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

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

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

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

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Адреса редколегії	Факультету психології, просп. акад. Глушкова, 2-а, м. Київ, Україна, 03680 ☎ (38 044) 521 35 13, e-mail: pedagogika@ukr.net
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AUGUSTIN VOLOSHYN AS A FORERUNNER OF PHILOSOPHIC AND PEDAGOGICAL THOUGHT AT THE EDGE OF EPOCHS

We are Ukrainian,
We are called Ukrainians,
And the land is Ukraine!
... Because this land is the land of freedom,
Our people live on it!
In the native mountains there are native rivers,
Native song is floating here.
(V. Grenja-Donsky)

In the article the way of life of Augustine Voloshyn has been reviewed, the teaching, scientific and organizational, publishing and political activity have been characterized, his philosophical and pedagogical concept has been analyzed. Philosophical thought, which seems to have now ceased, should prepare for a new universal cognitive desire to look at the horizons of the future and take on the mission of understanding and rethinking the national and universal (historical, political, social psychological, philosophical) pedagogical experience. In this context, Voloshyn's philosophical and pedagogical heritage plays an important role as an outstanding Ukrainian thinker, humanist, educator. Remembering A. Voloshyn's merits as a politician, a fighter for freedom and independence of his native land, one can not forget that he was, above all, a teacher, a research teacher who perfectly understood the importance of education for the better future of his people. He emphasized that our people through enlightenment will rise from a deep sleep, rise to a better material life and thereby provide a better future. Having written about the conceptual and methodological foundations of the philosophy of education, A. Voloshyn largely outstripped his contemporaries, and this is the real greatness of this man who gave more than 45 years of his creative life to pedagogical and cultural-educational work. Pedagogical heritage, scientific, universal, philosophical views of the prominent Ukrainian scientist are still waiting for their researchers.

Keywords: Augustin Voloshyn, pedagogical, scientific, methodological, Transcarpathian Ukraine.

Formulation of the problem. Nowadays significant socio-political and cultural transformations determine the axiological problems of pedagogical science as priorities for modern Ukrainian society. The ancient questions "Where are we from?", "Who are we?", "Where are we going?" are getting clear contours now, are being filled with specific content, value orientations, among which there are the following concepts and phenomena: "nation", "people", "patriotism", "statehood", "public", – constants, formulated in the Constitution of Ukraine and special laws about education. That is why, at the time when Ukraine is confidently stepping into the world community, every conscious citizen, the patriot feels responsible for her future, for the contribution of the spiritual values of the Ukrainian people to the national, regional and world culture. A special role in this process belongs to the bright personalities, scientists-researchers, who, due to their scientific and creative achievements, raise the prestige of the state in the world. Augustin Ivanovych Voloshyn, President of Carpathian Ukraine in 1939, belongs to outstanding personalities with rich life experience, original philosophical and psychological-pedagogical thinking, significant scientific achievements in favor of political, economic, cultural, national and religious development of Transcarpathia. It has been more than 140 years since the birth of the prominent Ukrainian scientist A. Voloshyn, but today, unfortunately, the name of this versatile gifted personality is little known to the general public.

Analysis of recent researches. Despite the fact that A. Voloshyn was a talented person not only in the questions concerning philosophy of education, but also in many other fields, it is useless to look for this name in encyclopaedic editions. There have been done researches about his creative activity by A. Stefan, P. Sterch, V. Birchak, V. Zadorozhny, M. Vegesh, B. Galas, V. Gomonnay, M. Zimomrya, M. Klyap, M. Yevtukh, T. Bednarzhova, V. Kemin, O. Dovhanich, P. Fedak and others. At the same time, his legacy is the result of spiritual competitions in various aspects of the material and cultural spheres remains little studied and interpreted, but it is absolutely necessary today for public and especially for young

people for adequate knowledge of Ukrainian history, in particular historical events that took place in Transcarpathia before the Second World War.

Research goal and objectives. The goal is to study the principles of the philosophy of education by A. Voloshyn, and the objectives are to highlight his main pedagogical ideas, to reveal his role in the development of public education in Transcarpathia in the 1920s-1930s, to trace qualitative changes in the system of education, to prepare pedagogical staff, to approve the Ukrainian national idea in Transcarpathia, to consider main biographical data of this outstanding personality.

Study presentation. Augustin Ivanovych Voloshyn was born on March 17, 1874 in the village Kelechyni in Volivsky district (now Mezhygirsky district) in Transcarpathia in family of village priest. He finished gymnasium in Uzhhorod, and in 1896 he graduated from the Faculty of Theology of Uzhgorod University. Working as a priest he graduated from the Higher Pedagogical School in Budapest in 1900 and became a teacher in Uzhhorod Teachers' Seminary, and later he was the director of this institution more than 20 years. He published more than 40 books, mostly textbooks for schools, which brought up several generations in Transcarpathia, founded and published the newspaper "Science" and "The Village", a series of cheap books for people. In 1920 he started publishing monthly religious journal "Evangelist", weekly journal "Ukrainian word" and monthly pedagogical journal "Teacher's voice." A. Voloshyn's legacy also includes poems, stories, novels, plays.

The integrity of A. Voloshyn's personality is determined by not only the research and pedagogical components, but also by his encyclopedic knowledge of classical philosophy, European pedagogy and psychology in XIX – early XX century. He worked hard learning works of prominent scholars: Y. Komensky, J. Pestalozzi, J. Gerbart, J. Locke, J.-J. Russo, Voltaire, G. Spencer, J. Fichte, G. Hegel, K. Ushinsky, T. Shevchenko, I. Franko and many others. Doing educational researches, he relied on the achievements in teaching and psychology, wanted to continue the best traditions of Transcarpathian pedagogical school namely traditions by O. Duhnovich,

I. Silvaya, J. Rakowski, A. Mytraka and others. A. Voloshyn was interested in the concept of O. Dukhnovich. Like O. Dukhnovich, he focused on the development of public education, the preparation of textbooks for public schools. A. Voloshyn was a talented teacher himself and the director of Uzhgorod Teachers' Seminary from 1916 to 1938, and headed the work of the Pedagogical Society of Subcarpathian Rus.

A. Voloshyn was the initiator and founder of the Ukrainian Christian-People's Party, which he had headed for a long time. This party gradually attracted the best representatives of the Ukrainian national camp, fought for the rights of Ukrainians. In October 1938, Ukrainians, taking advantage of the political situation in Czechoslovakia, achieved the status of an autonomous province for the Ukrainian Transcarpathia – Subcarpathian Rus. The first government, which was mostly Hungarian, lasted for a short time. Formation of the new government was entrusted to A. Voloshyn.

For the political consolidation of Transcarpathia in January 1939, a unified political structure was created – the Ukrainian National Community, which won the vast majority of seats in the Sejm elections. The armed forces "Carpathian Sich" began to appear in the region with the help of prominent figures of the Organization of Ukrainian Nationalists. In March 1939, the New Sejm unanimously elected A. Voloshyn as President of the Carpathian Ukraine, approved the Constitution, national symbols – the blue-yellow flag, the anthem "Ukraine is still not dead" and the regional emblem, the constituent part of which was the golden trident. But very soon overcoming the resistance of the soldiers of the Carpathian Sich, the Hungarian troops occupied Transcarpathia. A. Voloshyn was forced to leave his native land. He lived in Prague, continued his pedagogical activity, became a professor at the Ukrainian Free University, his rector.

A. Voloshyn's great achievement in the field of education is that he initiated the creation of a very active public organization of teachers – Pedagogical Society of Subcarpathian Rus in the early 1920s. Having discussed all the important organizational issues with his supporters, he convened a meeting of representatives of pedagogical collectives, where the formation of Pedagogical Society of Subcarpathian Rus was proclaimed on October 4, 1924. The Chairman of the Society was elected A. Voloshyn and he had been the leader until 1937. Despite being very busy A. Voloshyn paid much attention to the activities of the Society.

Headed by A. Voloshyn, Pedagogical Society of Subcarpathian Rus published a monthly magazine "Subcarpathian Rus". For a long time A. Voloshyn was the editor-in-chief of the magazine and wanted to make it for all educators in the region. It printed the basic acts about education, articles on the history of school and pedagogy, the experience of teachers etc. The best pedagogical works by A. Voloshyn appeared on the pages of "Subcarpathian Rus". This magazine had become the platform for the exchange of advanced pedagogical experience for teachers in Transcarpathia.

In 1929, the progressive organization "Teacher's Community" was established, whose honorary head had been A. Voloshyn until 1939. The community held a large organizational work among teachers (theme evenings, conferences), published literature, which contributed to the growth of their qualifications. The organization published the magazines "Teacher's Voice" and "Our School".

A number of important works about the problems of pedagogy A. Voloshyn published on the pages of the Scientific collection of the Society "Enlightenment in Uzhgorod" (1922–1938). Work about the history of pedagogy and struggle to preserve the mother tongue [4; 7; 9] deserves particular attention. Taking care of the training of pedagogical staff for Transcarpathian schools, A. Voloshyn was aware of the

need for radical changes in the school system. He devoted the work "Democratic School Reform (to the question of modernization of school laws)" (1928) to this problem. The scientist substantiated some of the main principles of building a democratic school in this book. Pointing out the urgency of the problem, he stressed that it was a requirement of time, because "the advancement of culture freedom develops the idea of democratization of the school system" [1, 184]. The author singled out six main stages of the development of the school system: from ancient times through the monopoly of the church and state to the school up to full democratization of the school system. One of the main factors of the latter should be "the principle that a child with a mother's word should receive science and no one can compel to bring the child to school for other nation or religion" [1, 184].

The author gave a historical overview of the development of the school system, pointing to the main varieties of schools (rural, church, state, private), characterizing the reactionary, chauvinistic legislation of the Austro-Hungarian school. A. Voloshyn paid special attention to two extremes – communism and fascism, which are harmful to culture and hinder the progress of schooling.

According to A. Voloshyn, only the principle of culture freedom can be fundamental for the progress of the school system. He calls for an assessment of school reform "from such points of view: 1) pedagogical, 2) cultural-historical, and 3) economic" [1, 186], but not political. In fact, A. Voloshyn laid the foundations for the principles of a new pedagogical thinking, which synthesized the principles and methods of teaching as a harmonious system of education that maximally approximated the process of learning and upbringing, combining moral, spiritual, and labor upbringing.

The foundations of A. Voloshyn's philosophy of education have generalization in the fact that all spiritual and cultural practice of teaching and upbringing is carried out in a substantive social field, where the formation, self-actualization and self-realization of a person take place. As a humanist and philosopher he understood these things and therefore identified five main factors of upbringing: a family, a school, a state, a church and an educator. In addition, A. Voloshyn devoted considerable attention to social upbringing, which is also designed to spread the culture, worldview, bring the light of knowledge and goodness into all spheres of human life [8].

A. Voloshyn managed to notice significant opportunities of folk tools (proverbs, sayings, ethical teachings, tales, legends, parables) and wisely used them in the textbooks. He expressed important thoughts about the humanization of interpersonal relations. Authoritarianism, rudeness, violence against the child nullifies the educational process and loses the child as a person. The scientist-teacher formulated the requirements for the teacher as the main subject of upbringing. According to A. Voloshyn, the teacher is not an actor, but must act as an actor. An indifferent person cannot be a mentor even if he meets all the requirements of didactics. A. Voloshyn wrote: "Only one who has inborn artistic inclinations can become an artist, so a good teacher is born with inclinations, from which the rank and teacher's personality can develop" [2, 34]. This opinion is present in almost all the author's pedagogical writings.

A. Voloshyn considered readiness for a profound analysis of pedagogical phenomena as a necessary element of thorough theoretical and methodological training. But for quality training, the educational process must be provided with the appropriate educational tools. Therefore, A. Voloshyn was one of the first to understand the need for the publication of new textbooks, to develop the structure and content of textbooks for students of the Teachers' Seminary,

for senior class pupils who wanted to go to the pedagogical work. After prolonged work, he published the first textbooks "The History of Pedagogy for Teachers' Seminary" (1923), "The Brief History of Pedagogy for Teachers' Seminary" (1923), "Pedagogy and Didactics for Teachers' Seminary" (1923), "Pedagogy and Didactics for Teachers' Seminary" (1923), "Pedagogical Psychology" (1930) and others.

The second chapter of the textbook "General Pedagogy", which substantiates the forms and methods of the educational process, is extremely valuable in terms of pedagogy. "Learning means to give new knowledge that become the property of the student's soul. The school provides such a science that serves the purposes of upbringing" [3, 38]. He convinced that the teacher was able to conduct educational work by means of all subjects, because "the development of the people's spirit must serve... the way of learning" [3, 38].

In the early 1930's A. Voloshyn wrote two more textbooks for pedagogical seminaries – "Didactics" and "General Pedagogy". The author created these new textbooks in order to improve the training of teachers, whose curricula included such subjects as didactics, general pedagogy, and there were no relevant textbooks. As the director of the Teachers' Seminary, he felt the need for such educational tools and wanted to help practitioners.

In these textbooks about pedagogy and didactics, there is much in common, but each of them has its own peculiarities. In "Pedagogy and didactics" (1924), the general principles of the work of the school are described, this textbook has a general information. "Methodology and General Pedagogy" (1932) and "Didactics" (1933), published as manuscripts, deepen some of the important positions of pedagogical theory and practice. Despite some drawbacks, these editions at that time formed the basis for pedagogical teacher training, both in seminaries and in gymnasiums. They were useful to teachers for self-education and advanced training.

A special place in A. Voloshyn's scientific researches belongs to the fundamental work "Methodology of national-school education" [6], in which he paid a lot of attention to the questions of improving the educational process, teaching methods of different disciplines. He considered this process as a feedback between the teacher and the students, the family and the school, which, in the opinion of the scientist, greatly increases the positive motivation of education.

Studying the problems of education in the context of his philosophy, developing a methodology of popular-school education, A. Voloshyn attached great importance to the development of curricula and programmes, which made up the content of training, the distribution of material in accordance with school years. The scientist made many efforts to include such subjects as native language, history, arithmetic, geography, religion, labor, singing, drawing, gymnastics in elementary school curricula. He confidently stated that the study of these subjects would undoubtedly contribute to the comprehensive spiritual and physical development of the child in order to socialize a new generation of Ukrainian citizens.

A number of textbooks on pedagogy, psychology and didactics created by A. Voloshyn in the 1920s–1930s became his notable contribution to the training of educators in Transcarpathia. In the first half of the 1940s, the "Pedagogical reader" (40 pages), "Methodology of moral education" (20 pages), "Pedagogical teleology" (15 pages), "Pedagogical psychology" (8 arch.) were finished but not published. "Theory of upbringing" was also prepared for publication. All these works testify to A. Voloshyn's active scientific and pedagogical activity, but they should be found and studied.

A. Voloshyn's philosophy of education included such an important section as the methodology in pedagogical science,

therefore, his latest pedagogical work "Pedagogical Methodology" [10], which was published in Prague in 1943, seemed to sum up the conceptualization of scientific and pedagogical search. Here A. Voloshyn outlined how to implement the principles of humanism, spirituality, patriotism, and how to adhere to the doctrine of the principles, methods, forms and processes of knowledge and transformation of pedagogical reality for the present and future generations of educators.

Pedagogical heritage, scientific, universal, philosophical views of the prominent Ukrainian scientist are still waiting for their researchers. Much effort must be made to ensure that A. Voloshyn's spiritual treasure during the era of statehood of Ukraine have become well-known for the Ukrainian people. Their knowledge will certainly help to bring to life the moral and ethical virtues of Christianity, the lack of which is noticeable in modern society.

Reading A. Voloshyn's works, starting with school textbooks, newspapers and ending with scientific-pedagogical researches, you feel their clear patriotic orientation. The essence of the latter was the upbringing a sense of unity with the Ukrainian people in all the social strata of the Carpathian Ukraine, personal responsibility for the fate of Ukraine, readiness for selfless work and struggle for its statehood. The philosophical ideas expressed in his pedagogical works are extremely relevant today, they can well serve the current mentors of children and young people in the practical realization of the objectives of modern pedagogy, defined by the concept of the Ukrainian national school.

Conclusion. The philosophical thought that seems to have been frozen nowadays must prepare for a new universal cognitive effort to look at the horizons of the future and take over the mission of comprehension and rethinking of the national and universal (historical, political, socio-psychological, philosophical and pedagogical etc.) of the experience. In this context, philosophical and philosophical-pedagogical legacy by A. Voloshyn as a prominent Ukrainian thinker, humanist, enlightener has an important role.

This year in July there will be 73 years since Augustine Voloshyn's death in the Soviet prison. He was a man who, according to his views, belonged to the intellectual elite not only Transcarpathia, but also of the whole Europe. His contribution to the all-Ukrainian national liberation movement cannot be overestimated. Remembering A. Voloshyn's merits, as a politician, a fighter for freedom and independence of his native land, one must not forget that he was primarily a teacher, a pedagogue-researcher, who perfectly understood the importance of education for the better future of his people. He emphasized that "our people through enlightenment will rise from a deep sleep, rise to a better material life and thus provide a better future" [11, 136]. Writing about conceptual and methodological foundations of the philosophy of education, A. Voloshyn largely went ahead of his contemporaries, and this is the true grandeur of this man who gave more than 45 years of his creative life to pedagogical and cultural-educational work.

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Х. Бахтіярова, канд. пед. наук, доц., проф.
Національний транспортний університет, Київ, Україна

АВГУСТИН ВОЛОШИН ЯК ПРОВІСНИК ФІЛОСОФСЬКО-ПЕДАГОГІЧНОЇ ДУМКИ НА ЗЛАМІ ЕПОХ

Розглянуто життєвий шлях Августина Волошина, охарактеризовано викладацьку, науково-організаційну, видавничу та політичну діяльність, проаналізовано його філософсько-педагогічну концепцію, яка зробила вагомий внесок у методичне та дидактичне забезпечення розбудови освіти в Закарпатській Україні. Філософська думка, яка, як здається, застигла в даний час, має підготуватися до нового універсального пізнавального прагнення подивитися на горизонти майбутнього і взяти на себе місію розуміння та переосмислення національного й універсального (історичного, політичного, соціально-психологічного, філософського) педагогічного досвіду. Констатовано важливу роль філософсько-педагогічну спадщину А. Волошина як видатного українського мислителя, гуманіста, просвітителя. Особливе місце у наукових пошуках А. Волошина належить фундаментальній праці "Методика народно-шкільного навчання", у якій він багато уваги приділив питанням удосконалення навчального процесу, методиці викладання окремих дисциплін. Він уявляв цей процес як зворотний зв'язок між учителем та учнями, родиною та школою, що, на думку вченого, значно підвищує позитивну мотивацію навчання. Забудуючи заслуги А. Волошина як політика, борця за свободу і незалежність рідної землі, не можна забувати, що він був насамперед вчителем, педагогом-дослідником, який чудово розумів важливість освіти для кращого майбутнього свого народу. Він зазначив, що наш народ через просвітлення підніметься з глибокого сну, підніметься до кращого матеріального життя і тим самим забезпечить краще майбутнє. Написавши про концептуальні та методологічні основи філософії освіти, А. Волошин значною мірою випередив своїх сучасників, і це справжня велич цієї людини, що віддав більше 45 років свого творчого життя педагогічній і культурно-просвітницькій роботі. Педагогічна спадщина, наукові, універсальні, філософські погляди видатного українського вченого все ще чекають своїх дослідників. Необхідно докласти багато зусиль для того, щоб духовний скарб А. Волошина в епоху державності України став відомим для українського народу.

Ключові слова: Августин Волошин, філософсько-педагогічна думка, народна освіта, педагогічне мислення.

UDC 371

N. Demyanenko, Dr. of Pedagogical Sci., Prof.
National Pedagogical University named after M.P. Drahomanov, Kyiv, Ukraine

IMPLEMENTATION OF AUTHOR CONCEPT OF I. O. SIKORSKY IN THE ACTIVITIES OF THE KIEV FROEBEL PEDAGOGICAL INSTITUTE (1907–1920)

The article carries out a retrospective logical-system analysis of the scientific heritage of the first rector of the Kiev Froebel Pedagogical Institute I.O. Sikorsky (1842–1919) – a doctor of medicine, a well-known teacher and psychologist, a professor of the University of St. Volodymyr, chairman of the Kiev Froebel Society of the Promotion of Education. It was found out that the scientist considered the comprehensive knowledge of the child by a chain that unites family and school, and the integration of knowledge on psychology, medicine, upbringing and development of the family was a foundation for effective education of the individual. The interpretation of the ultimate goal of education by I.O. Sikorsky defined as the achievement of harmonious development of the spirit and body, mental and physical, as the balance of mental, moral and aesthetic principles. The directions and mechanisms of implementation of the author's medical-psychological-pedagogical concept I.O. Sikorsky are investigated in the content of vocational and pedagogical training of the Kiev Froebel Pedagogical Institute (1907–1920).

Keywords: I. Sikorsky, author's concept, Kiev Froebel Pedagogical Institute, retrospective, education, personality, professional pedagogical training.

Formulation of the problem. Ukraine has a valuable historical experience in setting up the institutions of higher education, the effectiveness of which has been tested by time. The Kiev Froebel Pedagogical Institute (1907–1920) is considered unique in terms of meaning, content and forms of activity. I.O. Sikorsky was its first and long time unchanged rector, a doctor of medicine, a well-known psychologist, a teacher, a professor at the University of St. Volodymyr, chairman of the Kiev Froebel Society of the Promotion of Education. His author medical-psychological-pedagogical concept, in coordination with the pedagogical

system of the famous German educator F. Froebel, became the basis for the training of European-level pedagogical staff.

