e-mail, social networks. Researchers are paying attention to the causes of bullying and methods of preventing and overcoming violence. However, researchers ignored the use of parables in conversation to educate the young people, including students, and warn them against violence and bullying, in particular mental violence in the form of harassment, discrimination, misinformation, damage to personal belongings, physical violence, harassment during a long conscious process of cruelty and attitude to the individual.

Research presentation. Every year, psychologists are finding more and more new directions of professional activity in order to find out why children begin to be separated from the class staff, groups that can be mocked and laughed at. L.A. Naydenova notes that recently psychologists have been approached by students, teachers, parents with questions, such as that someone is constantly called and demanded something; those unknown who require appointments and relationships; there was written a lot of offensive in chatting to the address of child or other players during the play; on social networks constantly someone asks

baseless questions and begs the information about others and something more [2]. With the advent of newer telecommunications, there are new problems in communication, humiliation, schooling, aggressive treatment of one another in a virtual environment, than having a conversation in real "live communication". And this is quite logical, because in real life it is important to follow the reaction of the interlocutor, look in the eye, be polite to others, etc. [3,4]. Exploring the problem of bulling, we found out that the word bulling (formed from the English bull – "byk", "bychok", "boogiy", and in figurative sense – a big awkward noisy person who is capable of unpredictable actions, in particular persistent attack, teasing, bullying, violence, scoffing, provoking, harassing, terrorizing, persecuting, etc.). Thus, it can be noted that bullying is the aggressive behavior of a certain person, in particular a child with respect to peers, in order to humiliate, bully and often be accompanied by physical violence in order to obey their own rules in school, class, team, group.

Often children hide their actions and do not comment on their actions, because they consider them right in relation to others. "It has long been known in the world that the lower bends before the higher, and the bigger bites and beats the smaller – because there is strength…" says the famous writer LI Glibov in the fable "The Wolf and the Lamb" [1].

The behavior of an aggressive attitude is reflected in the folk wisdom in the parable, the content of which is worth thinking about.

One day, the usual Black Crow came into the restaurant to dine and suddenly it noticed that the White Crow was sitting in the corner, quite unnoticed among those present, and it was chewing lovely something. Thus, the Black Crow defiantly approached the bartender's stand, holding the inflated purse in its hands, and cried out loudly: "I buy food for everyone in this restaurant except the White Crow!" The waiter took money, bought the food for visitors and handed it out to everyone in the restaurant, except only one – the White Crow. However, the White Crow did not feel humiliated and depressed that it was singled out among the visitors. It wasn't angry and did not get upset at all, but it stood up gracefully, rising its head and looked at the usual Black Crow laughing pleasantly and said calmly: "Thank you very much!" This further annoyed and irritated the Black Crow very much, it was angry and it nervously ran back to the barman's counter and yelled: "Waiter! This time I treat everyone in this restaurant with different drinks, except for the White Crow!" Again, the White Crow did not get angry and did not get upset at all, but it rose, welcomed its head and calmly, but again answered loudly with pleasant smile: "Thank you very much!" The Black Crow was nervous, annoyed and angry, it leaned toward the bartender with a sly grin and asked: "Is there something wrong with this White Crow? I bought everyone food and drinks, and it – the White Crow – passed. But it thanks me every time. It probably does not understand that I am humiliating it and I am blatantly ignoring it. Is the White Crow probably sick or mad? It cannot understand that I am the Black Crow ignore and humble it!" The waiter smiled affectionately and replied: "Oh, no, what are you? It is the owner of this restaurant."

The parable teaches us that it is not necessary to humiliate and anger, but to deal with issues that have arisen over a certain period; if you even feel that you are right, then you do not need to be angry; if you make a mistake, then you have no right to be angry, for patience is always reward and love, and patience for others is respect; patience for oneself is confidence, patience for God is faith. Be patient and respect each other's. It's not difficult, believe and trust.

Each trial is a chance to become better, in another way to rethink the situation.