Study presentation. Ivan Sikorsky was born in the Antonove village of Skvirsky district of Kiev province in May 24, 1842. He gained primary education in the theological school, continued studying in the seminary. In 1862 he externally passed the exam at the Kiev First Gymnasium and entered the University of St. Volodymyr. After listening to two courses in the natural department, he moved to the medical faculty, which graduated in 1869. In 1872 he defended his thesis for a doctor of medicine. In the same year he moved

to St. Petersburg, where he was appointed intern, and later he was private associate professor of the clinic of mental and nervous diseases at the Military Medical Academy. In 1885 he returned to Kyiv in connection with the appointment of a professor at the Department of Psychic and Nervous Diseases of the University of St. Volodymyr, where he taught for 26 years [4, p. 151-152].

I.O. Sikorsky gained popularity as a practicing doctor, a public figure, a gifted pedagogue. He became the founder of the Pediatric Institute for Mental Disorders, the Psychiatric Society and the Society for Soberness in Kyiv, was an honor member of many academic associations at home and abroad. He created more than 100 scientific works, among them "General psychology", "Psychiatry", "Soul of the child", "Basics of education and training", "Education at the age of the first childhood", "Beginnings of psychology" etc. Many of them are translated into foreign languages. A unique library of 12,000 volumes was commissioned to the University of St. Volodymyr by the professor before his death. I.O. Sikorsky died on 77th year of life on February 1, 1919. The aphorism often used by a scientist not only sheds light on his attitude to science, but also gives to his person a certain characteristic: "Life is short, and science is endless" [1].

However, after October 1917, all his work was removed from the scientific and educational circle. The main reason was the participation of I.O. Sikorsky as an expert in the so-called Beilis case. Ivan Alekseevich was careless to express in the press a fatal assumption to him that ritual murder was committed by fanatics-sectarians of the Jewish faith. The professor was accused of judofobia. At the same time, the fact that the scientist sharply opposed religious sectarianism in general, including the Christian ones, remains known.

Today is the time to objectively weigh everything and put in its places. We believe that the studying of the creative works of I.O. Sikorsky as a physician, a psychologist, a teacher should not depend on a separate episode that has nothing to do with science. The views of the scientist on child development, its driving forces and factors, the purpose and means of education substantiated by I.O. Sikorsky deserve a high grade of modern pedagogues and psychologists.

Concerning the conceptual provisions of the pedagogical heritage of I.O. Sikorsky, he called to get rid of "pedagogical empiricism" and start developing the principles of education on the basis of a comprehensive study of the child. The scientist considered that the child's comprehensive knowledge is the chain connecting the family and the school, and the combination of psychological medicine, science of education and family is the foundation for effective "educational influences". I.O. Sikorsky emphasized the importance of studying the early childhood period. He argued that the accumulation of objective data on the peculiarities of the child's body can determine the potential of educational influences, conscious leadership of the formation of personality, disclosure of individuality. The scientist believed that ultimate goal of educating was the achievement of harmonious development of the spirit and body, the mental and physical, the mind, the feeling, the will, the balance of mental, moral and aesthetic principles. First of all, in his opinion, it is necessary to adhere to the correspondence of the spiritual and physical spheres. From this point of view, the scientist analyzed the essence of children's games, developed their classification. In the justification of I.O. Sikorsky game is not only fun for the child, but it is a kind of mental work, a school of thinking, which provides specific knowledge about the objects, their size, physical qualities, the causal relationships of phenomena [8, p. 99].

The scientist pointed out the close relationship between intellectual and physical development. According to him, the nervous system is involved in any kind of work, and the

nerve centers are arranged in such a way that their healthy state is supported only by labor. They suffer, atrophy, degenerate from inaction. I.O. Sikorsky was the first in the national science to study the problem of disability and fatigue. He advanced the assumption that mental fatigue should first of all be in the changes of psychomotor activity. Research by the scientist showed that four-five-hour classes negatively affect the ability to delineate of the psychophysical values, cause irritation. The scientist came to the conclusion that the human brain is constantly in active state. Mental labor is a powerful means of continuous improvement of all working mechanisms of the brain. Thus properly organized mental work has the great importance not only for mental development, but also for human life as a whole. From this I.O. Sikorsky outlines the special significance of intellectual potential for intelligent social and state development for the achievement of people's welfare.

The subject of constant attention of the scientist was the problem of achieving harmony in the development of reason, feeling and will. The result of proper education, in his belief, should be their synthesis, which ensures the moral integrity of the individual, its dignity. This gives to the character of "calm power, balance and peace of mind". I.O. Sikorsky noted that in practice children are often subjected to demands that are not accessible to their minds, feelings, wills, and the needs of the child's soul remain unanswered. "True spiritual development," emphasized I.O. Sikorsky – implies harmonious growth and improvement of the soul. Intelligent development in the best sense of the word is impossible without the simultaneous development of feelings or – as usual – heart. Only a solid mind provides an opportunity for an individual to understand what is happening outside of it, and what is happening in it itself – in its intellectual and moral development "[10, p. 7-8].

I.O. Sikorsky believed that feeling "leads the mental processes". Emotional development was considered by him in close connection with the intellectual. An intellectual feeling, the scientist argued, "shines over the joyful prospect of new discoveries...". Even more importance he attached a moral feeling. In it he saw the basis of the spiritual health of society, the success of the educational influence of the older generation on the young. Their decline, considered I.O. Sikorsky, always leads to the discrediting of high ideals and aspirations, to the growth of crime. The moral feeling lies at the heart of self-improvement, which, along with social and political progress, forms the "necessary link" to the spiritual development of society. Reforming political and social relations in itself can not provide real social progress. The scientist has outlined some ways and means of rational upbringing of feelings. He attached particular importance to external incentives. It is very important to make sure that the infant has no reason to cry during the first year of his life. Unpleasant emotions that result from poor care have a negative effect on whole life. Following Charles Darwin and B. Preiere, I.O. Sikorsky noted the oppressive, inhibitory effect of a sense of fear [4, p. 154-155].

The general principle of leadership in emotional development, according to I.O. Sikorsky, is the suppression of affections and the promotion of healthy feelings. He outlined the following system of emotional upbringing: deterrence; suppression of affects, transferring them into a feeling of "slow", with intellectual tint; transforming the simplest and the lowest feelings into more complex, subtle, elevated; working out the ability not to be subjected to direct bursts, to possess oneself [3, p. 241].

I.O. Sikorsky betrayed great importance to diverse intellectual development. On this basis, he proposed an original

classification of types of memory and formulated the corresponding rules of mental work, in particular educational. The first type of memory the scientist called the subject, reflecting the nature of perception and is distinguished by exceptional accuracy. It can be visual, auditory, muscular-tangent. When reproducing the learned mention of a particular part, it is a common memory. A child of junior school age predominantly has this memory. The second kind of memory is analytical. It gives an impression in a certain order, linking them to the system, conquering a certain idea, plan. It is typical for middle school age. The third type is an assimilative, combined with reflections, when a person tries to bring new impressions in relation to the previous ones. The scientist was considered this memory the most perfect. I.O. Sikorsky drew the attention of scientists to the problems of the volitional sphere. He stated that even a well-developed mind and feelings are powerless to correct a person who has a weak will. Education of the will should be one of the most important tasks of upbringing a person. Strengthening and development of the will is crucial for a person "in building himself as a person", in the ability to follow his own convictions [6, p. 78-80].

Favorite child of I.O. Sikorsky, to whom he devoted himself as a man and a teacher, in the educational process of which he embodied his medical, psychological and pedagogical ideas, based on the Froebel's pedagogical system, became, undoubtedly, the Froebel Pedagogical Institute [2, p. 168]. Under the first Statute of the Froebel Pedagogical Institute (1907) was a private institution of higher education with a two-year term of study (§ 1). The students of the institute were preparing for the educational activity and after the completion of the full course they got the title of "Froebel educator and head of kindergartens" (§ 2). The Institute accepted persons aged 16–40, who graduated from at least six classes in the gymnasium or other educational institutions, which were equated with the gymnasium course in their program (§3) [12, p. 71].

Special attention at the pedagogical institute, in according to the plan of I.O. Sikorsky, was given psychological and pedagogical (theoretical and practical) training of future educators. The curriculum approved in 1907 by the Pedagogical Council of the Institute is evidenced this. It includes the following psychological and pedagogical disciplines: "The doctrine of Christian morality", "Psychology with the presentation of the foundations of the doctrine of the child's soul", "Pedagogy", "Anatomy and physiology of man with a more detailed presentation of the doctrine of the nervous system, with the inclusion of elementary data on its pathology", "Hygiene: basic information with special attention to the hygiene of childhood", "Providing first medical aid", "Short information about the most important children's diseases, especially infectious", "Information about the care of sick children", "Theory of the Froebel system and the review of children's literature", methodology for teaching letters and numbers, singing, drawing and modeling, gymnastics, practical classes with children under the Froebel system. The optional, but desirable for the students of the Institute was a visit to the courses of cut and sewing, needlework and housekeeping. Practical classes were held at the Shelter of the Relief Society, as well as in other relevant institutions of the choice of the Pedagogical Council of the Institute (§ 6). For listening to lectures a fee was set – 60 rubles. per year (§ 10). In addition, at the Pedagogical Institute there were functioning annual paid courses (20 rubles a year) for the training of experienced nurses, the so-called "School of Nannies". Professional and pedagogical training at these courses was somewhat shortened and included practical classes with children under the Froebel system, reading of children's literature, singing, drawing and modeling, cutting,

sewing and needlework courses, housekeeping, and provision of first aid. Subject to the successful passing of the corresponding examinations, the graduates received the qualification of "Scientist Nannies" (§ 21, 22) [7, p. 3-4, 8].

The fact that in 1908, in an attempt to get rid of dependence on the charitable Association of Labor Assistance, the Pedagogical Council recognized the necessity of establishing a Froebel Society in Kyiv, as a decisive factor in the further fate of the Froebel Pedagogical Institute. The reason was the neglect by the Society of Labor Assistance of the teaching and scientific purpose of the Institute. The main tasks of the Society of Labor Assistance were: the organization of free shelters for needy women; placement of reference offices for work; organization of professional readings (culinary, for sitters) with the purpose of preparing women for special classes and further employment; organization of kindergartens and nurseries for infants. Therefore, the Society of Labor Assistance was not always understood and supported by the teaching tasks and requirements of the Institute. In this regard, the Pedagogical Council recognized to found the Froebel Society for the advancement of education in Kyiv [17, p. 1–4].

In § 2 of the draft Statute of the Froebel Society I.O. Sikorsky wrote: "In order to achieve the goal (development and improvement of the case of education), the society initiates the pedagogical Froebel Institute with a model kindergarten, a shelter and an elementary school for the training of educators, nurseries, nannies and, in general, persons preparing for a pedagogical work" [9, with. 11]. The training lasted up to three years. Thus, in 1908, the Froebel Pedagogical Institute received a second birth. From here there are discussions about the date of its foundation (1907 or 1908) [5, p. 12].

According to the Charter, in 1908–1909 the Kiev Froebel Society opened the listed pedagogical establishments. There were five of them: a pedagogical institute, a kindergarten, an elementary school, a orphanage, a pedagogical ambulance. They formed a pedagogical association with the center at the Froebel Pedagogical Institute. According to I.O. Sikorsky, the designated institutions were internally interconnected and formed a single pedagogical whole [12, p. 82]. Thus, in 1908, a unique prototype of the modern educational and scientific complex was created.

Froebel Pedagogical Institute was founded and considered in the system of pedagogical association as "the higher female pedagogical school for scientific and practical training of listeners for pedagogical activity and observation of the young soul" [12, p. 18] from the period of the infant to adolescence inclusive.

It was assumed that graduates of the pedagogical institute would be able to carry out the duties of educators and teachers not only in children's shelters, kindergartens and primary schools, but also in secondary schools. This was facilitated by the fact that the students, while studying to care for children, participated in the observation, education and training of children in kindergartens and schools. Thus, the main subjects of professional and pedagogical training were: "Froebel's pedagogical system", methods of different disciplines, "General psychology", "Psychology of childhood". They were taught on specific examples of life and teaching of children. Students in small groups attended classes in kindergarten, lessons at school, and two days a week each of them independently engaged with two children [12, p.82]. Practical classes in the pedagogical ambulatory department consisted of a comprehensive psychological and pedagogical examination of children, providing pedagogical counseling and advice to parents and educators.

From year to year psychological and pedagogical training at the Froebel Pedagogical Institute was perfected; the

pedagogical cycle was replenished with new subjects. In particular, according to an analysis of the report on the status of the Kiev Froebel Pedagogical Institute for 1910-1911 in the framework of vocational and pedagogical training, the following subjects were read to the students: "Introduction to experimental didactics", "Science of schooling" (A.F. Musichenko), "History of pedagogy" (S.A. Ananin), "Logic" (V.V. Zenkovsky), "Issues of preschool education" (N.D. Lubenets), "Soul of the child", "The doctrine of hard in the educational relation children" (I.O. Sikorsky).

The analysis of curricula and programs, as well as the report on the status of the Kiev Froebel Pedagogical Institute and educational institutions in it in 1913 showed that the disciplines of the pedagogical cycle were merged into the so-called "Special-pedagogical department" and counted 21 subjects. Among them: "Theory of pedagogy", "Pedagogical psychology", "History of pedagogical studying", "Anatomical and physiological features of a person", "Hygiene of childhood", "Preschool education", various methods (primary education, Russian language, mathematics, singing, drawing etc.). Significantly enriched and emotionally strengthened the pedagogical cycle of such disciplines as "Diction and Reclamation", "Children's Games", "Review of folk and children's literature", "Children's Types in Literature and Painting" etc.

According to the theoretical courses, practical classes were held on games, "exercises in educational methods, teaching in kindergartens and elementary schools" etc. Substantial practical training of future educators took place at the educational and auxiliary institutions at the institute: a pedagogical ambulatory, where a pedagogical examination of difficult children was conducted by a psychiatrist in the presence of the students and their direct participation; kindergarten (classes on the so-called "improved" Froebel system were held in junior and senior kindergarten for children 4–7 years old); free primary mixed school.

It should be noted that for the teaching of psychological and pedagogical disciplines in the Froebel Pedagogical Institute lecturers were obtained exclusively with higher specialized education. The high level of the teaching staff confirms the crucial importance of vocational and pedagogical training in the educational process of the pedagogical institute. So, in different years here taught: S.A. Ananin ("The History of Pedagogy"), V.V. Zenkovsky ("Pedagogic" and "Logic"), N.D. Lubenets ("Theory of preschool education"), O.F. Muzychenko ("Science of schooling" and "Introduction to Experimental Didactics"), S.F. Rusova ("Theory of pedagogy" and "Preschool education"), I.O. Sikorsky ("The Soul of the Child" and "The doctrine of hard in the educational relation children") [13, ark. 2].

Until 1914–1915 the psychological and pedagogical training in the Froebel Pedagogical Institute acquired a complete systemic and structural design, its content enriched. As noted in the Statute of the private Kiev Froebel Pedagogical Institute (1915), unlike the Regulations of 1907, the full course of training officially lasted three years. The professional-pedagogical preparation of each year of training was accumulated in the "Special Department". It was already an extensive system, which included the following groups of pedagogical disciplines: 1) pedagogical subjects (general): "Pedagogical psychology", "History of pedagogical studying", "Introduction to experimental didactics", "Nature as a factor of education", "The doctrine of physical development of man"; 2) school education; 3) methodology for teaching disciplines in the school: Russian language, arithmetic, natural science, drawing, modeling, singing, children's games, manual labor; 4) preschool education: "The soul of the

child", "The issue of preschool education", "The doctrine of hard in the educational relation children", "Anatomical and physiological features of the child's organism", "Hygiene of childhood", "Review of children's literature" [11, with. 6-7].

Theoretical classes took place in unity with the practical training of future teachers. Pedagogical practice was concentrated in the educational and auxiliary institutions of the pedagogical association of the Froebel Pedagogical Institute. There was opened a cabinet of experimental psychology for systematic pedagogical examinations children by listeners. In addition, practical classes on laboratory psychology, expressive reading, drawing, modeling, singing, gymnastics and manual labor were organized. The fact that pedagogical practice was an integral and organic component of psychological and pedagogical training is evidenced by the fact that even during the period of the evacuation of the Froebel Pedagogical Institute to Saratov (from 2 November 1915), practical classes were organized in the educational and auxiliary institutions on the basis of two Saratov children's refuges – The Gutkov and The Yegorov (kindergarten and school) [160, ark. 61–64]. Theoretical psychological and pedagogical courses in this period continued to read by V.V. Zenkovsky ("Pedagogical Psychology", "Soul of the Child") and S.F. Rusova ("Theory of pedagogy", "Preschool education") [16, p 6–13].

It should be noted that short-term pedagogical courses were constantly functioning at the Froebel Pedagogical Institute. From 1911 annually (in the summer), general education courses for teachers were conducted. In April 1915 the Froebel Pedagogical Institute and the Society established six-week evening courses for preschool education. Professional and pedagogical training at the courses included teaching disciplines in a reduced form and was based on the assimilation of separate sections: from pedagogy (A.B. Selikhanovich), psychology of childhood (V.V. Zenkovsky), pedagogical psychology (P.V. Petrovsky). Lectures on the courses were also read by M.F. Dadenkov ("Institutions for children in the West and in us"), S.F. Rusova ("Issues of preschool education", "The issue of auxiliary education").

In 1916 the evening classes for extracurricular education for female and male students began to function at the Institute. The course program envisaged the elaboration of the following key issues: 1) history and current state of the country's out-of-school education; 2) the organization of extracurricular education, its legal and social status; 3) the theory and practice of excursions; 4) evening and sunday classes for adults; 5) preschool affairs; 6) the issue of extracurricular religious education etc. [14, p. 34, 38]. In April 1917 the question about the opening of Ukrainian national courses in pre-school was raised, in which within the framework of psychological and pedagogical preparation, lectures "Soul of the child" (P.V. Petrovsky), "Hygiene of preschool age" (A.G. Cherniahovsky), the course "Gymnastics and Games" was singled out [15, p. 2]. Teaching courses in pre-school, school and adult education have identified further areas of the three departments Froebel Pedagogical Institute.

In 1916–1917 the final formation of the educational process of the institute is taking place. The Statute of 1917 states its status as a higher educational establishment with a three-year term of study and the presence of three departments – preschool, school and out-of-school. Accordingly there was a restructuring of subjects in three blocks: propaedeutic, basic, special. Professional-pedagogical training was accumulated in two blocks: "Basic subjects" and "Special department". The "Basic subjects" included such psycholog-

ical and pedagogical disciplines as "Pedagogical Psychology", "History of Pedagogical studying", "Introduction to Experimental Didactics", "Issues of Religious Education", "Doctrine of Physical Development", "School hygiene and hygiene of children age", "Science of schooling", methods of elementary education: Russian language, arithmetic, natural science, painting, modeling and singing. In addition: "Children's games", "Hand work", "Soul of the child", "Theory of preschool education", "Pedagogical pathology", "Providing first medical aid in the event of accidents", "Review of folk children's literature", "Excursions" and "New Languages". The "Special Section" supplemented the "Basic Subjects": 1) at the preschool department with practical classes on psychology and pedagogy at preschool and elementary school; 2) at the school department special courses in Russian language, history, geography, mathematics, science; 3) regarding the out-of-school department, these were courses: "History and the current state of extracurricular education in Russia and other countries", "Theory and practice of excursion", "Library Science", "Art as a factor in extracurricular education" etc. [18, p. 1].

Practical classes and pedagogical practice took place at the educational and auxiliary institutions of the pedagogical association of the institute, which until 1917 was considerably enriched. In 1917 it consisted of: a public kindergarten and other preschool institutions, several public schools (where not only studying, but also lunches for children were free), two ambulances: pedagogical and pedagogical pathology, at the school department opened a higher elementary school [18, ark. 6–8]. Thus the pedagogical complex of the Kiev Froebel Pedagogical Institute, its educational process became final organizational design. The mentioned pedagogical system was functioning actively, had some great prospects for further development.

Conclusions. Thus, the Kiev Froebel Pedagogical Institute, successfully implementing the author's medical-psychological-pedagogical concept of I.O. Sikorsky and Froebel pedagogical system, played a significant role in the training of pedagogical staff: educators of pre-school institutions with higher education, primary school teachers, and pedagogical staff of extracurricular institutions during the period of 1907–1920. Professional-pedagogical training at the institution of pedagogical education differed in originality, depth, depth of author's approaches to teaching pedagogical disciplines, characterized by multi-dimensionality in accordance with three departments: preschool, school and extracurricular. The essence of professional and pedagogical training was in the unity of pedagogical theory and practice. First of all, this was facilitated by the existence of an educational association, where the Froebel Pedagogical Institute acted as a pedagogical center and coordinated the activities of educational and auxiliary institutions: pre-school establishments, schools, and pedagogical ambulances.