Thus, the Black Crow was arrogant, inattentive, envious, so it couldn't contain its emotions when it saw the White Crow who was standing out among the other birds in its circle. Among the people, the White Crow refers to those men who stand out sharply against the background of the group by their behavior, appearance, life position, including reflections, thoughts, decisions, extraordinary methods and approaches to solve the problems immediately in real life. So, children who study the learning materials well at schools, they distinguish among the people with the same thoughts and actions and fall into the circle of "White crow", then later they are begin to be humiliated and harassed, to be mocked at and they are made to perform quality actions for the sake of fun, smile. However, it should be noted that the phraseology of the White Crow has the other side, because children who have certain communication defects, such as stuttering or injury, they are also bullied by. It is worth giving an example from the life of Nicolas James Vujicic, who without hands and feet became a millionaire and a father of four children. Now, he has a wife, business, and four children, two of them are sons and two twin daughters, and HE is an example for others. This courageous man was born without limbs. It was extremely difficult for him among his peers. His parents sent him to a regular secondary school, because his father said that his son should have and live a normal life and didn't feel sorry to himself and didn't pay undue attention to himself as well. Nick Vujicic suffered in life because he was a White Crow on the one hand for laughs, ridiculed because his physical inferiority set him apart in society, particularly at school. He was mocked at. He even wanted to commit suicide. This is a real example of bullying, namely violence and ridicule over cripple. Nowadays, he is the White Crow because he stands out among people, including peers, for being a successful businessman. He found the strength to live as a full and happy person. Nowadays, he conducts trainings and seminars around the world and teaches people to live and overcome difficulties, such as bullying and harassment, and not be a target for bulling. He published a book "Life Without Borders", which described many examples from his own private life.

Thus, to be something different from others does not mean to be a lure for laughter and ridicule, bullying. It is necessary to be decisive, persistent, purposeful and to turn the personality into the strong part. Teachers and parents should educate children on real-life examples, parables that teach them to overcome difficulties, defend their own opinion and not be a lure for bullying. It is necessary to talk to children, explain the power and weight of each word, because the word has a powerful power and extraordinary weight in the life of each of us. It is worth considering the parable of the weight of one snowflake and its significance and powerful force in the environment.

It should be studied the parable about little tit. One day a little tit, sitting on a snow-covered branch of a tree, asked a wild pigeon:

– How much does one snowflake weigh?

"No more than nothing," it told little tit.

"Then I want to tell you a very interesting story," said the little bird. – One day I was sitting on a spruce branch, and it started to snow. It was not yet a whirlwind, and light snowflakes lay quietly on the trees. I counted about 7435679 snowflakes that fell on a spruce branch. And when the last snowflake, which, as you said, "weighs no more than nothing," fell on the branch and it broke. – After that, the little bird took off, leaving the pigeon in deep thought.

How much do our words weigh? We probably ask ourselves this question very rarely. But it is worth thinking about the fact that sometimes those words that "weigh no more than nothing", in particular our speeches and actions that we perform, sometimes invisible to ourselves, fall with great resentment and pain to others, especially to our children, because they are the most vulnerable. And under such a burden, everyone can break, including a child. We should rethink our actions, because there is probably no person among us who, at least once, has not insulted others, not even suspecting that it is an insult, not paying attention to the words or deeds.

In fact, the words that we usually address to children, students, adults, to each other, mean a lot: good, gentle words can strengthen hope for the best, lift a person's spirits, make him/her happy and confident, and the evil and cruel words can do upset, offend to humiliate, trample hope and even incite to crime. It is important to remember this in the process of communication, and especially to pay attention to words during a conflict, so as not to spoil the relationship forever. It is necessary to act according to the principle of the Golden Rule "Everything that you want people to do to you, you should do to them."

Thus, it is necessary to think about the power of the word, because each word weighs a lot and leaves its mark in the soul, which is reminiscent of unbearable pain. It is the parable "Everything leaves its mark" that reveals the meaning of the unbearable pain of the human soul and unforgettable memories that leave their marks.

This is a parable "Everything leaves its mark." And we should think deeply about its plot. One a very passionate and unrestrained young man lived with his father. And one day his father gave him a bag of nails and told him to kill one nail in a fence post every time he couldn't control his anger. During the first day, there were several dozen nails in the column. The second day even more. The following week, he learned to control his anger, and the number of nails driven into the pole began to decline with each passing day. The boy realized that it was easier to control his anger than to drive nails. Finally, the day came when he never lost control of his emotions. He told his father about it and he said that this time every day, when his son manages to restrain himself, he can pull out one nail from the pole. As time went on, the day came when he could inform his father that there were no nails left in the pillar. Then the father took his son by the hand, led him to the fence and said: "You did well, but do you see how many holes in the column? It will never be the same again. When you say something bad to a person, it has a scar like these holes. And no matter how many times after that you apologize but the scar will remain about the pain." So the wounds heal, and the scars remain and remind of the pain that made a person suffer.