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Н. Дем'яненко, д-р пед. наук, проф.
Національний педагогічний університет імені М. П. Драгоманова, Київ, Україна

РЕАЛІЗАЦІЯ АВТОРСЬКОЇ КОНЦЕПЦІЇ І. О. СІКОРСЬКОГО В ДІЯЛЬНОСТІ КИЇВСЬКОГО ФРЕБЕЛІВСЬКОГО ПЕДАГОГІЧНОГО ІНСТИТУТУ (1907–1920)

Здійснено ретроспективний логіко-системний аналіз наукової спадщини першого ректора Київського Фребелівського педагогічного інституту І. О. Сікорського (1842–1919) – доктора медицини, відомого педагога і психолога, професора Університету св. Володимира, голови Київського Фребелівського товариства сприяння справі виховання. З'ясовано, що вчений вважав всебічне знання дитини ланцюгом, який об'єднує сім'ю і школу, а інтеграцію знань із психології, медицини, науки виховання й розвитку сім'ї – фундаментом для ефективного виховання особистості. Київський педагогічний інститут Фребеля успішно реалізував медико-психолого-педагогічну концепцію І. О. Сікорського та педагогічну систему Фребеля та відігравав значну роль у підготовці педагогічних кадрів: викладачів дошкільних закладів з вищою освітою, вчителів початкових класів і педагогічних кадрів позашкільних установ у період 1907–1920 років. Професійно-педагогічне навчання в інституті педагогічної освіти відрізнялося оригінальністю, глибиною, глибиною авторських підходів до викладання педагогічних дисциплін, що характеризуються багатовимірністю відповідно до трьох відділів: дошкільного, шкільного та позашкільного. Сутність професійно-педагогічної підготовки полягала в єдності педагогічної теорії і практики. Насамперед це сприяло існуванню освітнього об'єднання, де педагогічний інститут Фребеля виступав як педагогічний центр і координував діяльність навчальних та допоміжних установ: дошкільних закладів, шкіл і педагогічних машин швидкої допомоги. Визначено трактування І. О. Сікорського кінцевої мети виховання як досягнення гармонійного розвитку духу і тіла, психічного і фізичного, рівноваженості розумового, морального й естетичного принципів. Досліджено напрями і механізми впровадження авторської медико-психолого-педагогічної концепції І. О. Сікорського у зміст професійно-педагогічної підготовки Київського Фребелівського педагогічного інституту (1907–1920).

Ключові слова: І. О. Сікорський, авторська концепція, Київський Фребелівський педагогічний інститут, виховання, особистість, професійно-педагогічна підготовка.

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N. Holovko, Ph. D. (Pedagogical Sci.), Assoc. Prof.
S. Balashova, Ph. D. (Pedagogical Sci.), Assoc. Prof.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

M. P. DRAHOMANOV'S DOCTRINE ABOUT THE IMPROVEMENT OF HIGHER SCHOOL EDUCATION

The article deals with issues of the improvement of higher school education in the scientific heritage of the Ukrainian teacher, politician, researcher of the world history and the national history. M. Drahomanov's pedagogical views and ideas are closely connected with his ideological, scientific views and social activity. It is proved that in the pedagogical heritage of M. Drahomanov, the problems of school, education, teaching in the Ukrainian language, their role in the development of the Ukrainian national culture take the leading place. The scholar devoted considerable attention to the problems of upbringing of the younger generation. The multidimensional and diverse pedagogical Drahomanov's activities contributed to the formation of his pedagogical concept, the holistic vision of formation and development of the personality, the educational process.

Keywords: higher school education, M. P. Drahomanov, pedagogical views.

Formulation of the problem. M. Drahomanov (1841–1895) is one of the key figures in the Ukrainian socio-political and socio-philosophical thought of the nineteenth century. A politician, political researcher, scientist of the world history and national history, sociologist, ethnographer, economist, folklorist, journalist and literary critic, teacher, all of these were confirmed in him. He belonged to the galaxy of those Ukrainian figures of his time, who were perfectly oriented in the latest social and political theories of Western Europe. M. Drahomanov is less known as a pedagogue, theorist and practitioner of education. However, his pedagogical thoughts are largely ahead of time. M. Drahomanov's teaching activity at Sunday schools, pedagogical school, gymnasium, university became an important factor in the formation of pedagogical worldview and pedagogical practice, development of opinion and attitude to the problems of teaching in native language and pedagogy.

Analysis of recent research and publications. Pedagogical views and ideas of M. Drahomanov in scientific articles were analyzed by well-known scientists: V. P. Andrushchenko [6, 7], G. V. Belenka [1], L. P. Vovk [7], L. A. Klymchuk [5], M. G. Stelmakhovich [4] and others. They defined the path of the scholar, determining his contribution to the heritage of native education.

Pedagogical views and ideas of M. Drahomanov are closely connected with his ideological, scientific views and public activity. He published a significant number of articles on the organization of school education ("Zemstvo and local element in public education", "Pedagogical significance of the Malorussian language", "National Schools" and others),

which covered the role and significance of the Ukrainian language, culture and educational books for the establishment and development of a national school.

The goal of the article is to analyze the pedagogical heritage of M. Drahomanov in terms of improving higher school education.

Study presentation. M. Drahomanov adopted a love for reading from his father. He recalled: "As a schoolboy of the Gadyach district school (1849–1853), I have read almost all the interesting books from my father's library, mostly travels and historical works (including "the History of the Russian State" by Karamzin)" [2, p. 4]. It was under the free-thinking and multifaceted influence of the father and family that the spiritual formation of M. Drahomanov and his sister Olga took place (in the future the famous writer Olena Pchilka, mother of Lesya Ukrainka).

According to V. P. Andrushchenko, V. F. Pogrebennikov, and others, the worldview of M. Drahomanov began to be formed at Poltava Gymnasium, having experienced "the beneficial influence of the very atmosphere of the spread of the Ukrainophile community movement" [7, p. 5]. It was a time of accumulation of knowledge, expansion of the field of interests, hobby of the newest political trends. Drahomanov impressed the teachers with his extraordinary purposefulness, diligence, education. With enthusiasm he studied Latin, was interested in Roman history.

In 1859, before the graduating from the gymnasium, Drahomanov had a polemic fight with the supervisor for that reason he was deemed to be excluded from the educational institution "in order not to be taken anywhere" [2, p. 6].

M. Pyrohov, who at that time was a "trustee", proposed the gymnasium council to replace the "elimination" with a simple "dismissal" and, therefore, M. Drahomanov could be admitted to Kyiv University.

M. Drahomanov tried to identify and understand the most important imperatives of the search for the content of adult education in the second half of XIX – beginning XX century. The scholar tried to characterize the orientation of education in the then sense of the concept of continuing education in world pedagogical practice. According to M. P. Drahomanov, the basis of adult education should have the character and content of the transfer of spiritual values and knowledge directed at the development of a valuable conscious person, its entry into sociocultural life, and the promotion of self-education, self-improvement.

Positive influence on the pedagogical views of M. Drahomanov was made by talented teachers K. Polevich and O. Stronin. The scientist recalled: "I personally thank them for the goodness that they have done for my soul. They are the people that each in their own way have served the moral education of a number of generations in the Poltava region, and, therefore, the whole of our country" [3, p. 1]. Educational ideas and personal involvement of M. Pyrohov in the fate of the future scholar, as well as their own teaching practices, contributed to the development of M. Drahomanov's views on education and pedagogy.

O. Stronin was a talented teacher who was looking for new methods of live and visual teaching. While teaching at Poltava Gymnasium the course of general history, he captured listeners with images, comparisons, lyrical digressions. The method of teaching in O. Stronin was quite original. On his lessons, neither the study of the course, nor even more reading of historical books wasn't passive working. "Starting from grade 5, the students had (not all, but volunteers) in turn making notes from his lectures, which others copied, and several topics from the course even worked independently and read instead of the teacher. However, before that, the teacher prepared with the author of his lecture and advised how to do it. In addition, O. Stronin encouraged students to teach Western-European languages", – recalled M. Drahomanov [3, 596].

Undoubtedly, the influence of O. Stronin on his students in the study of foreign languages, was even greater in the study of contemporary Russian and Ukrainian scientific and fiction literature. "I fell under the influence of a new teacher of history, which gave me the opportunity to read Gerzen, and at the same time instructed, in order to strengthen humanistic and liberal ideas in ourselves, a lot of study and reading of historical and political works in foreign languages", recalled M. Drahomanov about his teacher [3, p. 596].

Problems of schooling occupied a significant place in the public-educational activities of M. Drahomanov. By his publications, he sought to influence the development of the Ukrainian national school, the restoration of education in his native language, and the improvement of the position of the national teacher. M. Drahomanov wrote documentary journalistic work "Public Schools in Ukraine among Life and Writing in Russia" (1877), where, on a wide factual basis (reports, questionnaires, interviews etc.), the author showed reasons for the absence of a national school in Ukraine, substantiated the ways of the national Ukrainian revival, showed the role and the importance of the education and the education of children and young people. The scholar had made a significant contribution to Ukrainian studies, ethnology studios. He enriched folklore and ethnographic heritage of Ukrainian culture, describing the mechanisms of its introduction into the education system.

In the autumn of 1859, M. Drahomanov entered the faculty of history and philosophy at St. Vladymyr Kyiv University (Taras Shevchenko National University of Kyiv), where he began to acquire not only a historical and general, but also a political education. With a group of democratically-minded first-year students, he initiated the opening of a Sunday school for "the boys of the local craft class... wanting to provide them with the means for the initial education" [2, p. 7]. With the permission of his trustee M. Pyrohov in September 1859, the first man's Podolsk Sunday school was opened in Kiev (and in the Russian Empire). During 1859-1860, 65 Sunday schools were opened in the cities and villages in Ukraine.

On the deep conviction of M. Drahomanov and his associates, the activity of public schools should promote the widespread dissemination of elementary education among the people, and be a means of political enlightenment in order to "dissolve the eyes of peasant communities and make them so that they are dared and respected to stand up for themselves" [2, p. 321]. The organizers and teachers of the first Sunday schools sought to serve the people and "something, somehow, and as soon as possible pay the peasant for the fact that he was fed and studied at his expense" [2, p. 344].

Sunday schools became very popular in the empire and increasingly became centers for the dissemination of national ideas and the excitement of public consciousness. A special government commission attested activities of Sunday schools as generating "political nihilism" and free-thinking, which resulted in the ban on Sunday schools by the royal decree of July 10, 1862. In this regard, the future educator in his autobiographical remarks noted that tsarism gave "a new impetus to the revolutionary mood of young people, especially in the capitals" [2, p. 213].

A little later, instead of banned Sunday schools, at the end of 1862 in Kiev a Temporary Pedagogical School was established for the training of village teachers in order to confront the colonization of the population of the Pravoberezhna Ukraine. Among the six students who agreed to teach free training courses, was M. Drahomanov. First, classes were conducted in the Ukrainian language, later – in the state language (in Russian), and then in the Church Slavonic. During this period, the young teacher also arranges a special textbook for the implementation of the language transition – "Reader", forming a section on geography.

Shortly after charges of "nihilism" and spreading the ideas of "Ukrainian separatism" school was closed and M. Drahomanov as one of its most active figures taken under close police surveillance. The University initiated the first samples of pedagogy, methodology, practical classes in high school courses, necessary for future pedagogical activities. The experience of teaching professors at the University (S. Gogotsky, M. Bunge, V. Shulgin etc.) M. Drahomanov and other students used in gymnasiums, a teachertraining schools, Sunday schools for the adult population.

For certain scholastic teaching at the Faculty of History and Philology, M. Drahomanov made a good taste of independent research work, and this could not fail to fall into the eye of V. Shulgin, a professor of general history. True, his proposal to leave M. Drahomanov at the department to a professor's rank was taken into account only later. And immediately after graduating from the University (in the spring of 1863), in order to help educate his brother and sister, he had to go to work as a geography teacher at the Kyiv Gymnasium 2. At the same time, the work on preparing the dissertation "Emperor Tiberius" for the right to lecture was started, which was defended in 1864 and initiated by his scientific attempts to trace the logic of the social process [3].

As a university lecturer, he prepared programs and textbooks, published articles on the issues of school education,

the formation and development of the national school. M. Drahomanov's multifaceted and diverse educational and teaching activities contributed to the formation of his pedagogical concept, the holistic vision of the formation and development of the individual, the educational process. He brilliantly defended his master's thesis on the subject "The question of the historical significance of the Roman Empire and Tacitus" and in the same year he took the position of privat-docent with the right to provide scholarly travel abroad at the expense of the university. Taking advantage of this opportunity, almost 3 years (1870–1873), the young scholar worked in the libraries of Germany, Austria-Hungary, Italy, listened to the lectures of leading professors at well-known European universities – Heidelberg, Prague, Berlin, Vienna.

As noted by the researchers G. Belenk and L. A. Klimchik, young contemporaries of M. Drahomanov, students valued him not only as a scientist, a citizen, but also as a mentor, teacher of the entire generation of researchers of the era [1, 5]. In the legacy of M. Drahomanov, a significant place is occupied by the recommendations for the improvement of higher school education. Drahomanov's proposals were taken into account in the Bulgarian Law (1890) on higher education. Pedagogical tact, organicity, pedagogical power to behave in such a way that "the interlocutors did not even notice it immeasurably in comparison with the advantages of pedagogical tact, knowledge of the case, which was discussed" – the main features that characterized the educational democracy of the scientist and teacher M. Drahomanov. With his publications, Mikhail Drahomanov drew attention to the role of the teacher in the education of a new man, who would be inherent in democracy, humanism and patriotism, a high level of national consciousness and, at the same time, a tolerant attitude towards representatives of other peoples. Sufficient professional level of teachers can provide only thorough preparation. After graduating from the pedagogical faculty, the teacher must take care of self-education.

M. Drahomanov attached importance to the personality of the teacher in the educational process. It can not be replaced by new methods of teaching, nor books. After all, in addition to knowledge, he gives the part of his own soul to the children. The efficiency of education and upbringing can only be guaranteed by a sincere, friendly relationship between the teacher and the students. Students should listen to the teacher of respect for him, to know that his claims are just and aimed at goodness. These requirements should have a clear and understandable purpose for the child, be feasible. As a teacher, M. Drahomanov always sought to establish an active interaction with the student audience. First of all, it concerned teaching sessions that took place in the form of lectures. According to M. Drahomanov, at the lecture the student should, first of all, to actively perceive and comprehend the material, rather than mechanically record it, leaving the understanding for "later" [4]. He reflected on the fact that during the recording by the students of the content of the lecture (notes), the teacher can not see the eyes of his listeners (because they are focused on recording material), and therefore can not see and understand the reaction to this or that opinion expressed.

The recording process violates visual contact, distracts from the logic of presentation, makes it difficult to actively perceive the training material. M. Drahomanov was thinking about how to make an active student and a thoughtful interlocutor, rather than a passive recording thoughts and ideas [1]. While teaching at Sofia Higher School, he found a way out. At his classes, students actively listened to lectures. Asked questions, sometimes controversial and often simply enthusiastically perceived emotionally rich stream of information, admiring both the content and the passion of his

presentation. The lectures were vivid, as the teacher widely used the artistic word, quoted the historical sources and thoughts of the classics. At the end of the classes, each student who attended the lectures by professor M. Drahomanov received from his assistant a brief summary of the lecture, prepared in advance by the teacher and scraped specially for the students.

For many students, this served as an auxiliary stimulus for attending lectures, and helped to prepare better for the exam. MP Drahomanov taught his students to think for what the educational material was building on the basis of the formulation and solution, together with the student audience, of problematic issues [4]. Short-term discussions, guided by the teacher, gave an acute the lectures of the scholar, showed that history is not dead by science, but is closely connected with the present, affects it and puts forward complex issues of a moral nature, which has solved which one can change life for the better. A large number of listeners in the audience did not allow the professor to use the techniques of individualized instruction. His lectures attracted even students from other faculties. The audience where the lecture took place was often so full that students could not sit on the benches and stood along walls and doors. The thoroughness of the preparation for the training sessions, the emotionality and imaginative presentation, respect for the students distinguished him among other teachers. The young privat-docent, and later the assistant professor of the University, tried not so much to teach (and teach as others did), as much to help a young man become better, to deliberately orient in life to choose the right path. M. Drahomanov sought to establish with the students a didactic, but not mentor interaction. It was based on trust in person, belief in the best in man, and belief that it was young people, educated and consciously active, that could change the world for the better. When the fate forced M. Drahomanov to leave Ukraine in 1876, he was engaged in literary and publishing activities in Geneva, and subsequently continued his teaching at the Sofia Higher School, the future of the Sofia University. In 1889, he accepted the proposal to go to the department of general history of this educational institution. Professor Drahomanov taught his students to think, for this he built the educational material on the basis of setting and solving problems, together with the student's audience.

As a historian, Drahomanov contemplates his subject and pedagogical positions. For him, dates, military significance was not important, but the history of thought, culture, education were important. M. Dragomanov, as a lecturer, wanted to inform the audience about the state of education, the humanism of the era. The ideas of upbringing were the freedom of the individual, labor for the people, education, love and knowledge of the land, their language. Among his former students are Ukrainian and Bulgarian scholars, literary critics, teachers.

Conclusions. Thus it can be argued that the pedagogical ideas of M. Drahomanov formed under the influence of his teachers – the famous teachers of the Poltava Gymnasium K.Y. Plevich and O. I. Stronin, M. I. Pyrohov. Practically they were already reflected in the organizational and pedagogical activity of M. Drahomanov, a student of the St. Volodymyr Kyiv University, a teacher of Sunday schools. In pedagogical works M. Drahomanov raised the problems of the development of the national school, the rights of the Ukrainian people to educate children in their native language, the creation of textbooks for national schools, the education of children on the basis of scientific knowledge, the study of foreign languages. The idea of the nationality of education and upbringing was grounded by him in various

ways in many works. In the pedagogical heritage of M. Drahomanov, the leading role is played by the problems of school, education, teaching in the Ukrainian language, and their role in the development of Ukrainian national culture. He researched the development of the political life of the Ukrainian people. The scholar scientifically confirmed that the Ukrainian people in the historical past had a significant cultural development and stood at the level of other European countries.

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Н. Головка, канд. пед. наук, доц.,

С. Балашова, канд. пед. наук, доц.

Київський національний університет імені Тараса Шевченка, Київ, Україна

ВЧЕННЯ М. П. ДРАГОМАНОВА ПРО ВДОСКОНАЛЕННЯ УНІВЕРСИТЕТСЬКОЇ ОСВІТИ

Розглянуто питання вдосконалення університетської освіти в науковому доробку українського педагога, політичного діяча, дослідника всесвітньої і вітчизняної історії М.П. Драгоманова. Викладацька діяльність М. П. Драгоманова в недільній школі, педагогічній школі, гімназії, університеті стала важливим чинником становлення педагогічного світогляду і педагогічної практики, вироблення думки і ставлення до проблем освіти. Педагогічні погляди та ідеї М.П. Драгоманова тісно пов'язані з його ідеологічними, науковими поглядами та громадською діяльністю. Досліджено, що у педагогічній спадщині М. Драгоманова провідне місце посідають проблеми школи, освіти, викладання українською мовою, їхня роль у розвитку української національної культури. Значну увагу вчений і педагог приділяв проблемам виховання підростаючого покоління. У спадщині М. П. Драгоманова значне місце посідають рекомендації вдосконалення університетської освіти. Пропозиції М. Драгоманова були враховані в Законі Болгарії (1890) про вищу школу. Своїми публікаціями Михайло Драгоманов привертає увагу до ролі вчителя у вихованні нової людини, якій були б притаманні демократичність, гуманізм і патріотизм, високий рівень національної свідомості і водночас толерантне ставлення до представників інших народів. Він схилився до думки, що достатній професійний рівень вчителів може забезпечити лише ґрунтовна підготовка, а після закінчення педагогічного факультету він повинен обати про самоосвіту, самовдосконалення тощо. М. Драгоманов прагнув до встановлення зі студентами дидактичної взаємодії. У її основу він покладав довіру до особистості, віру в найкраще в людині і впевненість в тому, що саме молодь, освічена і свідомо активна, здатна змінити світ на краще. Багатоаспектна і різноманітна просвітницька та викладацька діяльність М. Драгоманова сприяла формуванню його педагогічної концепції, цілісного бачення становлення і розвитку особистості, освітнього процесу.

Ключові слова: університетська освіта, М. П. Драгоманов, педагогічні погляди.

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H. Holos, Ph. D. stud.

Kyiv national linguistic university, Kyiv, Ukraine

VALUE EDUCATION CONTENTS IN UKRAINE COMPREHENSIVE SCHOOLS: THEORY AND PRACTICE

With the regard to reform undergoing in Ukraine ("Nova Ukrainka shkola" (New Ukrainian school)), the author highlights urgency of value education contents review. Due to, to its clear understanding and effective implementation in real school settings. The issue is relevant for many reasons, among which are: teachers' blurred understanding of the whole value education mechanism and its integral parts; learning outcomes at Ukraine comprehensive schools remain as priority; minor attention is paid to well-round education; extra curriculum activities in comparison to other democratic societies are artificial, as well as insufficient. Many of the debates also set around particular value education framework for all comprehensive schools to follow, due to "National value education curriculum for children and young adolescents" as statutory guidance is not used widely. As far as recent Ukrainian education system is on its molding stage and value education contents is its focal point, national schooling, based on holistic, effective basis as well as elapsed experience of schooling in developed countries, where educational 'know-hows' occurred progressively, make a particular interest. The case of Japan, for instance, worldwide known for meritocratic nature of its society, could provide an opportunity to look at effective schooling, as well as at successful collaboration of "parents – school – caring community" triad.

Keywords: upbringing, value education, Ukraine, character education, moral education, vyhovannia, the content of value education, "Nova Ukrainka shkola" reform ("New Ukrainian school" reform).

Formulation of the problem. Recent schooling in Ukraine, aimed at patriotic and developmental domains, requires value education revision, as well as its adequate organization at all (family-school-community-government) levels. The issue of value education contents, in particular, is relevant for many reasons, among which: lack of altruistic interactions between all school participants; teachers'

blurred understanding of the new model of schooling (value education is still considered as a sphere of responsibility of some school authorities and homeroom teacher); minor attention to well-rounded education, its poor resourcefulness; no community service; schoolchildren's low rate involvement in prosocial activities; general antinomy in Ukrainian society; the detachment of pedagogic theory from real practice.

Many of the debates also set around common value education framework for all comprehensive schools in Ukraine, despite the availability of dozens programs and conceptions, including "National value education curriculum for children and young adolescents" [1]. Thus, bearing in mind the role of schooling in promoting young generation's becoming (growth and success), and obvious reasons for effective educational transformations, depicted in the Law of Ukraine "On Education" [2], also "New Ukrainian School" reform (2016–2029), it is important: 1) to understand clearly normative requirements (i.e. what exactly Ukraine teachers, parents, and schoolchildren are expected to strive for); 2) to correlate theory with evidence – recent schooling.

The purpose of this paper is to take a focused look at the essence of "value education contents" defined in official agenda; to compare present policy with the actual practice. More specifically, the study aims to analyze the common core in value education frameworks worldwide and suggest the ways to improve value education in Ukraine schools.

Study presentation. Before exploring how value education works in Ukrainian settings, we need to discuss terminology, namely, the term "value education contents". Ukrainian theorists interpret it in different ways: as social experience (knowledge, beliefs, qualities, norms of behavior), which society aspires to transmit to next generation [4, p. 146]; a set of representations, concepts, values, which enriches a schoolchild; [5, p. 204]; as a system of values that pupils must interiorize (I. Bekh, O. Vishnevsky, S. Goncharenko, O. Kononko, S. Maksymyuk, N. Moiseyuk, M. Stelmakhovich, O. Sukhomlynska, K. Chorna, P. Shcherban, V. Yagupov "National value education curriculum for schoolchildren and young adolescents") [5, p. 205–209] etc.

The view of value education contents as a system of values and personal qualities, preceded the emergence of general systems theory and humanistic psychology in the mid of XX century. The systems theory proved ineffectiveness of narrow specialized knowledge, laying the stress on multidisciplinary approach in solving socio-cultural (education) issues. Humanistic psychology, on the other hand, replenished human science with concepts such as "interpersonal relationship", "attitudes/dispositions", "self-actualization" that newly created interdisciplinary background complicated the contents of education with socialization and enculturation as a priority. The system-based and humanistic approaches were recognized relevant for the whole child formation, determining the direction in which global pedagogy with common challenges shifted in post-industrial period.

In the Soviet times, when Ukraine was a part of USSR, educators and researches were cautious either to consider value-focused approach (value theory, as it is known, originates from western philosophy), or refer to euro-american advances due to strong ideological confrontation of the "East-West". Education contents was presented nothing but communist ideology, with clearly demarcated vectors (moral, aesthetic, intellectual, physical, labour education). Nevertheless, contrary to theory, schooling was organized holistically, implicitly and on versatile ground. The author, who witnessed herself a previous system, was surprised to find a lot of similar elements in Japanese value education system (i.e. classroom cleaning, extracurricular activities, schoolchildren's leadership and so on).

Since Ukraine independence, value education contents was replenished with such values as: democracy, humanism, spirituality, openness to the world, that have remained fixed in current normative frameworks. Among the first holistic value education programs in Ukraine there was "Values Code of

Contemporary Ukrainian Education and Development" by Omelyan Vyshnevsky, who succeeded and deepened the ideas of Hryhoriy Vaschenko (Ukrainian scholar-emigrant, who presented Ukraine first "Educational ideal" in 1946) [4, p. 152].

The shaping of value education contents in Ukraine roughly took a bit more than a decade (1991–2004). Its conceptual basis was closely connected with historical and ideological evolution of the country; was set around the ideas of what should a Ukrainian citizen be. This configuration determined a national character of value education in school, creating conditions for children's ethnicity as an integral part of their socialization [5, p. 198]. Cultural participation remains a focal point in the contents, due to "culture offers ready solutions to many life problems, not always accurate, but at least accessible" [6, p. 265].

From 2014, external and internal factors exacerbated a need for value educational policy revision. That resulted in new categories emergence in the contents. Since Ukrainian education experts stress that value education contents reflects the purpose, tasks and components of value education, let us dwell briefly on this aspect. In present-day Ukraine facing a number of objective threats (denationalization, threat of falling under Russian influence) strengthening patriotic education [7]; cultivating Ukrainian identity [8]; Ukraine citizen fostering [1] are becoming a priority. Likewise, a well-rounded education.

The main aim of the comprehensive education defined by Law of Ukraine "On Education" (2017) is a well-rounded development, fostering and socialization of a person, capable for living in a society and for civilizing interaction with nature, a person who has a desire for self-improvement and life-long learning, ready for conscious life choices and self-realization, responsibility, work and civic activity [2]. This purpose in accordance with the law, is achieved by forming in schoolchildren key competencies, urgent for present day living to succeed [ibid]: fluent state/mother language; mathematical competence; competence in the field of natural sciences, engineering and technology; innovation; ecological competence; information and communication competence; lifelong learning; civil and social competences related to the ideas of democracy, justice, equality, human rights, well-being and a healthy lifestyle, with the awareness of equal rights and opportunities; cultural competence; entrepreneurship and financial literacy [ibid].

The purpose of value education contents is closely intertwined with the main tasks of the schooling that comprise:

- well-rounded development of pupil's individuality on the basis of identifying his/her talents and abilities; value orientations shaping, providing pupil's interests and needs;
- preservation and strengthening pupils' moral, physical and mental health; cultivating them as conscious Ukrainians, free, democratic, socially competent, capable to make independent choice and take responsible decisions in various life situations;
- cultivating pupils' desire and ability to learn; cultivating needs and abilities for lifelong learning, skills for practical and creative application of acquired knowledge;
- fostering in pupils integral scientific world-view, cultural, technological, communicative and social competences by assimilating the system of knowledge about nature, human, society, culture, industry; pupils' mastering in intellectual and practical activities;
- cultivating pupils' love to work; providing conditions for their life and professional self-determination, forming readiness for conscious choice and mastering the future profession;

• fostering moral, responsible, cultural personality, with a developed aesthetic and ethical attitude to the outer world and self [9].

Much more detailed list of national value education tasks is proposed in the "National Doctrine of Education Development in Ukraine for 2012–2021" [10].

According to the "National value education curriculum for schoolchildren and young adolescents", announced as a strategic document, the content of value education is [scholarly substantiated] system of world and national values, as

well as the set of socially significant personal qualities that characterize her/his attitude to society and state, other people, self, work, nature, and arts [1]. The curriculum lays the stress on attitudinal approach, takes into account age-appropriate features and values (for pre-school, elementary, junior school age, young adolescents), offers strategies how value education can be initiated at any grade level. The table below provides the mentioned contents.

Table 1

The structure of value education contents in the "National value education curriculum for schoolchildren and young adolescents"	
THE STRUCTURE OF VALUE EDUCATION CONTENTS	
Valuable attitude towards oneself	
the ability to value oneself as a bearer of physical, spiritual, moral and social forces	
Valuable attitude towards people	
moral activity, sensitivity display, honesty, truthfulness, hard work, justice, dignity, mercy, tolerance, conscience, tolerance, peacefulness, benevolence, willingness to help others, honesty, courtesy, delicacy, tactfulness; ability to cooperate; ability to forgive and apologize, to withstand injustice and cruelty	
Valuable attitude to society and state	
patriotism, national consciousness, developed legal consciousness, political culture, culture of interethnic relations	
Valuable attitude to nature	
nature value awareness; involvement in the natural resources preservation; to cultivate ability to coexist harmoniously with nature; the ability to withstand consumer and utilitarian attitudes towards nature; environmental education	
Valuable attitude to work	
awareness of the social significance of labor; need for work activity, initiative, dispositions for entrepreneurship; understanding economic laws and society challenges, readiness for creative activity, competitiveness and self-realization in the market place, diligence	
Valuable attitude to arts	
formation of the spectrum of aesthetic feelings; systems of basic artistic knowledge; adequate perception of art; the ability to comprehend and express one's attitude to arts; the desire and ability to perform	

Note. "National value education curriculum for schoolchildren and young adolescents" (2004) [1].

Although the national curriculum contents is designed according with the principles, used in the most normative frameworks on value education worldwide (under varieties of labels: ethics, character education, moral, citizenship education), practice observation indicates that this framework isn't widely disseminated in contemporary Ukraine schooling. Among possible reasons why are teachers' low awareness of it, its abstractness, complexity, other regulatory documents attractiveness (which are, in fact, numerous). Considering positive in providing public schools with academic freedom to design their own programs, nonetheless, the world experience proves that schooling, must be guided by a core curriculum (standards) to ensure the uniformity of the system. Such experience in various aspects has been accumulated by international organizations (UNESCO, OECD reports), representing a source of theoretical and practical information for policy makers and other stakeholders in education.

In most OECD countries, value education frameworks are holistic, competence based. Besides, teachers' unions and business organisations, in particular, are becoming increasingly involved in policy implementation [11]. With the regard to "New Ukrainian School" reform (2016), the following trends are observed: the emphasis on holistic and competence orientation in value education (The curriculum "New Ukrainian School" in advancement of values (2018) [12]; schools encouragement for curriculum design; the idea of character education is popularized (that is not brand new for Ukraine theory – the idea was coined by Ushinsky K., Vaschenko G., Makarenko A.); regulatory documents surplus; lack of information on the throughout value education; lack of sufficient extracurricular activities. In Ukraine value education is not taught as a core subject, it is incorporated in school activities, homeroom teacher's hour. Pupils can also attend religion class voluntarily. Versatility is promoted

while learning various disciplines (for instance, "I explore the world", "Art", "Literature", "Health Fundamentals", "Music", "Technology and design", "Civic Education", "Technology", "A man and the World", "Economics" etc.). At the same time, the overall quality of well-rounded education is far from the desired one: "... music and painting are ignored in Ukraine as superfluous disciplines... terribly singing out of tune, children sing pseudo patriotic songs along with karaoke... there is now no school theater, a powerful means of upbringing" [13].

All mentioned above require relevant experience reflection – either national, or the world one. In the context of cross-cultural, such experience can be provided by EU, OECD countries (450 education reforms between 2008 – 2014) and by Japan particularly. Firstly, the Japanese approach to whole child education is demonstratively successful. Many elements in Japanese value education system (i.e. classroom activities, extracurricular activities and so on) are familiar to those who has "Soviet upbringing", proving the fact that effective practices must not be rejected, but revised [14, p. 335]. Secondly, the case of Japan aims to change the negative perception of any difference into respect for diversity. Ukrainian teachers will get acquainted with how their peers in Japan promote pupils' self-realization in various activities. Thirdly, cross-cultural experience will allow for a better understanding of socialization "mechanics" in both cultures to see the perspectives for value education improvement in Ukraine specific context.

Conclusions and discussions. Historically, based on different dominants (nature – faith – knowledge – man – culture – science – a stable society), the view on value education was heterochromatic. Each era broadcast its socio-positive descriptors, which over time increased or weakened, directly affecting value education contents of the next generation. In the XXI century the view on value education tends to be

holistic and practice based. Taking into account undergoing education reform in Ukraine, we believe that for its successful implementation policy makers must pay attention not only at new curriculum development, but also its complete implementation, monitoring and evaluation. That is where the world experience on sound basis could be relevant.

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Г. Голос, асп.

Київський національний лінгвістичний університет, Київ, Україна

ЗМІСТ ВИХОВАННЯ В УКРАЇНСЬКІЙ ЗАГАЛЬНООСВІТНІЙ ШКОЛІ: ТЕОРІЯ І ПРАКТИКА

Проаналізовано бачення змісту виховання українськими науковцями, його сталі і нові складники. Висвітлено тенденції, що відстежуються в системі виховання з початком освітньої реформи "Нова українська школа". Обґрунтовано, що виховання потребує адекватної організації на родинно-громадсько-шкільному рівні з багатьох причин, зокрема через: дефіцит довіри та альтруїстичної взаємодії всіх учасників виховного процесу; відсутність розуміння механізму і цілісності системи виховання. Наголошено, що серед нерозв'язаних залишається питання єдиної програми виховання, довкола якої має бути організоване виховання в масовій школі (попри наявність десятків програм, концепцій, стратегій виховання). Вказано, що в Україні теоретичне обґрунтування змісту виховання за системно-ціннісним підходом, на засадах, тісно пов'язаних з історичною та ідеологічною еволюцією України, уявленням про те, яким має бути ідеал, припадає на 90-ті роки XX ст. Від 2014 р. зовнішні і внутрішні чинники загострили необхідність перегляду освітньої політики, що зумовило внесення іншого сенсу у звичні категорії змісту виховання і появу нових. Зауважено "Національну програму виховання дітей та учнівської молоді", проаналізовано причини її низької популярності. Наведено інформацію щодо фундаменту, на якому функціонують усі успішні педагогічні системи. Вказано на потребу вивчення відповідного вітчизняного і світового досвіду організації виховання на цілісній, дієвій основі, зокрема досвіду Японії. Японська система виховання, яка не тільки відлагоджена, а й демонстративно успішна. Багато елементів системи виховання в Японії не нові для "свідків" радянської системи виховання, що підтверджує думку про помилковість категоричного відторгнення ціннісного досвіду попередників. У контексті культурної інтеграції досвід Японії має за мету переорієнтувати негативне сприйняття будь-якої різниці на повагу до розмаїття, дозволить українському шкільництву ознайомитись з організацією умов для самореалізації учнів у різних видах діяльності, уможливить розуміння "механіки" культури і соціалізації школярів у розрізі обох моделей виховання, допоможе визначити зони розвитку для українського шкільництва.

Ключові слова: виховання, зміст виховання, Україна, системно-ціннісний підхід, компетентність, "Національна програма виховання дітей та учнівської молоді", реформа "Нова українська школа".

N. Koshechko, Ph. D. (Pedagogical of Sci.), Assoc. Prof.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

PRACTICAL PREPARATION OF FUTURE TEACHERS WITH THE HELP OF EDUCATIONAL TRAINING IN PEDAGOGICAL CONFLICTOLOGY

The article analyzes actual ideas on the problem of practical training of future teachers. Special emphasis is put on modern student learning technologies. Exclusive attention is paid to the educational training on pedagogical conflictology. The contents, historical aspect, principles, stages, specifics, exercises and techniques of educational training in high school are considered in detail. Presenting main material is to date, there is no generally accepted definition of the concept of "educational training", which leads to its broad interpretation and the designation of this term of various forms, technologies and means used in the educational process of educational institutions. Educational training is characterized by a clear focus on the transfer and provision of personal information in order to form its healthy lifestyle, prevent harmful habits, destructive behavior, vocational guidance, adaptation to society. The educational training is a modern effective tool for the activity of a teacher in a high school, the mastery of which greatly enhances the quality of mastering not only the discipline "Pedagogical conflictology", other training courses, but also the general professional and personal competence and productivity of students for account of saving time, resources, creative perspectives. Also, it should be noted that such a complex phenomenon of educational life as a pedagogical conflict requires a specific comprehensive methodology for its prevention and overcoming. It consists of combining methods, technologies and techniques of individual psychological counseling (for more effective resolution of intrapersonal conflicts) with training technologies (for optimal resolution of interpersonal conflicts). Due to this approach, it is possible to achieve certain positive changes and transformations in the consciousness and behavior of students, to ensure their effective practical training as future teachers of educational institutions.

Keywords: higher school, educational training, pedagogical conflicts, practical training of future teachers.

Formulation of the problem. The urgency of the problem of improving the quality of vocational education, improving the practical training of future teachers leads to active searches of modern academic teachers. In part, their exploration is associated with the study of resource opportunities and the prospects of using educational training in the study of humanities. An example of them is, in particular, pedagogical conflictology – a theoretical-applied kingship, which is based on the study of the nature, factors of origin, specifics and dynamics of pedagogical conflicts. They arise in the interaction of the participants of the educational process (students, teachers, administration) due to the existence of certain contradictions, contradictions in values orientations, views, mutual expectations, intolerance in communication, destructive actions and lack of conflictological culture of individuals.

All of the above is subjected to constructive influence, correction due to the discipline "Pedagogical Conflictology". It reveals the main categories, the history of its formation and development abroad and in Ukraine, the theory and practice of effective communication in pedagogical conflict, methods and technologies of its solution. The course introduces the students of future teachers to the problems of prevention, typology and dynamics of pedagogical conflicts and provides assimilation of their knowledge, skills and abilities, provides recommendations on possible methods for overcoming pedagogical conflicts. And this is extremely important and necessary for a contemporary controversial educational process in high school.

The urgency of the discipline "Pedagogical Conflictology" is also due to the fact that considerable attention is paid to communication styles, conflict resolution strategies, mediation, advanced educational technologies, techniques for resolving pedagogical conflicts in the form and form of conducting an educational training. It involves the active use of business role-playing games, training exercises, which causes and stimulates a high level of cognitive interest of students, their long-term interest and is one of the most effective interactive tools for the activities of a modern teacher.

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

In Ukraine this problem was successfully developed by I. Bulakh, O. Vynoslavskaya, O. Volyanska, A. Hirnyk, L. Dolinskaya, G. Lozhkin, I. Koshova, N. Korotlenka, V. Kushniryuk, M. Piren, N. Povkuril and others.

In recent decades, domestic scholars have begun to actively focus on pedagogical conflicts in higher education institutions. In particular, G. Kozyrev, I. Kozych, S. Paschenko, G. Shevchenko mainly studied the specifics of social pedagogical conflicts in higher education institutions. G. Antonov, N. Bulatevich, N. Burkalo, I. Vashchenko, N. Volkov considered some aspects of the dynamics of conflicts in high school. I. Singaevskaya, I. Soroka devoted exceptional attention to the prevention of conflicts in the pedagogical collectives of higher education institutions. Interpersonal conflicts in the student environment became the subject of research by K. Lysenko-Gelembuk, N. Makarchuk, L. Matiash-Zayats.

The analysis of scientific literature on the problem of the use of training in general, and in the educational process of educational institutions, in particular, suggests that a significant contribution has been made in this direction: Vachkov I., Maksanov S., Puzikov V., Pometun O., Pirozhenko L., Podimova L., Slastonin V. and others.

The position and conclusions of scientific works of researchers (Zvereva I., Duka O., Kovalev A., Yemelyanov E., Petrovich V., Tsyuman T., Shevchuk O. and others) should be noted about the peculiarities of the training as a method of social-pedagogical activity.

It is impossible to ignore the scientific achievements of the use of educational training in order to develop the communicative and conflictological competence of the individual (Manokhina I., Popova I., Prikhodko V., Tsyuman T. and others).

The purpose of the article is to analyze and characterize the educational training on pedagogical conflicts in the practical training of future teachers. To achieve the goal, the following tasks were implemented:

- the content, history, principles of educational training on pedagogical conflictology are analyzed;
- characterized its specifics and stages;
- substantiated the basic exercises and techniques of educational training on pedagogical conflictology.

Study presentation. There is no generally accepted definition of the concept of "educational training", which leads to its broad interpretation and the designation of this term of various forms, technologies and means used in the

educational process of educational institutions. Therefore, we consider it necessary to briefly observe the emergence and use of this concept in the fields of scientific knowledge.

Initially, the term "training" (from the English train, training) denoted learning, education, training and was used in sports, medicine and psychology as an intensive way of acquiring knowledge and developing skills and abilities of the individual. In this context, the training was interpreted as a planned process for modifying the attitude, knowledge or behavioral skills of the learner by acquiring his or her learning experience in order to achieve effective performance in one type of activity or in a particular field through training. This is a complex of exercises, a system of preparation of the human body in order to adapt it to the increased demands and difficult conditions of work and life [4, p. 5].

The formation of trainings in a separate method of active learning and the emergence of later versions (personal growth training, sales training, business training etc.) are associated with the name of the American psychologist Kurt Levin. This social psychologist in 1946 created special training groups whose purpose was to improve communication skills. It was noted that effective changes in installations, a more objective analysis of personality traits and their behavior occur when a person works and studies in a group. Later, the National Laboratory of Training was founded, where they began to teach politicians, managers, managers the ability to solve conflict situations, manage, and communicate effectively.

In 1954, there are groups of sensitivity, aimed at developing the ability to feel their own and someone else's state, clarifying the basic values of life and human settings. In the 50s and 60s, the concept of "business consultant" appears (they are lecturers from the US universities and research scientists).

Significant contribution to the development of the training process was made by Carl Rogers. In the 60 years of his training of life and social skills used to train managers, teachers, consultants etc. [7].

In 1971, M. Forverg (Germany) developed a method of socio-psychological training. He began to use a variety of role-playing games that promoted the development of communicative skills. M. Forverg taught and trainers from Russia, who later began to conduct their training. Russia trained in the 90's with the development of business and the opening of branches of large multinational enterprises. It was then that there was a need to train new employees in accordance with the standards of the activities of foreign companies and corporations [7].

Today there are a huge number of different training courses of various directions: trainings for negotiations, sales trainings for managers, business trainings, personal development trainings, psychotraining, social psychological trainings, social and pedagogical trainings, educational and educational trainings, and others.

Psychotraining – a method of practical psychology, focused on the use of group psychological work to develop social and psychological competence. Basic psycho training is role games in a variety of options and applications, group discussion.

Socio-psychological training, as a method of group work, according to K. Ruedstam (by the reference I. Vachkov), has the following advantages [1]:

- group experience counteracts alienation, helps in solving interpersonal problems;
- the group reflects the society in a miniature, revealing such hidden factors as partner pressure, social influence and conformism;

- the group is modeled a system of relationships, typical for the real life of participants;

- possibility of receiving feedback and support from people with similar problems and situations;

- in a group a person can learn new skills, experiment with different styles of relationships among equal partners;

- in a group, participants can identify themselves with others;

- the interaction in the group creates stress, which helps to show the psychological problems of each;

- the group facilitates processes of self-disclosure, self-knowledge and self-study;

- group form has advantages and economically: for participants a cheaper group forms of work than individual; a psychologist also receives both economic and temporal benefits [1].