Conclusions

Based on above, we draw the following conclusions: it is desirable to constantly communicate with children of any age and find out the situation in which they find themselves to prevent violence and bullying, in particular the growth of aggression, manifested in various reactions: anger, meanness, resentment, irritation; for a more effective and fruitful conversation it is not necessary to force the child to communicate, but to do it casually, considering and analyzing parables, including real-life examples; try to be a companion for children, in particular pupils and students, so that pupils trust their parents and teachers, so that they can trust their elders and be opened up to make the conversation, because young people are not always ready to cover the true situation; it is necessary to be patient and find out the reason that led to the violence, including bullying and don't blame the pupils for their actions; it is important not to confuse gossip with concern for the health and lives of young people; be patient with the aggressor's child and do not threaten punishment, because their actions can be unpredictable; It is advisable to consider consulting a qualified psychologist, because aggression can be a manifestation of serious emotional students' problems at learning institutions.

References
1. Glibov Leonid. Fable "Wolf and Lamb" Based on materials: Leonid Glibov. "Dotted donkey." Selected works. Publishing House of Children's Literature "Rainbow", K. – 1977. – P. 31.
2. Cyberbullying, or virtual aggression: methods of recognition and protection of the child / L.A.Naidenova; order. V.O. Snigulska. – Kyiv: Editorial Board of General Pedagogical Newspapers, 2014. – 96 p.
3. Bullying in schools: self reported anxiety, depression, and self esteem in secondary school children [electronic resource]. – 2020. – /available at: https://www.researchgate.net/publication/13528815_Bullying_in_schools_Self_reported_anxiety_depression_and_self_esteem_in_secondary_school_children
4. Wang J., Nansel R. Tonja, Iannotti J. Ronald. Cyber and traditional bullying: differential Assosiation with depression / J. Wang, Tonja R. Nansel, Ronal J. Iannotti J. // Journal of Adolescent Health. – 2011. – V. 48. (№4). – P. 217.

Список використаних джерел
1. Глібов Леонід. Байка "Вовк та Ягня" За матеріалами: Леонід Глібов. "Цяцькований осел". Вибрані твори. Видавництво дитячої літератури "Веселка", К. – 1977. – С. 31.
2. Кібербулінг, або віртуальна агресія: способи розпізнання і захист дитини / Л.А.Найдьонова; упоряд. В.О.Снігульська. – К.: Редакції загаль-нопедагогічних газет, 2014. – 96 с.
3. Bullying in schools: self reported anxiety, depression, and self esteem in secondary school children ? [електронний ресурс]. – 2020. – Режим доступу: https://www.researchgate.net/publication/13528815_Bullying_in_schools_Self_reported_anxiety_depression_and_self_esteem_in_secondary_school_children
4. Wang J., Nansel R. Tonja, Iannotti J. Ronald. Cyber and traditional bullying: differential Assosiation with depression / J. Wang, Tonja R. Nansel, Ronal J. Iannotti J. // Journal of Adolescent Health. – 2011. – V. 48. (№4). – P. 217.

I. Зварич, док. пед. наук, старш. наук. співроб.,
Київський національний торговельно-економічний університет, Київ

ПРИТЧІ ЯК МЕТОД ЗАСТЕРЕЖЕННЯ ВІД БУЛІНГУ У НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ І США

Проблема булігну широко дискутується на сторінках Інтернет-сайтів, газет, наукових журналів тощо. Вона щороку набирає все більшої актуальності в нашій країні, оскільки достеменно не вивчена як з позиції теоретичних досліджень, так і з позиції практики. Саме тому, з кожним роком у психологів з'являється все більше нових напрямків професійної діяльності щодо з'ясування причин, чому починають діти виокремлювати із колективу класу, групи того, над ким можна насміхатися і познущатися. Останнім часом в учнів, вчителів, батьків з'являється багато питаннями, зокрема таких, що хтось постійно дзвонить та щось вимагає; призначають зустрічі та напрошуються мати стосунки; в чаті дуже багато образливого пишуть на адресу дитини або про інших гравців, коли вони грають; в соціальних мережах постійно хтось ставить безпідставні запитання та дошкуляє інформацією та інше.

Саме тому у статті розглядається системний підхід, як один із методів профілактики насильства та булінгу у навчальних закладах освіти; з'ясовуються поняття булінг, кібербулінг, зокрема кібермоббінг, Інтернет-мобінг; висвітлено значимість і важливість притчі у вихованні молоді та застереженні її від насильства, у тому числі роль притчі, що сприяє досягненню цілей і мети в профілактиці насильства та булінгу; зосереджено увагу на зростанні агресивності у вихованців, що проявляється у різних реакціях: злість, підлість, образа, роздратування, схильність до фізичних дій, зокрема готовність вирішити проблеми та спірні питання за допомого фізичної сили; досліджено статистичні дані щодо прояву булінгу у навчальних закладах освіти України і США.