Social-pedagogical training is a form of active social learning that allows a person to self-identify skills in the construction of productive psychological and social interpersonal relationships, to analyze socio-psychological situations from their point of view and the position of the partner, to develop the ability of knowledge and understanding of themselves and others in the process of communication. Social-pedagogical training is a special form of group work with its capabilities, constraints, rules and problems, which helps in the socialization of personality [6, p. 5].

Educational training is characterized by a clear focus on the transfer and provision of personal information in order to form its healthy lifestyle, prevent harmful habits, destructive behavior, exercise vocational guidance, adaptation to society etc. [4, p. 4].

Educational training is a dynamic form of learning, in which an active learning of knowledge, skills and abilities acquired that, meets the conditions of modern life. Educational training is aimed at forming the educational and vital competencies of the individual by enriching both knowledge and life-practical and emotional and personal experience.

Tsyuman T.P. determined that educational training is based on four principles, namely: "1) building on a developing education as a potential for personal development on the basis of interaction logic, rather than influence; 2) the creation of conditions that include the preparation of the person to solve the problem of life situations; 3) opportunities for the person to choose their life path, based on the ability to analyze the situation and be responsible for their behavior, the emerging desire for self-development; 4) protection of each subject of the educational process through overcoming the psychological and pedagogical insecurity of participants, the development and realization of individual potencies "[5, p. 9]. It is precisely in observance of such principles, according to the scholar, the educational training will carry the maximum effectiveness, will promote the widest disclosure of each of its participants, which during active work will not only receive the information ready, but also through methods of thinking will determine the main provisions that will they are aware of it.

Given the basic principles, educational training is not only an element of lifelong learning, but also one of the components of a person-oriented model of education and education, a means of self-realization, self-affirmation and self-development of the student's personality. Educational training on discipline "Pedagogical conflictology" is based on the purpose and objectives of this course, obligatory for the participants of the educational process.

The purpose of the discipline is aimed at assimilating future teachers of knowledge on the theory and practice of

pedagogical conflictology; formation of skills, skills necessary for future effective activity related to the prevention and successful resolution of pedagogical conflicts in higher education institutions; achievement of constructive relations in the high school, built on the basis of cooperation. The *tasks of studying the discipline* consist in the formation of *general competencies*: the ability to analyze and synthesize; the ability to apply knowledge in practical situations; the possibility of using information and communication technologies; the ability to adapt and act in a new situation. *Subject competences*: the ability to understand the theoretical and practical principles of pedagogical conflictology; to form conflictological competence of a teacher of a higher education establishment; be able to apply modern methods, technology and techniques of prevention and solving pedagogical conflicts in higher education.

The main tasks of the educational training on discipline "Pedagogical conflictology":

- mastering theoretical and methodological knowledge;
- formation of skills and competences of communication;
- correction of behavioral complexes, necessary for application in practical situations;
- development of competence in the ability of self-knowledge and awareness of the options of the actions of others;
- development of skills in the system of interpersonal relations; development of reflection and congruence, empathy and tolerance.

We describe the basic principles and requirements for the implementation of educational training in pedagogical conflictology. Before all, the success of its implementation depends to a large extent on the teacher, who should make serious efforts in mastering the role of the trainer, which is significantly different from the position of the teacher.

The role of the teacher-trainer is to help participants take as active a part as possible and be certain about an adequate understanding of key concepts and ideas. The trainer also needs to be flexible in behavior and is prepared to adapt the program to the needs and ideas that will arise during the group process. The trainer-teacher structures the content and is responsible for conducting the training. But at the same time he should take into account that the training of students will be more successful in the informal organization of space, minimizing the barriers between him and the student. Such a teacher acts as an assistant who helps the group to identify its resources. His task is to enable each participant to make the most of his or her own experience in such a way as to be able to learn from the experience of another. To do this, keep in mind those students:

- need help, not evaluation; it is necessary to encourage participants to find new ideas, rather than repeating the old ones;
- understand the best success when they are treated as collaborators when they feel that they are respected and appreciated, and not "patronized" and manipulated by them.

Also, during conducting an educational training on pedagogical conflicts, a leading teacher helps:

- creating a general atmosphere of trust and benevolence in the group;
- providing favorable conditions for the exchange of experience in the group, the free definition of problems, conflicts, unambiguous consideration of ways to resolve them;
- help participants to motivate learning;
- applies a variety of teaching methods in order to provide diversity classes and customize the various training styles of participants;
- accepts the intellectual content and emotional mood, giving them the same degree of significance;

- establishes and continuously supports a positive group atmosphere and becomes a participant in the educational process;

- identifies himself with the group, imposes and does not require anything [4, p. 8].

Equally important in implementing the educational training on discipline "Pedagogical Conflictology" is compliance with the trainer-teacher of the principles of organization and work of the training group. From dyads and small groups to the population of the state are social community cannot exist without the rules that regulate the livelihoods of people. Let's list the main principles without which the training may lose its specificity and become a normal educational process. In addition, the formation of a specific group should also take into account additional factors that can influence the organization of the training.

In the vast majority of cases, the trainer invites participants to reflect on the following question: What is needed to create a work atmosphere, a sense of comfort for all students? Thanks to "Brainstorming", participants propose their own rules of the rules. The coach writes them on the flip-chart. Rules are a prerequisite for environmental cooperation in the group; they are the regulators of constructive interaction of the participants.

The rules can be approximately the following:

- be friendly, honest and sincere;
- work "here and now";
- speak of the "I", be responsible;
- keep confidentiality;
- adhere to the regulations;
- speak in turn (hand rule);
- adhere to the "stop" rule;
- be tolerant;
- work in groups from beginning to end;
- be active.

This list of rules can be written in advance on the watches and present at the discretion of students, if necessary, they can supplement it. It is advisable, once the rules have been adopted, to draw the students' attention again to the need for their careful observance. And if necessary, it should continue to do so. In addition, each training participant should put his signature under the rules. Thus, their individual awareness, consent with them and their subsequent personal fulfillment are certified.

For the more effective work of students during the educational training on pedagogical conflicts, the following principles should be taken into account by the lead author. The principle of heterogeneity, it is desirable to combine in the training group of persons who differ in gender, experience, age. It is believed that the most optimal age for participation in the training groups – from 16 to 40 years. Such a group works most productively and it has special processes that promote the self-disclosure of participants, if it is closed, that is, there is a permanent membership of the participants and there is no constant inflow of new members in each lesson. Such communication is based on the mutual respect of the participants, on their trust in each other. This is possible with the full rights of the participants as interlocutors, since in the case of the domination of one of them or several members of the group of communication loses the nature of true dialogue and turns into a monologue that contradicts the nature of the training.

Also, the principle of constant feedback is important, that is, the continuous receipt by the participant of information from other group members about the results of his actions during the training. Thanks to feedback, the student can adjust his next behavior, replacing the unsuccessful ways of

communicating to new ones, checking the effectiveness of their impact on others. During the educational training there is a constant self-disclosure of participants, awareness and clear formulation of their own personally significant problems. The content of the lessons includes exercises and procedures that help the student to identify themselves, the peculiarities of their personality.

During the training on pedagogical conflictology, not only a clear diagnosis and a qualified statement of a particular psychological state of individual participants and the group as a whole, but also an active intervention in an event that occurs to optimize the conditions necessary for personal development. On the one hand, the training is characterized by high emotional warmth, participants frankly experience events in the event group. However, on the other hand, the training also activates intelligent analytical processes – discussion of events. For any training, the alternation of intellectual and emotional stress is fundamentally important, as the duration of homogeneous occupations may lead to overtime and reduce the efficiency of the conducted studies.

An absolute requirement is the complete confidence of the students that nobody listens to them. If the conductor needs to conduct audio or video lessons, he must obtain the consent of all members of the group. In the premises for classes participants must have the opportunity to move freely, settle in a circle, unite in a micro group of 3-5 people, 7-8 people, as well as for solitude.

So, during the work of the training group there is a series of stages of its development. The most important of these are: 1) acquaintance and orientation; 2) labialization; 3) constructive, purposeful activity; 4) completion of the process and the training procedure.

At first, the relations of participants are regulated by purely emotional impressions, sympathies, antipathies; a greater role is played by the appearance of a person, his physical data. Then the labialization comes. Sometimes it is called a stage of confrontation with the leader. Group members get information about themselves, which contradict their own, long-standing ideas. There is a tension that can be expressed in the aggressive behavior of group members in relation to the host or other students. Such processes are normal and even desirable and confirm the group dynamics, development of the group. Then naturally there is a constructive, purposeful activity.

At this stage, the participants of the training realize the ability and ability of self-disclosure to the group about their personal problems; the relationships gain the character of trust, mutual respect, learning from the experience of others, and others like that.

A special significance in the process of mastering the students of the discipline "Pedagogical Conflictology" acquires and the scheme of the training session. The scheme proposed in the first lesson is repeated on all subsequent ones. Because of its repeatability, it also acts as a norm for a specific group. For this reason, in the scheme of classes, as a rule, there are positive moments that create conditions for the productive effect of the training.

Some elements (greetings, ending classes and moments of mutual support) are introduced from the very beginning by the trainer, others – are worked out during the work and are offered by the participants themselves.

Therefore, it is desirable to follow the following algorithm during the conducting of an educational training on discipline "Pedagogical Conflictology":

- I. Greeting. It is clarifying the well-being of everyone. This creates an atmosphere "here and now." By showing

their emotional state, the participants tell what they expect from the class, about the changes that have occurred as a result of the previous occupation. The trainer offers to the topic of study in accordance with the work program of the educational discipline "Pedagogical Conflictology". Sometimes, the topic of classes in relation to previous student statements can vary in their sequence.

- II. Exercise for emotional warm-up. It is aimed at creating the internal freedom of the group members. The repertoire of such games is considerable and they are mostly taken from children's games. These exercises are combined to create a positive attitude for students for the further comfort of the group.

- III. The main part is that carries the main content load. In it, exercises passive character alternate with mobile games. They end with compulsory discussion and self-report of the participants about their feelings and thoughts (reflection).

- IV. Summing up the sessions. Speaking participants in turn about their feelings, impressions about the work done, wishes of the trainer and the group.

- V. Farewell. It is a kind of ritual action and can have different forms of conduct. The main thing is that farewell takes place "on the positive" and in the major mood of the participants in the training group [4, p. 32-34].

Given the specifics of conducting an educational training on pedagogical conflictology, we will mention its more qualitative and more commonly used exercises and techniques.

1. *Exercises-dating and self-presentation*, portfolio. Short emotionally positive exercises are which intended for the logical beginning of employment. Help participants relax, get acquainted, create an atmosphere of trust in the group. They should encourage participation and mutual support.

2. *Play emotional warm-ups*. They are useful for increasing the energy level and encouraging further student work. They can also increase the meaning of the basic meaning of exercise in an easy and comfortable way.

3. *Group discussions*. Discussion – collective discussion of controversial issues, problems, conflicts. Unlike a quarrel, it does not lead to confrontation, but unites. The discussion aims to comprehensively discuss the subject of the dispute and is conducted in both large and small groups. 4. Technique "Detection of emotions". It is aimed at understanding, mastering, naming and demonstrating by students, in a socially acceptable format, their positive and negative emotions that arise in the process of interaction of the training group. In this way, students get rid of various types of aggression, anxiety, fear, and gain a positive experience of substituting emotions.

5. *"Brainstorming"*. Effective technique of activating the creative thinking of students, a kind of heuristic communication on the discussion of new ideas, having a subject of a problem, a conflict situation, and the goal – its solving.

6. *Business game*. Its purpose is to determine the attitude of the individual to a particular life conflict situation, to gain important experience through the game. A business game can be used to get specific skills. Participants can play their own actual problem situations in which they have already visited and need more rational ways of resolving conflicts.

7. *Creative activity*. You can use the following types of creative activity: drawings, collages, drawings, compilation of stories, analysis of folding and humor and the continuation of unfinished sentences, phrases in order to design outside the information space of the group of thoughts, positions, and experiences of students [3].

Only a few training exercises and techniques are presented in this article, but it is important to remember that they should be chosen according to the expediency of a particular group of students, its specifics, the request, previous experience and the topics of discipline "Pedagogical Conflictology".

It is just as important to finish a training session correctly as to start it correctly. Conducting planned exercises at the end of the training course will help participants repeat the material they have trained and determine how to put them into practice and use the information in practice. Usually, participants like that at the end of the training, you can check the theoretical knowledge in applied work. A trainer can accurately collect information and exercises that are relevant to the training course and, if necessary, adapt this activity. Examples of final exercises include written evaluation questionnaires, or feedback forms.

Conclusions and perspectives of further research. Summing up the aforementioned, one can conclude that educational training is a modern effective tool for the activity of a teacher in a high school, the mastery of which greatly enhances the quality of mastering not only the discipline "Pedagogical conflictology", other training courses, but also the general professional and personal competence and productivity of students for account of saving time, resources, creative perspectives.

Also, it should be noted that such a complex phenomenon of educational life as a pedagogical conflict requires a specific comprehensive methodology for its prevention and overcoming. It consists of combining methods, technologies and techniques of individual psychological counseling (for more effective resolution of intrapersonal conflicts) with training technologies (for optimal resolution of interpersonal conflicts). Due to this approach, it is possible to achieve certain positive changes and transformations in the consciousness and behavior of students, to ensure their effective practical training as future teachers of educational institutions.

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

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ПРАКТИЧНА ПІДГОТОВКА МАЙБУТНІХ ВИКЛАДАЧІВ ЗАСОБОМ ОСВІТНЬОГО ТРЕНІНГУ З ПЕДАГОГІЧНОЇ КОНФЛІКТОЛОГІЇ

Здійснено аналіз актуальних ідей з проблеми практичної підготовки майбутніх викладачів закладів вищої освіти. Зауважено на сучасних технологіях навчання студентів відповідно до їхніх потреб і запитів. Виняткову увагу приділено освітньому тренінгу з педагогічної конфліктології як динамічної форми навчання, під час якого активно засвоюються знання, відбувається набуття умінь і навичок, що відповідає умовам сучасного життя. Освітній тренінг спрямований на формування освітньої та життєвої компетентності особистості шляхом збагачення як знаннями, так і життєво-практичним та емоційно-особистісним досвідом. Детально розглянуто зміст, історичний аспект, принципи, етапи, специфіка, вправи та методи освітнього тренінгу у вищій школі, який стає сучасним дієвим інструментом діяльності викладача у вищій школі, а його опанування значно підвищує якість засвоєння не тільки дисципліни "Педагогічна конфліктологія" та інших навчальних курсів, але й загалом професійну й особистісну компетентність і продуктивність студентів за рахунок заощадження часу, ресурсів, творчих перспектив. Педагогічна конфліктологія – теоретико-прикладна царина, що базується на дослідженні сутності, чинників виникнення, специфіки та динаміки педагогічних конфліктів. Педагогічний конфлікт потребує специфічної комплексної методики його профілактики та подолання. Вона полягає в поєднанні методів, технологій і технік індивідуального психологічного консультування (для ефективнішого вирішення внутрішньособистісних конфліктів) із тренінговими технологіями (для оптимального розв'язання міжособистісних конфліктів). Завдяки такому підходу дійсно можна досягнути визначених позитивних зрушень і перетворень у свідомості та поведінці студентів, забезпечити їхню ефективну практичну підготовку як майбутніх викладачів закладів освіти.

Ключові слова: вища школа, освітній тренінг, педагогічна конфліктологія, практична підготовка майбутніх викладачів.

UDC 371

N. Kuzmenko, Dr. of Pedagogical Sci., Assoc. Prof.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

PROBLEM OF TEACHER'S SELF-EDUCATION IN THE PEDAGOGICAL HERITAGE OF Ya. CHEPIHA

The article is devoted to the scientific and practical analysis of the pedagogical heritage of Ukrainian teacher Yakov Chepiha with the aim of actualization for modern education. Ya. Chepiha was author of textbooks and manuals for primary school, and he had project for national school, a number of articles on the activities of the school, and teachers. The article analyzed pedagogical activity and pedagogical ideas of the famous Ukrainian teacher Ya. Chepiha. The article of the scientist "self-Education of the teacher" (1913), in which the author in depth described the qualities that should form teacher of Ukrainian school: reasoning, justice, patience, love for children, national understanding of child and the national self-education of the teacher, was conscious to thorough study. Relevance of the scientist's ideas for the modern Ukrainian school have been determined.

Key words: national school, education, self-education, Yakiv Chepiha.

Formulation of the problem. In conditions of reforming and improving the national education system is relevant a study and introduction into scientific circulation of the pedagogical heritage of outstanding countrymen. They devoted their lives on development of pedagogical science and teaching practice. Ya. Chepiha (1875 – 1938) belongs to the cohort of the famous Ukrainian teachers of the second half of XX – beginning of XXI century. The pedagogical heritage of Ya. Chepiha requires a thorough study, analysis and use for preservation of domestic traditions today. Ukraine is entry into the world educational space. Yakiv Feofanovych Chepiha (Zelenkevych) (born. May 12, 1875, Maryanka, Kherson province, Russian Empire – August 22, 1938) was a Ukrainian educator, psychologist, social activist, author of the project of the Ukrainian school, the Ukrainian school books, over 150 scientific studies on the theory and methodology of primary education, whose ideas influenced the development of pedagogical science in Ukraine in the 1920–1930.

Analysis of recent researches. The heritage of Yakova Feofanovycha Chepihy is large and multidisciplinary and is the object of study of many scientists. In particular, researchers ZH. Ilchenko and I. Zaichenko studied the concept of the Ukrainian national school, L. Nikolenko studied the theoretical basis of education and training of junior schoolchildren, S. Yavorskaya studied the methodological principles in the pedagogical heritage of Ya. Chepihy. A lot of scientific research are devoted to scientific and pedagogical activities Ya. Chepiha (L. Berezovskaya, S. Boltyvets, V. Marochko, R. Paliychuk, A. Suhomlinskaia and so on.)

The purpose of the article is to analyze the pedagogical heritage of Ya. Chepihy, in particular his ideas about self-improvement of the teacher.

Study presentation. Ukrainian educational specialist Ya. Chepiha came from an ancient Cossack family (his father – Zelenkevych, mother – Chepiha). He worked as a teacher, a lecturer, actively took in organizational and pedagogical work. In 1920-1925 – took part in the work of the organizing Committee in establishment of the Kiev Institute of public education (KINO). Later he received the post of Dean of the preschool faculty and associate dean. Than he worked as a Dean of the faculty of social education, Vice-rector and Professor, he was one of the founders of the Kiev Pedagogical Institute in 1921. At first, he was the Vice-rector. Later he was research worker of the Department "Physical labor and work flows". In 1922 the Institute transformed into the Scientific-research Department of Pedology and Yakiv Feofanovych appointed head of the section of practical training, in which he worked until 1925. In the October 1925, he headed the section of methodology and didactic of the Kharkiv scientific-research Department of pedagogy. In the 1926 Ukrainian research Institute of pedagogy (UNDP) founded, where he worked as a researcher of the section of

methods of teaching adults in 1933. In the October 1937 Ya. Chepiha arrested on charges of connection in anti-Soviet Ukrainian nationalist and terrorist organization and sentenced to 10 years of exile. On August 22, 1938, he died in exile, and he buried in the Magadan region of the Russian Federation. On March 20, 1958, by decision of the military Tribunal of the Kiev military district, the affair of Ya. F. Chepihy dismissed for lack of corpus delicti [1].

Ya. Chepiha engaged in productive scientific and pedagogical work. Scientific writings devoted to the problems of pedagogy, didactic, theory of education, methods of teaching each disciplines. A significant part of his works Ya. Chepiha printed on the pages of newspapers "Svet", "Vchytel", "Pedahohichnyi zhurnal", "Ukraiinska hata", "Vilna Ukraiinska Shkola", "Shliash osvity" etc., using the assumed names: Ya. S., Ya. CH., S-vych, Buchytskyi, Sadovnyk, Teacher Ya, Chepiha etc. He was author of textbooks for primary school, textbook of methods for teachers, books for infant schools and children's libraries [2].

Pedagogue paid much attention to the development of Ukrainian education, creation of a national school in the conditions of anti-Ukrainian policy of the Russian government; noted the need to build a new system of education and upbringing, based on the study of the character of the child ("Attention and mental development", 1911; "Mendacity in education", 1912; "Fear and punishment", 1912). According to Ya. Chepiha, the Ukrainian school should be national, state and free ("Fundamental principles of normal school", 1911). In the "Project of Ukrainian school", published in 1913, Ya. Chepiha formed the requirements for the new Ukrainian school. The same year, Ya. Chepiha published his works "Problems of education and training" (1913), which sets out the views of the pedagogue on the problems of education: mental, physical, moral, labor, family and national. According to the scientist, national education is a vital need of the nation and the basis of such education is the family and school ("Nationality and national school", 1910). He has always taken care of the education and development of Ukrainian child on the national basis and created a number of textbooks from the Ukrainian language. Of great importance Ya. Chepiha in the creation of a new Ukrainian school provided the activities of teachers and his views on the quality of the teacher described in the article "self-study of teacher", which was published in the magazine "Svitlo" (1913).

The author identifies several opinions, the most important qualities of the personal, on the improvement of which teachers must constantly work namely: argumentation and work in activities, justice, kindness (goodness – Ya. Chepiha), patience, love for children, national understanding of the child and the national self-education of the teacher. Ya. Chepiha believed that the teacher had also a cultural force that brings light and knowledge to people. His

personality and behavior are model for children and adults. During the activities the teacher should inculcate in the younger generation the moral convictions of merit. That is why teachers have a great responsibility before the people. A teacher needs to improve, develop, grow in scientific and methodological targets.