Ключові слова: булінг, системний підхід, притча, виховання молоді, навчальний заклад, осмислення, освіта, розвиток, еволюція, рівень якості знань.

ВІДОМОСТІ ПРО АВТОРІВ

Головко Наталія Іванівна – Україна, Київ, кандидат педагогічних наук, доцент, кафедра педагогіки , Київський національний університет імені Тараса Шевченка.
Контактна інформація: +38 (067) 498 31 90; e-mail: Golovkonata@ukr.net

Балашова Світлана Пилипівна – Україна, Київ, кандидат педагогічних наук, доцент, доцент кафедри педагогіки, Київський національний університет імені Тараса Шевченка.
Контактна інформація: +38 (067)396 19 33; e-mail: sbalashova@ukr.net

Holovko Nataliya – Ukraine, Kyiv, Ph.D. (pedagogical), Associate Professor, Taras Shevchenko National University of Kyiv.
Contact information: +38 (067) 498 31 90; e-mail: Golovkonata@ukr.net
Balashova Svitlana – Ukraine, Kyiv, Ph.D. (pedagogical), Associate Professor, Taras Shevchenko National University of Kyiv.
Contact information: +38 (067)396 19 33; e-mail: sbalashova@ukr.net

Деркач Олександр Анатолійович – Україна, Київ, аспірант кафедри педагогіки Київського національного університету імені Тараса Шевченка
Контактна інформація: +38 (096) 118 55 21; e-mail: Derkachsana@gmail.com

Derkach Olexandr – Ukraine, Kyiv, PhD student, Department of Pedagogy, Faculty of Psychology, Taras Shevchenko National University of Kyiv
Contact information: +38 (096) 118 55 21; e-mail: Derkachsana@gmail.com

Koshechko Nataliia – Україна, Київ, кандидат педагогічних наук, доцент кафедри педагогіки Київський національний університет імені Тараса Шевченка
Контактна інформація: +38 (050) 440 41 46; e-mail: nkoshechko@ukr.net

Koshechko Nataliia – Ukraine, Kyiv, PhD (Pedagogical Sciences), Associate Professor of Pedagogy Department of Psychology, Taras Shevchenko National University of Kyiv.
Contact information: +38 (050) 440 41 46; e-mail: nkoshechko@ukr.net

Кузьменко Надія Михайлівна – Україна, Київ, доктор педагогічних наук, доцент кафедри педагогіки Київський національний університет імені Тараса Шевченка
Контактна інформація: +38 (044) 521 35 13; e-mail: pedagogika@ukr.net
Остапенко Анна Вікторівна – Україна, Київ, аспірант 3-го року навчання кафедри педагогіки Київського національного університету імені Тараса Шевченка
Контактна інформація: +38 (098) 502 29 46; e-mail: Archer-20@tutanota.com

Kuzmenko Nadiia – Doctor of Pedagogical Sciences, Professor of Pedagogy Department, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine
Contact information: +38 (044) 521 35 13; e-mail: pedagogika@ukr.net
Ostapenko Anna – Ukraine, Kyiv, postgraduate student of Pedagogy Department, Taras Shevchenko National University of Kyiv.
Contact information: +38 (098) 502 29 46; e-mail: Archer-20@tutanota.com

Левицька Людмила Анатоліївна – Україна, Київ; кандидат педагогічних наук, доцент, доцент кафедри педагогіки, факультету психології, Київського національного університету імені Тараса Шевченка
Контактна інформація: +38 (044) 521 35 13; e-mail: Ludmbogd@ukr.net

Lyudmyla Levytska – Ukraine, Kyiv, PhD (Pedagogical Sciences), Associate Professor at Taras Shevchenko National University of Kyiv, Kyiv, Ukraine.
Contact information: +38 (044) 521 35 13; e-mail: Ludmbogd@ukr.net

Марушкевич Алла Адамівна– Україна, Київ, доктор педагогічних наук, професор, завідувач кафедри педагогіки Київського національного університету імені Тараса Шевченка.
Контактна інформація: e-mail: pedagogika@ukr.net
Маріуц Ілона Олександрівна– Україна, Київ, кандидат педагогічних наук, асистент кафедри педагогіки Київського національного університету імені Тараса Шевченка.
Контактна інформація: e-mail: ilonamariuts@gmail.com

Marushkevych Alla – Ukraine, Kyiv, Professor, Doctor of Pedagogical Sciences, Head of Pedagogy Department at Taras Shevchenko National University of Kyiv.
Contact information: e-mail: pedagogika@ukr.net
Mariuts Ilona – Ukraine, Kyiv, PhD (Candidate of Science) in Education,, Assistant Professor of Pedagogy Department at Taras Shevchenko National University of Kyiv.
Contact information: e-mail: ilonamariuts@gmail.com