According to the scientist, the first factors of improvement of each person are reasoning and work. Ya. Chepiha convinced that just to impart dry knowledge to the child was not enough. It is necessary to instill in the child universal values, all the best that a person has. Summing up this idea, the teacher noted: "to be a real example for others, it is necessary that the teacher reaches the height of universal virtues, incessant work brought himself up, upgraded and improved his abilities and developed his own character and will" [2, p. 10]. He believed that the teacher should be able to master their emotions and thoughts, because his work is full of surprises that need to be controlled and thought about. According to Ya. Chepiha, reasoning and actions go side by side in their development and some without others lose their strength and importance in the improvement of person.

The scientist focused on the constant self-education of the teacher. Ya. Chepiha noted that constant work on yourself cleanses the soul and heart, thus contributes to the education of the teacher qualities such as justice, goodness, patience, love. They, according to the scientist, tell of the way in achieving the goals and tasks of this pedagogy. Each step the teacher must carefully consider and think over, so that no mistake. The teacher should always predict the consequences of his behavior, his words and actions.

Sense of justice for Yakov Feofanovich was an important moral force of the school life of the teacher. He says that the teacher needs to develop "mental hearing to other people's experiences, to understand the suffering of others" [7, p. 11]. In his opinion, is the first stage of moral improvement. The main thing is not to do to others what we do not want to do to us. The scientist points to the main rules of the teacher in working with children: "do not injure children" and "be justice to children in your work". Only under such conditions of self-education the teacher will reach the universal ideal of equity, which is so necessary for him. Ya. Chepiha gave the following definition: "justice is a virtue, which is based on a child goodness in school. It is inherent to person" [7, p. 12] and it doesn't warn to mix with civil servant or official justice, which was suitable for "enforce the last order". Ya. Chepiha believed that the teacher of reasoning and observation will help the teacher to find the true motive of the child's action. This will help him to be fair in his work. Ya. Chepiha spoke about truth in the work of the teacher: "When you want to give children satisfaction, pleasure and happiness, be fair to them, develop a sensitivity to their suffering, to grief, to their feelings. Bring attention to small human beings, to avoid labor actions, which will have at least a hint of a lie and dissatisfaction" [7, p. 16].

A special place in the self-education of the teacher Ya. Chepiha takes kindness. He said that "Nothing disposes children to the teacher, how his sincere heart the goodness" [7, p. 17]. But emotions sometimes get the upper hand and, so, goodness yields to anger. Ya. Chepiha considered emotions an enemy of mind. Teacher (and indeed human) need to have greater will-power that such moments of emotional irritation to hold out and don't to violate their moral beliefs. According to Ya. Chepiha the best medicine is understanding and acknowledgement of his mistakes by the teacher. The scientist's statement that the face of the teacher is too high for the child is relevant. The explosion of evil feelings in it negatively affects the child and imparts to bad habits for life. A goodness of the teacher has a

very positive influence on the formation of the moral views and beliefs of the child. Instilling in the child a kindness, we pave the way to higher virtues" [2, p. 20]. Relevant today is the opinion of the teacher that "kindness creates a miracle: a few people speak, sad, entertaining, talkative, silent, sluggish – lively" [2, p. 21]. So, kindness is one of the virtues that fills the teacher with peace of mind. It is contributing to a positive atmosphere in the classroom, school and makes happy and joyful children's school years.

The teacher's virtue is no less important patience the virtue that relieves anger, longing, melancholy, and boredom according to Ya. Chepiha. About the same time Ya. Chepiha says all the "Self-teacher". It is patience that helps and facilitates the work of the teacher. It draws a parallel in the education and upbringing of children with a tree. A tree can slowly and patiently bent to the ground, give the desired direction and it will not break. We can tilt at once and the tree would break. Yakov Feofanovich calls teachers: "they don't to maim children. He said that we would less experience by us for our actions. We would learn reserve, respect for children's actions and attentiveness and most importantly – patience in our actions and requirements" [7, p. 25].

Along with kindness, fairness and patience in dealing with schoolchildren Ya. Chepiha attached the high-profile to the love of children. He advises teachers to bring up in themselves tenderness of feeling and sensitivity to the child. He encourages teachers to love children sincerely. Scientist is convincing that only a sincere love can develop in the souls of children grain of good human feelings. "breeding with love and kindness of the teachers, the children freely and rapidly go the way of moral perfection" [7, p. 28]. The teacher called love for the child ideological and pure, that makes you think about others, take care of their well-being and bring peace and peace of mind. "...we save the integrity and purity of human nature in the child only reasonable and sincere love" [2, p. 28]. He addresses to teachers to develop love, soften the heart, to place his soul to the personality of the child, to bring up the heart and sensitivity to the child, to their grief and gladness. The opinion of the teacher that love for a child will at least partly cover the grave sin of indifference of citizenship and the state to the moral education of the younger generation is relevant today. Mentioned as a teacher of virtue: kindness, patience and love are intertwined, permeating each other. Therefore, in our opinion, the teacher must educate himself in the basic human values: Truth, Goodness and Beauty, which are unchanged and lean on them in their activities.

Finally, in his work, Ya. Chepiha violates the super important and today the issue of national self-teacher and national understanding of the child. He points to centuries of spiritual heritage send to the child the potential power of national energy. The child is inseparable from the influence of this power on the structure of her life. The teacher taking the child to school, must reckon with her nationality, because they do not take into account the national peculiarities. In an opinion of Ya. Chepiha that instill in her alien, non-native, incomprehensible and give it a big upset. "The consequences of such training will be too obvious. People disappear for the nation and will not be good for humanity, for the death of the fruitful branch. It teared away from mother's tree and grafted into another, non-native root" [7, p. 30]. A special place is given to Ya. Chepiha role of teachers in the national education of the child. He calls the teacher a craftsman and laborer who does not know the people among whom he works, does not know his life, his moral credo. Faithful son of the Ukrainian people, Ya. Chepiha noted in his work, the teacher must be of the same nationality with the child. They reared in the same native soil with her or to adopt to the culture, language, national ideals of the people

whose children he should teach. Thus, the teacher should be practiced by self-education with a deep understanding of all national marks a child he is teaching. The statement of the teacher that the fate of the Ukrainian people entrusted to the shoulders of the teacher. He must his true son, to connect himself with his past, to become conscious in the modern and to work for the future so that the children of the people were native to him in spirit, persuasions and ideals.

The scientist emphasizes that a child who grows up in the environment of his native language, native culture, absorbing ready moral images, later in adult life is keep to the beaten track of national beliefs, which stay in it for life. Spiritual acquisitions have been produced for centuries have the potential power of national energy. According to the scientist spiritual acquisitions are transmitted to the child. Of course, the language of the child adopts the culture of his native people, worldview, morality. Mention that the native language is the language of culture, in the context of which a child is brought up. The native language can be found, lost, changed or never change. There is a native culture, a native language. There is no native culture language of communication. From the point of view of science, Y. Chepiha approached the definition of the phenomenon of language: "Language of people as a psychophysical act has all the signs of nationality. Each word and even some individual sounds given a specific content, combined with certain ideas. Each nation have special national features love, kindness, truth and so forth" [2, p. 30]. We see in the early twentieth century, Ya. Chepiha began to talk about the connection of the word, its value and idea. At the end of the twentieth century it was spread and in-depth study in the form of concepts, words-signs of national culture. In the face of the teacher he saw the "culture bearer". He will give it people when the national body of the people will be the basis of his activities.

The opinion of the scientist is relevant, preserving the nationality of child – teacher retains her spiritual creative powers. It is very important, according to the teacher-scientist, "that the school had a teacher person of the same nationality with the child, brought up on native soil with her. Those who against their will have to teach in a foreign

school, must take culture, language, national values of the people whose children they have to teach" [2, p. 33]. Therefore, for the teacher from Ukraine is necessary a national self-education, according to Ya. Chepiha.

Conclusions. Thus, Ya. Chepiha's article "Teacher self-education", analyzed and published in the journal "Svitlo" more than a hundred years ago. It is raises very important problems of modern school, the issues of professional training of teachers. The pedagogical ideas of Ya. Chepiha have not lost their importance, and his advice will be useful for young teachers and experience teachers.

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Н. Кузьменко, д-р пед. наук, доц.

Київський національний університет імені Тараса Шевченка, Київ, Україна

ПРОБЛЕМА САМОВИХОВАННЯ ВЧИТЕЛЯ У ПЕДАГОГІЧНІЙ СПАДЩИНІ Я. ЧЕПІГИ

Проаналізовано педагогічну діяльність і педагогічні ідеї відомого українського педагога Я. Ф. Чепіги (Зеленкевича). Наведено коротку біографічну довідку про життєвий шлях і професійну діяльність Я. Чепіги. Досліджено погляди педагога на питання розвитку української освіти, створення національної школи в умовах антиукраїнської політики російського уряду. Виокремлено праці Я. Чепіги, в яких він наголошує на необхідності побудови нової системи освіти і виховання, заснованої на вічечній природі дитини ("Увага і розумовий розвиток", 1911 р.; "Брехливість у справі виховання", 1912 р.; "Страх і кара", 1912 р.), створенні національної, вільної школи ("Ґрунтовні принципи нормальної школи", 1911р.; "Проект української школи", 1913 р.), національного виховання ("Національність і національна школа", 1910 р.; "Проблеми виховання і навчання", 1913 р.). Визначено перелік періодичних видань, в яких були надруковані статті Я. Чепіги (Світло, "Учитель", "Педагогический журнал", "Украинская хата", "Вільна Українська Школа", "Шлях освіти") під псевдонімами: Я.З., Я.Ч., З-вич, Бучицький, Садовник, Учитель, Я. Чепіга та ін. Виняткову увагу приділено вічечності ідей вченого для сучасної української школи. Я. Чепіга у своїй праці порушує надважливе на сьогодні питання національного самовиховання вчителя та національного розуміння дитини. Він зазначає, що століття духовного надбання передають дитині потенційну силу національної енергії і дитина невіддільна від впливу цієї сили на склад її життя.

Ключові слова: національна школа, вчитель, виховання, національне виховання, самовиховання, Яків Чепіга.

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L. Levytska, Ph. D. (Pedagogical Sci.), Assoc. Prof.
Taras Shevchenko National University of Kyiv, Kyiv

UPBRINGING STUDENTS' VALUE ATTITUDE TO FUTURE PROFESSIONAL ACTIVITY IN SCIENTIFIC-PEDAGOGICAL HERITAGE OF UKRAINIAN SCHOLARS-PEDAGOGUES

The article deals with the problem of upbringing students' value attitude to work, future professional activity in a higher educational institution. On the basis of the analysis of the scientific-pedagogical heritage of Ukrainian scholars-teachers, the evolution of the socio-moral essence of work in the history of mankind, the transformation of awareness of work as a vital value in modern society has been presented. The theoretical foundations of the upbringing of the value attitude to work have been determined, the peculiarities of organization of upbringing process in higher educational institutions have been researched; the technology of organization of the process of upbringing students' value attitude to work in the conditions of a higher educational institution has been substantiated, the psychological-pedagogical conditions of its implementation have been characterized; the levels of formation student's value attitude to work has been defined on the basis of developed criteria and indicators; the essence of the technology of upbringing students' value attitude to work has been revealed.

Keywords: work, value attitude to work, higher educational institution, upbringing process, students, technology of upbringing students' value attitude to work.

Formulation of the problem. In the context of reforming and improving the education system it is necessary to appeal to Ukrainian scholars' historical heritage, in which the problems of the upbringing of students' value attitude to work, future professional activities in the higher educational institution are revealed. Research the experience of the past allows to study the historical patterns of formation and development of Ukrainian Pedagogy, to ensure the unity and continuity of the historical and pedagogical process. The humanistic orientation of modern education, aimed at children and youth mastering universal values, finding personal meanings in cognition, work, any other socially significant activity, is reflected in the new pedagogical concepts, the theory and practice of education. This is also highlighted in the main state documents – the Law "About Education", "Concept of Upbringing of Humanistic Values of Students", "Concept of Upbringing of Children and Youth in the National Education System". In today's society the problem of upbringing the younger generation's attitude to work becomes very important because it is caused by the change in the essence of the concept of work, the destruction, the transformation of its established categorical, meaningful and formal features.

The analysis of socio-pedagogical and psychological researches of the last decades confirms that in the process of upbringing of children and youth the meaning of the concept "work" is considered mainly in the context of familiarizing with the work of adults and the formation of certain labor abilities and skills. At the same time, labor upbringing of children and young people is impossible without value attitude to work, which requires its awareness as a way to overcome obstacles to learning or any other activity, process and result of making volitional efforts as an important condition for the formation of personal qualities – perseverance, responsibility, purposefulness. The upbringing value of attitude to work must begin as soon as possible, because hard working is one of the basic qualities of the child's personality.

The problem of forming a youth value attitude to work is also actualized by the situation of the diversification of types of educational institutions, which is characteristic of a modern stratified society. The problem of forming the values of Ukrainian youth and its highlighting in the pedagogical heritage of outstanding teachers is caused by the crisis realities of today's life, uncertainty in the future by modern youth, different theoretical approaches to consideration the problem of values, reforming higher education, changing the status of culture and the nature of human activity, and many other factors, which require not only certainty, viewing, reconsideration of the formation processes, the upbringing of children and youth, but also a thorough, objective analysis of our far and near past to better and deeper understanding of

current events in this area of human activity that will make it possible to research problems of upbringing values of professional orientation of future professionals in higher education in Ukraine. That is why researches about the upbringing of students' value attitude to the future professional activity, to work in the scientific and pedagogical heritage of Ukrainian scholars and teachers in different periods of the development of education of the Ukrainian state will allow to select the optimal ways and mechanisms of effective development of the system of education of future specialists in higher educational institution under modern conditions of reforming the higher education of Ukraine in the context of integration into the European educational space.

Research goal and objectives. The purpose of the research is to reveal and substantiate the essence of the technology of upbringing value attitude to work, to the future professional activity of student youth in the conditions of a higher educational institution and in the scientific and pedagogical heritage of Ukrainian scholars and teachers. There are such objectives of the research: 1) to clarify the essence of the concept "value attitude to work" in relation to youth; 2) to generalize the experience and identify the peculiarities of the organization of the educational process of the higher educational institution concerning the formation of value attitude to work in youth; 3) to substantiate the technological model of upbringing students' value of attitude to work and the psychological and pedagogical conditions of its implementation.

Analysis of recent research and publications. In the scientific work of domestic and foreign researchers there are many works devoted to various aspects of labor upbringing: the role of labor upbringing in the overall development of personality (M. Drahomanov, G. Kerschenshteyner, A. Makarenko, L. Tolstoy, K. Ushinsky); a place of work in providing the multifaceted spiritual life of a person (P. Blonskii, G. Skovoroda, R. Shteyner); the formation of value attitude to work (I. Bekh, R. Bure, V. Sukhomlynsky). Theoretical and methodological foundations of the formation of vital values (I. Bekh, V. Zinchenko, I. Zyazun, O. Savchenko, N. Tkachev etc.) and values of the modern system of education and upbringing (A. Zdravomyslov, D. Leontiev, V. Ognevnyuk, N. Shurkova, V. Yadov, E. Yamburg etc.) have been studied enough. Different aspects of the problem of formation of values and value attitudes of the personality have been highlighted in dissertation papers for recent years: emotional and value of attitude to educational activity (O. Kovshar, V. Kutishenko, S. Lupinovich, O. Khmelev); the value attitude to health (T. Andrushchenko), to the native land (K. Shevchuk), to nature (L. Pavlov, T. Yurkova), to productive and family-labor work (V. Burdun, V. Kishkurno). Scientists have proved that the most sensitive age for the formation of value orientations is from 6 to 12 years

(L. Bozhovich, L. Vygotsky, V. Davydov, D. Elkonin, O. Leontiev, V. Mukhina etc.).

Scientific researches of domestic and foreign scientists devoted to the study of the peculiarities of the organization of the educational process, which emphasize the peculiarity of the value orientations of children are important in context of our research (V. Alfimov, O. Gordeyev, O. Kobeleva, V. Pavlenko, M. Osorina, V. Spivakovsky, A. Chirikova). Despite the existing of a sufficiently wide range of studies that address this problem, the formation of students' value attitude to work in a higher educational institution has not been a subject of separate research.

The analysis of scientific pedagogical literature and the real practice of upbringing the value students' attitude to work has revealed a number of contradictions between: universal values ascertained by the society and the leveling of the role of work as the main value of life; declaring orientation to humanistic values and a formalized approach to the implementation of the axiological component in the practice of the educational institutions; the need in diverse types of educational institutions for a stratified society and the lack of development of educational technologies that take into account their specifics.

Study presentation. The study of work as a value, the analysis of the nature of work in different historical epochs, the dynamics of motives, content, types of labor activity, attitude to work, studying its role as a factor in the formation of personality was the subject of research in philosophy (A. Zaliskiy, F. Ilyasov, M. Kagan, T. Mikhailova); sociology (O. Drobnitsky, E. Durkheim, A. Zdravomyslov, G. Becker, Y. Volkov, A. Ponukalin, I. Changli, V. Yadov); pedagogy (G. Beh, G. Belyanka, O. Bykovskaya, N. Shurkova); psychology (L. Bueva, L. Bozhovich, J. Krushelnitska, O. Leontyev, V. Myasishchev, N. Pryazhnikov, G. Rickert, V. Tolochev, D. Uznadze), axiology (M. Kagan, G. Chizhiakova) and other sciences. Clarification of the etymology of concepts work, labor, and job made it possible to determine the common and different in understanding these concepts in languages and cultures of different times and peoples (I. Dubina, 3. Kozyreva, T. Myhaylova).

Based on the theoretical positions of the research, the essence of the key concept "work" has been clarified, which means active, purposeful activity that integrates the physical, mental and moral forces of a person for the creation of values or satisfaction of life's needs and the ability to overcome the difficulties to achieve the goal. The authors emphasize that it is the unity of the work of the body, the mind and the soul is the essence of the most diverse types of human work [1; 3; 6; 7].

On the basis of the analysis of scientific literature, it was established that scientists had identified certain periods of the evolution of the moral essence of work, which was perceived in the primitive society as the main condition of survival, and subsequently, in the process of stratification of society, there was a gap between mental and physical labor, changed the understanding of the need to prepare young people for work, taking into account its specifics. Declaring the value of work in the medieval philosophy not only as a necessary way of life but also as a divine ordinance, the way of redemption of sins, the means of their prevention and overcoming was transformed in the era of the Renaissance into the perceived condition of "humanization" of a person, perfection, and, subsequently, the understanding of work as a social duty [2–6]. Consequently, the tracing of the dynamics of the socio-moral nature of work during the long process of social development made it possible to conclude that in the period of the establishment of the post-industrial community the essence of work continues to undergo significant transformations, it stopped to be the basis for the formation

of a system of values that can be regarded to some extent as a moral catastrophe of society (U. Bek)

Work is considered [3, p. 707] as a conscious, purposeful human activity, aimed at creating socially significant material and spiritual values, necessary to meet the needs of the individual and society; it is the main form of life for a person and society, acts as a leading factor in sociogenesis; is a means of self-expression and self-affirmation of the person, realization of intellectual and creative potential, experience, a sense of moral dignity. Different needs, interests, inclinations, sense of duty, responsibility act as motives and cause a person to work. Work involves the presence of certain knowledge, abilities and skills, which are enriched and developed. In the process of work, the physical, spiritual, psychological and psychophysiological qualities of a person are formed. The labor process includes such elements as: a) purposeful employment; b) the object of the work; c) tools of labor; d) working conditions; e) result of labor. In reaching the goal, a person satisfies the most important needs and awareness of the goal is connected with the motive of work [3, p. 707].

In evolutionary and historical terms, work is a form of human activity. The structure of labor activity consists of the following elements: the need and motives of work; subject of work; purpose of work: conditions, methods, product of labor; social assessment of the contribution to the result of the work. In the process of achieving the results of the work there is a personal, professional growth of a person, which depends on the degree of versatility, productivity, creative nature of work. Work receives its true purpose only when it serves not only as a source of existence, but also a source of creative inspiration and pleasure [3, p. 708].

From the point of view of the socio-professional status of the youth, the majority of researchers consider the age from 15 to 28 years the border of young age. In this period, not only the professional formation of young people, but also the active formation of social maturity of the individual as a whole completes. In the context of the transition to market relations, young people get into the world of uncertainty. Particularly youth that begin their work suffer from it most of all. Under the conditions of the labor market and young people's competition, nobody guarantees the providing of well paid permanent job and everybody must be smart and flexible in finding a job. Changes in the way of life and consciousness of youth are the ambiguous and contradictory process. It is not always possible to say with certainty that individual psychological characteristics of the behavior of young people, formed in young age, will manifest themselves in the new social conditions. Young people are guided by the real situation on the labor market, where factors such as initiative, autonomy, organization, and creative attitude towards any, even the most diverse, work are at the first place. The leading place in the individual development of young people is independent labor activity. A young worker as a subject of labor, in addition to the availability of professional knowledge, skills and abilities, must be able to cooperate with the staff, to accept moral values and discover the essence of many events and facts of productive work life, to realize the significance of labor activity [3, p. 709].

Professional growth of young people goes both in the direction of improving the quality of implementation of already mastered professional operations, and by expanding the range of new technical and technological operations. This process is most intense in the first five years of independent professional work. Moreover, the greater correspondence between the individual-psychological characteristics of the person and the requirements of the profession to the employee, then it is more effective to include this person in the process of independent labor activity that is the reorganization of previously acquired labor experience in accordance with the immediate tasks with which a young worker meets

at workplace. All experience is specified, specialized and overestimated in view of specific labor activity. The development of an unusual young worker's production schedule requires to re-evaluate the behavior, to refuse from certain habits, to collaborate with new people. The degree of use of potential opportunities for youth determines the effectiveness of using workforce and, to a large extent, the efficiency of production. The readiness and ability to work independently is determined by the following factors: a) physical and mental health; b) the level of general education and culture; c) the level of vocational training; d) professional values and orientations; e) high level of basic motivation (desire to work); e) moral maturity. A young worker must be a psychologist trained to work independently. This work must correspond to the basic requirements: a) be feasible, that is to correspond to individual psychological and physical capabilities; b) rational organization and normal working conditions; c) the nature of labor, which is constantly complicated; d) the possibility of manifestation independence, professional knowledge, skills and abilities in the process of work; e) prospects, social significance and value of work; f) the ability to demonstrate initiative and intelligence; g) systematic accounting and control over the performance of work, its timely evaluation; h) qualified guidance.

The process of adaptation of young people to work is directly influenced by the level of vocational education. The high level of general and vocational education of young people facilitates and accelerates adaptation. Young workers who have a basic education do their job well, which contributes to their professional growth. The prospect of professional self-affirmation, satisfaction with labor becomes important for young people. The prospect of professional self-affirmation, success, recognition, interest in work, responsibility, professional growth are the main motivational factors for job satisfaction. The desire of young people to find their place in the labor market to assert themselves, to get the possibility to discover and realize their personal potential – these are the main factors that determine the motivation of successful work.

An important mechanism for constructive transformation of the social and professional aspirations of young workers is the payment for labor. Young people are very sensitive to the social assessment of their work. Receiving a salary, a young worker at the same time gets extremely important information about his or her real value. Therefore, it is important to create a system of paying for work that can effectively stimulate the productivity of the youth work process, increase its competence. Young people come to the institution or to the company with their interests, life plans, professional plans, their own assessment of certain situations, phenomena. Labor activity becomes for them an environment for self-realization [3, p. 709].

Appealing to the understanding of labor as an universal value caused the necessity to highlight the nature and content of a number of axiological categories – "value", "value attitude", "value orientation", "sense of values" and so on. The problem of attitude to work as a value in a philosophical context was being researched by such prominent thinkers of the ancient world, as Aristotle and Plato, whose ideas were developed in the works of philosophers of a later period (I. Kant, R. Lottse,) and modern scientists – A. Abishevoyi, V. Andruschenko, O. Drobnytskoho, M. Kahana, V. Olshanskoho, V. Partsvaniyi, Ch. Pirsu, V. Tuharynova, M. Haydehhera and others. The sociological aspect of the problem is highlighted in the works of S. Buriilina, Yu. Volkova, O. Drobnytsky, E. Durkheim, A. Zdravoumilov and others. Psycho-pedagogical aspects of the value of work were the focus in researches by I. Bekh, L. Bozhovych, L. Vyhotsky, D. Leontyev, O. Leontyev, V. Ohnevyyuk, A. Makarenko, V. Sukhomlynsky, K. Ushynsky etc. [1–6].

It has been established that the concept "value attitude" is treated differently by scholars: as a personal meaning (V. Myasishchev, P. Pidkasisty), social connections of personality (B. Ananiev), an element of the inner world of personality (D. Leontyev), value orientation (A. Zdravoimyslov, V. Olshansky); "mental state" (V. Zobkov), "orientation of the person" (G. Boldireva, O. Leontyev), revealing of connections (N. Shurkova) etc. The generalization of different views has enabled 'to interpret the concept "value attitude" to work as an active, stable selective connection of the person with labor in all its manifestations, as a result work acquires for the subject personal sense, individual and social significance, provides moral, physical, mental and emotional satisfaction. Accordingly, the upbringing value attitude to work is understood as a complex, multifaceted, purposeful process of involving an individual into work, in which it acquires its own meaning of labor, accompanied by a change of motives, enrichment of knowledge, improvement of labor actions, the development of emotional-volitional and reflexive-evaluative spheres.

The application of a set of scientific approaches – systemic, axiological, activity-oriented, personally oriented – made it possible to determine the theoretical foundations of the research problem and, accordingly, the basis for the substantiation of the technological model of students' value attitude to work in a higher educational institution. The importance of a systematic approach to the process of upbringing the value attitude to work is caused, first of all, by understanding of its social and ethical essence as a mechanism and, at the same time, a means of humanization; the necessity of ensuring the integral unity of purpose-oriented, content-active, emotional-volitional components of the process of upbringing value attitude to work (V. Afanasyev, I. Blauber, V. Sadovsky, E. Yudin etc.). Using the axiological approach, it was possible to outline the main psychological mechanisms of the investigated process, which ensures the conscious acceptance of work as the most significant vital value, to actualize the feeling of personal involvement in its social essence, create a certain ground for the development of the moral and spiritual needs of youth in the context of life-creation (N. Havrysh, I. Ivanov, V. Karakovsky, A. Kiryakova, E. Shiyanov, N. Shurkova, E. Yamkersburg) [3–5].

The education of value orientations and value attitude to work through the active inclusion of young people in various forms of labor interaction with peers and adults is characterized by the peculiarities of learning process as one of the most complex types of work, acquisition of skills of participation in collective labor, understanding of it as a guided process of personality development during student years [1; 2; 6].

Studying the peculiarities of youth organization, in particular, the educational process in higher educational institutions (V. Alfimov, O. Burim, O. Dashkovskaya, V. Zhukov, G. Ionova, D. Podushkov, V. Spivakovsky, Yu. Fedorova, O. Khomyacov, M. Khromchenko etc.) made it possible to isolate its most characteristic features (maximum individualization of learning, atmosphere of "family comfort", comfortable staying, modern equipment, the lack of "distance" in relations "teacher – student", taking into account every student's interests and needs etc.) and benefits: favorable emotional atmosphere, close interaction between generations, teachers and parents in the context of a common information and spiritual space, high-quality resource base, certain groups, the ability to provide an individual approach to each student, a wide range of specialists, who are deeply engaged with students in various areas of acquiring education etc. (O. Borim, O. Vorobyov, Yu. Fedorov, I. Fedosov, L. Fomin, O. Cherdantsev etc.). Analyzing scientific literature and summarizing good practices of teachers in higher education it can be stated that there is unwillingness of the vast majority of young people to do various kinds of work,

targeted application of their own efforts in general to overcome any difficulties, weak activity of their physical, mental and moral strength, low labor motivation [2; 3; 6].

In the development of theoretical models of technology upbringing value attitude to work the following positions have been determined: 1) components of value attitude to work (motivational, cognitive, activity, emotional-volitional and reflexive-evaluation) are closely interrelated and interdependent; 2) upbringing value attitude to work as a purposeful process associated with overcoming the difficulties, requires the unity of the physical, mental and moral forces of the personality, includes different types of work and permeates the entire process of young people life; 3) the peculiarities of the educational process in higher educational institutions are determined by the model of organization of their life, peculiar educational opportunities.

There are some basic principles of constructing upbringing work: principles of student's subjective position, orientation to the value of work, upbringing in activity, unity of upbringing influences. The conceptual idea of technology was the idea of gradual changes in the types of interaction of upbringing process (from the type of uncoordinated actions – through the establishment of relationships between subjects to consolidation of the efforts of teachers and parents) in influencing the process of upbringing students' value attitude to work [1; 4; 7].

In the structure of the model there are four interrelated components: *purpose-oriented* – reflects the gradual change of motives, the attitude of the student towards work, connected with the acquisition of its personal meaning, awareness of its significance in life; *content-active* – represents the main tasks of labor upbringing, connected with the awareness of work nature, types, work orientation, forms and methods of their implementation; *emotional-volitional* – reflects the dynamics of changes connected with the admitting of work as necessary thing initially, the application of own efforts, when the personality enjoys the working process and *organizational* – defines the logic of deploying targeted upbringing process. Each of the interconnected components acquires special meaning at the successive stages of the implementation of the technology at the stage of immersion in work – overcoming the difficulties – the acquisition of personal meanings in labor. The model also shows a complex of psychological and pedagogical conditions for the implementation of technology: creating a situation of youth emotional feeling joy from work; delegation to students some organizational authorities in the preparation and conducting of various types of work in the upbringing process in higher educational institution; involvement of parents in the process of labor upbringing of youth. The process of implementation of the proposed technology is provided by the control and correction system. The model also reflects a set of appropriate tools for forming the value attitude to work. It should be noted that the peculiarities of the organization of upbringing work are connected with the specifics of the organization of youth life, the interaction between the individuals of the upbringing process, socio-psychological characteristics, value priorities of young people families.

The technology of upbringing the value attitude to work is based on the principles of upbringing in activity, the unity of educational influences, orientation on the value of labor and the individual position of the pupil; reflects the interconnection of structural components (purpose-oriented, content-active, emotional-volitional, organizational) and is accompanied by a change in the types of interaction between individuals of the upbringing process – from the uncoordinated through the establishment of personal contacts to the consolidation of efforts of teachers and parents.

It is worth to mention that the psychological and pedagogical conditions for the implementation of the technology

of upbringing students' value attitude to work: the creation of a situation of young people emotional feeling the joy from work; delegation organizational things to students in the preparation and conduct of various types of work in the upbringing process of higher educational institutions.

It should be noted that the content-active component of the technology of upbringing the value attitude to work is characterized by overcoming difficulties with the joy provided by the formation of the volitional sphere of youth, their ability to overcome difficulties, a wide range of feelings and emotions from the process and the results of work.

The levels of formation of value attitude to work (high, medium, low) have been described on the basis of defined criteria and indicators (*cognitive*, characterized by a complex of knowledge about work, the completeness of knowledge about the value of work, awareness of the place of work in the life of a person and society; *a motivational-assessment* criterion, indicators of which were job motivation, the orientation of the person to master the skills, ability to the evaluation of the process and the result of the work and the work of others; *emotional-volitional*, which is characterized by the spectrum of emotions in different labor situations, the ability to overcome difficulties, the complex of moral qualities, among which there are the will, autonomy, organization, persistence, initiative etc.; *activity* criterion that is measured by the labor activity of children, the ability to work with subjects).

The successful implementation of the technology of upbringing the value attitude to work will be facilitated by the organization of such forms of upbringing work as the "Factory of Labor" and providing the complex of developed game-strategies, which at each stage of work have their content. Thus, the essence of forms and methods consists of filling the upbringing environment with different types of work under the direction of the teacher and the emotional feeling of the process and the result of work.

Conclusions. Theoretical analysis of the evolution of social-moral nature of work in human history, awareness of work as a social value in modern society has allowed to state transformation of the essence of this concept connected with the change of place and character of certain types of work in human life, changing its place and role in the system of values of the majority of members of society. Clarifying the concept of work made it possible to define it as an active purposeful activity that integrates physical, mental and moral child's forces to create values or satisfy vital needs and abilities to overcome difficulties to achieve the goal.

Definitional analysis of the concept "value attitude" from the perspective of different scientific approaches made it possible to distinguish its essential relationship with the concepts of "value", "value orientation", "personal meaning", "estimation" and to consider the best understanding of the value attitude to work as an active, sustainable selective connection of the person with work in all its forms. In the result work gets personal meaning for a person, individual and social significance, has moral, physical, mental and emotional satisfaction. The structural components of value attitude to work are determined: cognitive, motivational, appraisal, emotional-volitional and activity.

The psychological-pedagogical conditions of realization of technology of upbringing value attitude to work in student's youth are: creation of a situation of emotional feeling joy from work; delegation to students organizational work in the preparation and conduct of various types of work in the educational process of higher educational institution. Consideration of the above-mentioned questions does not cover all aspects of the researched problem, which allows to outline the perspective directions of scientific search, connected with the study of the

value attitude to work in future teachers and the training of pedagogical staff for the organization of upbringing work in different types of educational institutions.

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Л. Левицька, канд. пед. наук, доц.

Київський національний університет імені Тараса Шевченка, Київ, Україна

ВИХОВАННЯ У СТУДЕНТСЬКОЇ МОЛОДІ ЦІННІСНОГО СТАВЛЕННЯ ДО МАЙБУТНЬОЇ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ В НАУКОВО-ПЕДАГОГІЧНІЙ СПАДЩИНІ УКРАЇНСЬКИХ УЧЕНИХ-ПЕДАГОГІВ

Окреслено проблему виховання у студентській молоді ціннісного ставлення до праці, майбутньої професійної діяльності в умовах закладу вищої освіти. На основі аналізу науково-педагогічної спадщини українських учених-педагогів представлено еволюцію соціально-моральної сутності праці в історії людства, трансформацію усвідомлення праці як життєвої цінності в сучасному суспільстві. Охарактеризовано працю як свідому цілеспрямовану діяльність, що інтегрує фізичні, розумові та моральні сили людини задля створення цінностей, задоволення потреб; виступає провідним фактором соціогенезу; є засобом самовираження та самоствердження особистості, реалізації її інтелектуального і творчого потенціалу, досвіду, почуття моральної гідності. Визначено елементи структури трудової діяльності та чинники готовності, здатності особистості до ефективної самостійної праці. Розкрито сутність поняття "ціннісне ставлення до праці" як особистісний смисл, соціальні зв'язки особистості, елемент внутрішнього світу особистості, ціннісна орієнтація; "психічний стан", "спрямованість особистості", виявлення зв'язків; як активний, стійкий вибірковий зв'язок суб'єкта з працею в усіх її проявах. З'ясовано сутність категорії "виховання ціннісного ставлення до праці" як складний, багатогранний, цілеспрямований процес залучення особистості до трудової діяльності. Визначено теоретичні засади виховання ціннісного ставлення до праці у студентській молоді, досліджено особливості організації виховного процесу в закладах вищої освіти. Обґрунтовано технологію та модель виховання ціннісного ставлення до праці у студентській молоді, що включає взаємопов'язані компоненти (цілемотиваційний; змістовно-діяльнісний; емоційно-вольовий та організаційний) і комплекс психолого-педагогічних умов реалізації технології виховання у студентській молоді ціннісного ставлення до праці (створення відчуття радості праці; делегування студентам організаційних повноважень у підготовці і проведенні різних видів роботи в освітньому процесі закладу вищої освіти).

Ключові слова: праця, ціннісне ставлення до праці, заклад вищої освіти, виховний процес, студентська молоді, технологія виховання у молоді ціннісного ставлення до праці.

UDC 371

I. Mariuts, Ph. D. (Pedagogical Sci.), Assist. Prof.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

EDUCATIONAL SPHERE SPECIALISTS PREPARATION ON THE EXAMPLE OF MULTIDIMENSIONAL EDUCATIONAL AND ENLIGHTENMENT ACTIVITIES OF SIDOR VOROBKEVICH

The article presents the study of Sidor Vorobkevych educational activities in the multicultural environment of Austrian Bukovina. Under such conditions, study of the creativity and activity of such a multidimensional and multicultural personality as Sidor Vorobkevich is especially topical. After all, he lived and worked at such time and territory when the agreement was reached between people of different ethnic groups, different cultures, values, religion. Conducted parallel with the modern tasks of education and society development and proposed their solution on the example of S. Vorobkevich's activities, such as modern historians consider Austrian Bukovina like a kind of prototype of the European Union. In Soviet times, his name and works were either completely ignored or interpreted pre-conceived. It was inadmissible that he had a sacerdotal rite and teaching in theological seminary and theological faculty of Chernivtsy University, what contradicts to communists ideology. His pedagogical work started in theological seminary, real school, gymnasium and dascalii (deacon school) in Chernivtsi, where he had up to 40 training hours per week. Having entered the post of teacher of music and singing of the theological seminary, S. Vorobkevich encountered a number of problems that required an urgent solution like absence of any teaching and methodological base – textbooks on musical literacy and solfeggio, didactic instructions for teaching singing, a collection of songs for the school repertoire. The young teacher starts solving the situation on his own. He had to create everything in the process of work. Slowly he wrote plenty of manuals for studying music and languages (he wrote in Ukrainian, Romanian, German). His manuals were used not only in Bukovina and in Ukraine, but also far beyond its borders. In the article we conduct the parallel with the image of modern teacher – tolerant, creative, developed, multidimensional person, as teacher should be.

Keywords: Multiculturalism, Tolerance, Sidor Vorobkevich, Bukovina, educational and enlightenment activities.

Formulation of the problem. In recent years, violent extremism and terrorist attacks have erupted in Europe and US, it is causing a threat not only to the security of its citizens, but

also to its basic values of freedom, democracy, equality, respect for dignity and human rights. Disturbing events directly oppose the vision of a Western society characterized by pluralism, non-discrimination, tolerance, justice, solidarity

and gender equality. This is a threat to the common Western values of freedom, tolerance and non-discrimination. The consequences can be serious and prolonged. Relevant and interrelated political and legal initiatives have been created to overcome this problem on the European Union level, for example, the Paris Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education of March 17, 2015. This declaration was developed by the European Council of Ministers responsible for Education and the EU Commissioner for Education, was a direct response to "terrorist attacks in France and Denmark, and a reminder of similar cruelty in Europe in the recent past" and acquires further relevance in the light of the manifestations of cruelty in November 2015 in Paris and March 2016 in Brussels.

Such manifestations arose due to rejection and misunderstanding between people of different faiths, ethnic groups, and race on the non-perception of "otherness". Under such conditions, study of the creativity and activity of such a multidimensional and multicultural personality as Sidor Vorobkevich is especially topical. After all, he lived and worked at such time and territory when the agreement was reached between people of different ethnic groups, different cultures, values, religion – it was Austrian Bukovina.

Research goal and objectives. Research goal of this article is to study pedagogical and enlightenment activities in the multicultural environment of Sidor Vorobkevich; find parallels with the current challenges of the development of education and society and propose solutions based on the example of S. Vorobkevich activities.

Analysis of recent researches and publications. During the Soviet times, the name and works of S. Vorobkevich were either completely ignored or interpreted pre-conceived. It was inadmissible that he had a sacerdotal rite and teaching in theological seminary and theological faculty of Chernivtsy University. In addition, names of many close friends of him were accompanied by the stigma "bourgeois nationalist". However, in the 50's-60's of the last century several literary publications appeared in which attempts were made to objectively analyze and evaluate S. Vorobkevich's creativity in the context of literary process of the second half of 19-th century. V. Lesin and A. Romanets in 1964 put in order and published in Kyiv "Selected Poems" by Sidor Vorobkevich. Since then, a less systematic study of not only poetry, but also biographies and various aspects of the creative activity of the eminent Bukovinian has begun.

In 1967 A. Korzhupova defended her doctoral dissertation on the topic "Yuri Fedkovich and the development of Ukrainian progressive literature in Bukovina", separate section of which ("Contemporaries Yu. Fedkovich") was devoted to the work of S. Vorobkevich and his brother Grigory (Naum Shrama). In 1969 defended the PhD dissertation "Development of prose in Western lands in the 30–60 years of the XIX century" M. Yuriychuk. Where works of S. Vorobkevich were evaluated as the best examples of epic journals in the literature of Galicia and Bukovina of that period. In February 1968, the Institute of Art Studies, Folklore Studies and Ethnology M. T. Riiskyof Academy of Science of Ukraine defended thesis by N. Belinskaya "I. I. Vorobkevich: life and music" in 1975 in Chernivtsy State University defended thesis "S. I. Vorobkevich: life, creativity and place in the literary process of the second half of the XIX century".

Modern research of life and creative path of Sidor Vorobkevych is the study of P. Nikonenko "The Bukovynian Lark" (2016, 2nd ed.) And "The Bukovynian Lark: Pages of Sidor Vorobkevich's biography" (2011, 1st ed.). However, there was not identified a separate study of pedagogical and enlightenment activities of Sidor Vorobkevych, although he devoted

20 years of his life to those activities and had significant achievements in this area, cultural and educational all his adult life.

Socio-historical prerequisites. "Austrian Bukovina was a kind of prototype of the European Union", – Ivan Monolatiy (PhD in historical sciences, Doctor of political sciences, professor, academician of the Academy of Sciences of the Higher School of Ukraine, Ukrainian scientist and teacher, historian, ethnopolitologist). For a century and a half the Rusyns-Ukrainians, Romanians, Germans, Poles and Jews, submitted to one monarch – the Austrian Habsburg dynasty. Such cohabitation of European peoples can even be considered a kind of prototype of European Union.

As a result of the accords after the Turkish-Russian war, Bukovina moved to the Austrian Habsburgs dynasty (1775–1918). At that time, the territory inhabited no more than five thousand people. Therefore, monarchs decide to quickly master the region. To do this, in the Duchy of Bukovina mass migrants are sent. "For a hundred years, the Austrians managed to increase the population more than a hundred times. That is, the rate of growth and the rate of population growth could be compared in the nineteenth century with the North American processes," notes the honorary consul of Austria in Chernivtsi, Sergei Osadchuk. Thus, the Bukovina Duchy becomes a multicultural region, the main part of which are "Rusyns" (Ukrainians) and "Wallachians" (Romanians). Also on the territory of the region lived German and Polish, Jewish ethnic groups. "At that time it was fashionable to coexist together in the empire. It was a prototype to a certain extent of the first European Union," says historian Ivan Monolatiy.