Мілєва Ірина Володимирівна – Україна, Харків, кандидат філологічних наук, доцент, доцент кафедри української мови та мовної підготовки іноземних громадян, Харківський національний університет будівництва та архітектури.
Контактна інформація: +38 (050) 961 52 21; e-mail: mileva_i@ukr.net

Ходаківська Марія Олександрівна – Україна, Харків, старший викладач кафедри української мови та мовної підготовки іноземних громадян, Харківський національний університет будівництва та архітектури.
Контактна інформація: +38 (067) 477 70 22; e-mail: khodakovskaya@i.ua

Milieva Iryna– Ukraine, Kharkiv, PhD, Associate Professor, The department of Ukrainian language and language training of foreign citizens, Kharkov national university of civil engineering and architecture.
Contact information: +38 (050) 961 52 21; e-mail: mileva_i@ukr.net

Khodakivska Mariia– Ukraine, KharkivЮ Senior Lecturer, The department of Ukrainian language and language training of foreign citizens, Kharkov national university of civil engineering and architecture.
Contact information: +38 (067) 477 70 22; e-mail: khodakovskaya@i.ua

Поляк Ольга Вікторівна – Україна, Київ, кандидат педагогічних наук, доцент кафедри педагогіки, факультет психології, Київський національний університет імені Тараса Шевченка
Контактна інформація: e-mail: poliak.olga78@gmail.com

Poliak Olga – Ukraine, Kyiv, Ph.D. Sciences, associate professor Taras Shevchenko National University of Kyiv
Contact information: e-mail: poliak.olga78@gmail.com

Постоюк Наталія Валентинівна – Україна, Київ, кандидат педагогічних наук, асистент кафедри педагогіки, факультету психології Київського національного університету імені Тараса Шевченка.
Контактна інформація: +38 (044) 521 35 13; e-mail: pedagogika@ukr.net

Postoiuk Nataliia – Ukraine, Kyiv, PhD (Pedagogical Sciences), Lecturer of Pedagogy Department of Faculty of Psychology at Taras Shevchenko National University of Kyiv.
Contact information: +38 (044) 521 35 13; e-mail: pedagogika@ukr.net

Спіцин Євгеній Сергійович – Україна, Київ, кандидат педагогічних наук, професор, професор кафедри педагогіки факультету психології, Київський національний університет імені Тараса Шевченка.
Контактна інформація: +38 (044) 521 35 13; e-mail: pedagogika@ukr.net

Spitsyn Yevheniy – Ukraine, Kyiv, Doctor of Science (Pedagogics), Professor, Taras Shevchenko National University of Kyiv.
Contact Information: +38 (044) 521 35 13; e-mail: pedagogika@ukr.net

Середіна Інна Анатоліївна – Україна, Київ, завідувач навчальної лабораторії кафедри філософії та педагогіки Національний транспортний університет, аспірантка ІПТО НАПН України.
Контактна інформація: +38 (066) 359 50 52; e-mail: innaseredina321@gmail.com.

Seredina Inna – Head of the training laboratory of Philosophy and Pedagogy Department of National Transport University, Postgraduate student of IVE NAPS of Ukraine.
Contact information: +38 (066) 359 50 52; e-mail: innaseredina321@gmail.com

Жиленко Микола Володимирович – Україна, Київ, кандидат педагогічних наук, доцент кафедри педагогіки Київського національного університету імені Тараса Шевченка.
Контактна інформація: +38 (067) 456 18 23; e-mail: zhylenko@knu.ua

Zhylenko Nikolay – Ukraine, Kyiv, PhD, Associate Professor at Pedagogy Department of Taras Shevchenko National University of Kyiv.
Contact information: +38 (067) 456 -18 23; e-mail: zhylenko@knu.ua

Зварич Ірина Миколаївна – Україна, Київ; доктор педагогічних наук, Старший науковий співробітник, професор кафедри сучасних європейських мов Київського національного торговельно-економічного університету.
Контактна інформація: +38 (067) 697 99 07; e-mail: Iryna.Zvarych7@gmail.com

Zvarych Iryna – Ukraine, Kyiv, Doctor of Science (Pedagogics), Senior Staff Scientist, the Department Professor of Modern European Languages, Kyiv National University of Trade and Economics.
Contact information: +38 (067) 697 99 07; e-mail: Iryna.Zvarych7@gmail.com

Статті подано в авторській редакції.