Under such socio-political conditions, the "Bukovinian lark", the writer, the composer, the teacher, the priest, the music and public figure, the editor of many Bukovynian magazines, the artist Sidor Vorobkevich lived and worked in a multicultural and multinational environment [05.05.1836 – 19.09.1903], pseudonyms – Daniil Mlaka, S. Volokh, Demko Makoviychuk, Morozenko, Semyon Hrin. He was born and died in Chernivtsi. Throughout the artist's life, his multidimensional creative activity (literary, musical, pedagogical and religious) was mainly aimed to educate Bukovinians. He played a great role in the national and cultural life of Bukovina, because the artist's entire life, his multifaceted creative activity (writing, music, pedagogy, and spiritual) was mainly aimed to educate Bukovynians, developing their national culture. It is important that the artist's enlightenment activity consisted not only in enlightening others, he personally demonstrated how to work systematically on professional and personal self-improvement. We consider such experience to be still relevant in the process of training specialists in the educational sphere. The life and creative path of Sidor Vorobkevich repeatedly indicates that self-education, self-improvement, aspiration for personal growth give the best results in their own professional and pedagogical activity and contribute to success in the education of talented successors.

Study presentation.

The influence of family education on the development of S. Vorobkevych personality. Investigating the formation of the multifaceted creative personality of the educator and enlightener, it is worth paying attention to the family upbringing that is favorable for the further development of the personality. His father – Ivan Vorobkevich was a teacher of philosophy and theology in the theological seminary and city lyceum in Chernivtsy, his mother – Elizaveta Korlatsan, daughter of the archpriest from the town of Câmpulung (now Romania). Since childhood he and his brother Grigory (Naum Shram) and Sister Olympia, were orphaned early, their grandfather, the Orthodox priest in Kitsman and the grandmother, were engaged in their education, upbringing

and development. His kind-hearted and educated grandmother from childhood noticed grandson's music talent. Deciding to support and develop natural abilities of Sidor, she bought a violin for him, which Sidor kept with him all his life. Grandmother instilled in him a love of Ukrainian folk song and language. We consider Sidor Vorobkevich as an intercultural educator, such as he wrote in three languages – Ukrainian, Romanian and German, because the geopolitical position and cultural environment of Bukovina that times contributed to the study of many languages and penetration of cultures of various ethnic groups. So, foreign-language communicative and intercultural competence, later significantly expand the capabilities of Sidor Ivanovich.

Consequently, the successful education in the Kitsman's four-year German language school continued in the upper classes of the Chernivtsi German language Gymnasium. As a schoolboy he traveled through the Bukovinian villages, collected Ukrainian and Romanian melodies. He made a try to better understand the life, traditions and history of people from Bukovina, to learn their language and culture consciously preparing himself for future work in cultural and educational fields.

When he finished studies at gymnasium, he was 20 years old young man who makes a serious choice – in 1857 he goes to study at the Chernivtsi Ecclesiastical Seminary (the training was conducted in German and Romanian languages, but the Ukrainian Church Slavonic was taught as a subject). The first teacher of Ukrainian language was Sidor's relative – Yakov Vorobkevich, an educated and patriotic man. Later with the opening of the University of Chernivtsi, the theological seminary became part of it as a theological faculty. During his studies, besides obligatory theological studies, Sidor attended choir and literary hobby group, and devoted all his free time to musical self-education, studying works of worldwide famous composers and musicologists. Such hobbies during student's time determined the direction of his further multi-dimensional creative activity: literary, musical, pedagogical, spiritual, research. Self-education gives good results. Soon he directs the student orchestra and choirs group. Being talented in foreign languages Sidor has possibility to read authentic musical literature of German authors, study music theory, learn laws of musical harmony, counterpoint, instrumentation, listens to samples of the best Western European church music.

In 1861 he graduated from the seminary. He married the daughter of the director of school from the city Siret (Romania), took the priest's degree and went to work in distant Bukovinian villages: Davideny (1861–1865) and Russian Moldovitsa (1865–1867, now in Suceava, Romania). On these lands he worked like a priest for 7 years. Here he wrote his best lyrical poems. In 1863, the first poetry of Sidor Vorobkevich appeared – a cycle of 8 verses entitled "Thoughts from Bukovina". In addition to poetry, S. Vorobkevich writes novels, stories, humoresques, popular scientific articles. During his stay in Bukovina villages, Vorobkevich again studies the local folk music. As a result was published "Our Folk Song", which was completed in 1865. He found research on folk songs very important and necessary, because he considers it as a talisman, which revealing the secrets of the past, because this is the history of the people. Love and respect to the folk song are reflected in the vocal-choral works of the artist. Extraordinarily popular was his song-poem "The Mother tongue" which was printed until 1939 in all reading and music manuals for schoolchildren. At that time in Bukovina was difficult to get books written by Ukrainian authors. It's rarely came from neighboring Galicia, and books from Kyiv were very rare.

Pedagogical activity of Sidor Isnovich Vorobkevich.

Finally, in 1867 he returned to Chernivtsi in his 30th. A long break in his literary career started, that was caused primarily by the heavy workload of pedagogical work in the theological seminary, the real school, the gymnasium and dascalii (deacon school), where he had up to 40 training hours per week. Having entered the post of teacher of music and singing of the theological seminary, S. Vorobkevich encountered a number of problems that required an urgent solution like absence of any teaching and methodological base – textbooks on musical literacy and solfeggio, didactic instructions for teaching singing, a collection of songs for the school repertoire. The young teacher starts solving the situation on his own. He had to create everything in the process of work.

Despite the busyness of the teaching work, in the second year of his teaching he published his first book, written in German, entitled "General Theory of Music", which was introduced to all schools of the region and was reprinted several times. In the same year he released another German manual – "Elementary textbook of harmony." Later he wrote textbooks on musical literacy in Ukrainian. With the arrival in the Bukovina capital he seems to postpone its literary activity and leaves it to a later time. But in Chernivtsi S. Vorobkevich takes up professional mastery of pedagogical specialty. He improves his musical education. To receive the official right to teach music he went to Vienna to continue his studies at the Conservatory in July 1868. Here we can make a parallel with aspiration of Father Sidor to self-realization as a teacher and aspiration to improve the acquired skills and comedies, training throughout life, self-development and professional self-improvement. During his studies in Vienna, S. Vorobkevich visits the theaters and concert halls of the capital of European music, left a deep imprint on his soul and mind and motivated him to further self-realization in the field of musical and dramatic art.

After studying at the Vienna Conservatory, Sidor Vorobkevich brilliantly passes an exam in musical and theoretical disciplines and after receiving a diploma as a teacher of singing and choir regent returns at the beginning of 1869 in Chernivtsi to teaching work. In parallel, having improved his theoretical knowledge of music, the composer writes piano pieces and works for instrumental ensembles. Concludes the choral scores for his own texts and the words of other authors. Since then, the artist for 40 hours a week until his retirement will work in almost all secondary schools, and after the opening in 1875 of Chernivtsi University, S. Vorobkevich receives the title of professor and teaches music at the theological faculty.

In 1870 S. Vorobkevich published in Chernivtsi "Collection of songs for public schools, lower classes of gymnasium and real schools". It consists of 20 songs, words and music to which the poet-composer wrote himself: "Mother tongue", "Song of schoolchildren", "Vesnyanka", "Walk", "Orphan in foreign lands", "In the Carpathian Mountains" etc. "The Collection of songs..." was in Bukovina the second school textbook on singing written in Ukrainian, after the "Spivannik for hospodar's children" by Yu. Fedkovych, was signed in 1867, and issued in 3 years with the assistance of S. Vorobkevich, who reviewed the manuscript and gave him high marks. Commenting on the release of the "Collection of Songs...", the correspondent of the newspaper "Slovo" in his March 16, 1870 issue noted: "All those songs are concluded with a successful and, however, easy to learn duet. Collection of Isidore Vorobkevich can compete with such German collections, which is not surprising, since the author is an examining member of the Vienna Conservatory of Music. Every Ukrainian community in Galicia, Hungary, Bukovina had that compilation for a local school".

Mainly on the basis of his almost 20-year pedagogical experience, S. Vorobkevich prepared and in 1880 published in Vienna "Songbook for public schools", consisting of three parts. It actually became the first Ukrainian singing textbook, which was then reprinted many times and for more than two decades it was used in the schools of Western Ukraine.

The musicologist Maria Belinskaya in her essay "Sidor Vorobkevich" (1982) noted that his songbooks were the only textbook at that time for teaching singing in schools. The very fact of their reissue in 1893, 1899, 1902, 1905, 1909 and 1910 indicates that they were not interchangeable for the primary and secondary schools of Galicia and Bukovina. This is undoubtedly their great importance in the development of musical culture in the West-Ukrainian lands".

At the same time, S. Vorobkevich wrote and published a similar manual in Romanian called "Collection of Songs for Folk Schools" (Vienna, 1889). He also consisted mainly of folklore works and songs written by S. Vorobkevich with the words of famous Romanian and Moldovan poets. In particular, V. Alexandri and M. Imenescu. For a long time this "Collection of Songs for Folk Schools" was in Romania and Moldova also the only textbook on which children studied music and singing. The progressive public, in particular the outstanding figure of the Romanian and Moldovan culture Bogdan Hasdeu Petricheyku (1838-1907), highly appreciated the progress.

Textbooks, like all of S. Vorobkevich's pedagogical activity, were the usual degree that the folk song and music were heard in the schools of Bukovina. They also contributed to the popularization of the works of T. Shevchenko, Yu. Fedkovych, M. Shashkevich, V. Alexandri, M. Imenescu and S. Vorobkevich himself. In 1890, he wrote in his autobiography "in all school I enter – everywhere I hear my songs. This is a reward for me, I ennobled Children's Hearts with music, means I lived in this world for some reason".

Sidor Vorobkevich especially respected and popularized the works of Taras Shevchenko in Bukovina. In particular, he met and collaborated with leading German-Austrian poet, the writer Georg Obrist – professor of the highest real school in Chernivtsi, where S. Vorobkevich taught the course of theology. Immediately when they met general plan appeared to translate and publish in German poetry of T. Shevchenko with his biography. Without losing time, they both set to work: S. Vorobkevich made a translation of selected for collection poems and G. Obrist carried out the German version on their basis. This was one of the first fairly successful translations of Shevchenko's work.

It is necessary to notice as achievements of S. Vorobkevich's famous students were: Eusebius Mandichevsky (1857–1929) – an Austrian composer and musicologist of Ukrainian origin. Eusebie Mandicevski, son of the Chernivtsi Orthodox priest. After high-quality training by Sidor Vorobkevich he continued his education and musical career in Vienna, where he directed choral and orchestral ensembles; since 1880 – choirmaster of the Vienna Choir Academy; 1887 – archivist of the Society of Friends of Music; in 1896–1921, Professor of the Academy of Music and Performing Arts (Vienna Conservatory), where he conducted classes, instrumentation, history of music and composition; Ciprian Porumbescu (1854–1883) is a famous Romanian composer, the founder of the Romanian musical classics. After the name of Ciprian Porumbescu was named Bucharest Conservatory and the Romanian Musical Lyceum in Chisinau, Moldova; on his mentoring mastered a course of theoretical training with music Porfiry Bazhansky (1836–1920) – a famous Ukrainian composer and music theorist, a famous Galician musician, folklorist, writer. His student was also Mikhail Verbitsky – author of the music of Ukrainian anthem.

In the declining years (1897), S. Vorobkevich was elected representative to the Regional School Council to the place of the deceased Romanian I. Onchul. He became the first Ukrainian in this educational institution. The creative horizons of S. Vorobkevich not only closed on Bukovina and in Ukraine, but also far beyond its borders. The popularity of the figure of S. Vorobkevich in the east of Ukraine is evidenced, for example, by the letter from the teacher of the Lubensky grammar school from Poltava, L. Dolinky, who on October 1, 1874 asked the artist to send his works and assured him that he was "known and appreciated as a poet and composer". Consequently, the statement of S. Vorobkevich himself, that his songs can be heard "both at the Danube, and over the Dnieper, in Serbia, in Galicia and other parts" are approved by facts.

Social, cultural and educational activities of S. Vorobkevich. In the fall of 1875 in Chernivtsi, according to the decree of Emperor Franz Joseph, the German university of his name was opened. Despite the fact that the main goal of this step of the Viennese government was the strengthening of the state positions of Austria-Hungary in the province and implementation of German education and culture there, the grounds and further activities of the university had an influence on all spheres of life of the Bukovinian public, including the rise of national recognition of Ukrainian society. The well-known figure of the people's movement in Galicia, writer Vasily Ilnitsky, wrote about this in the article "The bookmarks of Chernivtsi University and the hundredth anniversary of Bukovina's accession to Austria" published in the 20th issue of Pravda for 1875: "We do not deny that in the current circumstances could not have appeared another university like German, we do not deny the fact that the creation of a German university can benefit the region in general, and the Ukrainians of Bukovina especially. "So in fact it was: people from the native Ukrainian, as well as Romanian, population of the region got better than there was before the opportunity to get a university education, then to work in the interests of their people. However, to become a university student, it was necessary to finish the German high school. This, of course, could only be afforded by individual students from Ukrainian families, because to enter such an elite educational institution it was required to speak German, which could be mastered in a normal (primary) school, again with German language of learning.

Spiritual Seminary, which before the opening of the university had the status of a higher educational institution and was the main place of work of S. Vorobkevich entered the university as one of its faculties – theological. So, S. Vorobkevich became a university professor and continued to work there until 1902, when he was retired due to illness. With the opening of the university active and more mass participation of youth in social and cultural-educational movement of the region became. Students united in their societies, conducted cultural and educational work among the population, organized amateur performances, cultural and artistic events, issued almanacs etc. With participation of Ukrainian students, the issues of creating a department of the Ukrainian language and literature at the university, as well as the introduction of the Ukrainian language as a teaching discipline in the theological and philosophical faculties.

The most active and consistent in its activities for a long time was the first in Chernivtsi Ukrainian student society "Union", an honorary member of which in 1878 was elected Isidore Vorobkevich. On the initiative of the "Union" in the city and around the villages, literary and art evenings and lectures on popular scientific and economic topics were arranged. At the opening of the university was Al. Barvinsky, as a guest of S. Vorobkevich. In a letter to a Bukovinian

friend written right after returning to Ternopil (October 4, 1875), where he then worked, Al. Barvinsky shared fresh impressions of his trip to Chernivtsi. It convinced him that the Ukrainians live hard in Bukovina, and the people who defended the people's interests are almost gone. The exception is, in his opinion, only brothers Vorobkevich: "You must be a prop that supports the whole building of the people's and Bukovina".

The University in Chernivtsi was opened on October 1, 1875, and two weeks after the celebrations held on this occasion, Grigory Vorobkevich wrote in a diary that this, on the one hand, is an act of Germanization of the population of Bukovina, but at the same time the university will promote the spread of European culture in the region, although in a German dress: "After all, the people learn from each other, and this is only an exhausting of themselves, when they say that the people themselves can become what they are". It is the closure of oneself before other nations that creates stagnation. The truth is that, all nations formed their culture, but only some managed to make their languages world-wide famous, and for science this is very important".

Sidor in parallel continues his work in the literary field. He wrote a large number of short stories and dramatic works. Along with his compositional and literary activities, S. Vorobkevich devoted much effort to musical pedagogy. Working with school youth, he constantly felt the lack of Ukrainian pedagogical and methodological literature on musical and theoretical disciplines. Therefore, he concluded and published songbooks and small textbooks on the solfeggio theory of music, harmony. These textbooks were for school. These were the first Ukrainian samples of musical and educational literature in Bukovina.

In 1870 the first book of Sidor Vorobkevich was published in Chernivtsi intended for schoolchildren, which included 20 songs. Recommended by S. Vorobkevich songs were sung in all schools. During 1889 in Vienna his next songbook was published, three parts of which were published in separate editions. The greatest value has the third part of the songbook, which is essentially a methodical guide to music theory.

For 70–80 years S. Vorobkevich's collaborated with the theater. The composer writes a significant amount of musical and dramatic works, songs for the theater. It began with the fact that in 1864 the theater committee of the society Russian conversation on the occasion of the opening of the Russian People's Theater in Lviv announced a competition for the creation of plays for the repertoire of the theater. Vorobkevich wrote two plays but did not send them, because he thought they were too weak for them. And in 1872 he sent his new play to the Lviv Theater, which called "Wedding on Harvest". This play was immediately taken to the stage, which inspired him to active work in the territory of drama and stage music. In a short time he became one of the most popular playwrights. The works of which did not leave the stage until the middle of the 90s of the 19th century. Sidor Vorobkevich wrote dramatic works, many of them submitted their own music. It is even difficult to say who predominated in him – a writer or a composer. His musical legacy impresses – 400 works for the choir, about 250 for his own texts, he is the author of the opera "Lean Marta", numerous vaudeville songs, liturgical songs and psalms, quartets, edgings.

For 20 years between 1870-1890 Sidor Vorobkevich continues to work actively on public arena. He is member of many Chernivtsi public associations. Chair at "Ruska besida". At the initiative of S. Vorobkevich there is a Ukrainian-language literary and art magazine "Bukovina Dawn". Father Sidor gathers the Union of Ukrainian Students. In 1884 he was elected chairman of the first Russian literary and drama

society. The task of this society in Chernivtsi was to cherish dramatic and musical art, put Ukrainian folk plays in the theater, organize musical-recital evenings, concerts, popular lectures. And after 3 years, Sidor heads the Russian Folk House in Chernivtsi. He was the editor and publisher of the anthology "Ruska Khata" – Bukovina almanac in 1877, Sidor Vorobkevich signed it under the pseudonym Daniil Mlaka in Chernivtsi, and published it in Lviv. In the "Russian Hut" took part: Sidor Vorobkevich and his brother Grigory Vorobkevich, Yuri Fedkovych, Kornilo Ustyanovich, Anna Barvinok, Panteleimon Kulish (article about Galician Russia during the Cossack wars) etc. Consequently, S. Vorobkevich became the continuer of the idea of joining all Ukrainians in Bucovina, which was headed by Yuri Fedkovych before him.

In 1886, on the occasion of the 50th anniversary of the birth of Sidor Vorobkevich, he celebrated his creative activity with the participation of well-known and authoritative people of Bukovina. The President of Duchy of Bukovina came to honor the artist – Baron Felix Pino von Friedenthal. For many of his predecessors, the position of the Bukovina Territory President became a springboard for further growth, and only units were able to earn with concrete deeds, the style of leadership, respect in the region honored by compatriots of both Ukrainian and Romanian descent, and managed to understand Baron Pinot deeply in political, social and national problems edge, he studied Ukrainian and Romanian languages. It was a great honor to guest him at his event. Among the guests who supported work of S. Vorobkevich were numerous officials – Ukrainian, German, Romanian, Polish cultural figures, public leaders of the region, representatives of the press. Counted with S. Vorobkevich all the national groups of the region and respected him. In 1897, when Father Sidor turned 61 years old, he was elected representative to the regional school board for the place of the deceased Romanian Mr. I. Onchul. Vorobkevich becomes the first Ukrainian in this educational institution of the province.

Father Sidor Vorobkevich never left theology. His spiritual-preaching publishing in Romanian religious magazine "Candela" is admired. In this magazine he published about 100 preaching. In general, in his autobiography Sidor noted: "I printed 4 Ukrainian liturgies, Romanian – 6; 2 Greek are in manuscripts, and Ukrainian and Romanian are a lot. Secular choirs, songs – not only Ukrainian, but also Greek, German, Serbian – in manuscripts, also the exact number of it cannot be counted. All the Ukrainian preaching, which I compiled in 35 years two years ago (a lot of them disappeared) into one dispute book".

In Bukovina, concert activity of newly formed "Russian Literary and Dramatic Society" (in 1884) was widely developed. Under the chairmanship of Sidor Vorobkevich, apart from performing plays from life of Ukrainian people, arranged concerts and lectures on theater and music. For example, in 1886, Bukovina widely honored the memory of the great Kobzar (Taras Shevchenko), and after that became a tradition to annually organize large musical and literary evenings in honor of T. Shevchenko, M. Shashkevich, Yu. Fedkovich, whose programs consisted mainly of works by Ukrainian composers who wrote music on words of these poets and writers. In this context, it should be noted that S. Vorobkevich was one of the first among Western composers who began to write music for the immortal poetry of T. Shevchenko. Among the numerous written by the composer different genre vocal-choral, instrumental, and religious works – 12 male choruses are written on the words of the great poet [9, p. 24]. In 2011, these works were reprinted in the publishing house of Chernivtsi National University named after Yuri Fedkovych for use in the teaching and educational purposes of music students [16].

Sidor Vorobkevich was one of founders of popular scientific lecture hall, where he personally gave public lectures on history of music with the cycle of articles "Our Composers". He thoroughly described the work of the famous Russian composer Glinka, the western composer Verbitsky, who "brought music to Galicia in and equipped it with deeply patriotic moods and optimism," says M. Bilinskaya [2, p. 14-15]. The modern scholar philologist P. Rykhlo in his study of the works of the Austrian poet, interpreter of mid-19th century I G Obrist – one of the first European artists who touched the immortal poetry of T. Shevchenko, transferring them to German, points on great help in this matter of his writing, friend S. Vorobkevich [22 p. 231]. "A certain merit belongs to S. Vorobkevich and in the development of cultural traditions of the Moldavians and Romanian peoples. He was sympathetic to the Romanian people and their culture. Based on the samples of the Romanian song folklore, he created many original compositions and songs that were printed in periodicals and musical collections and formed the basis of "Collection of Songs" for the Romanian schools. "The progressive public of Romania, during the life of the composer, recognized his services in strengthening cultural connections between two neighboring peoples [18, p. 36].

Highlighting the multifaceted field of Sidor Vorobkevich's creativity in artistic areas of Bukovina, one can not ignore his productive cultural and educational activities, which would be noticed from the outside. In this regard, there are noteworthy and Argumenting words of the famous musician and teacher, composer, chairman of the first music society in Chernivtsi since 1874, the director of the music school, Czech nationality Adalbert Grzhimali, in whose person the Bukovina had significant support for the development of multinational culture in the province. Although he led the German Society in Bukovina for 30 years, still opposed the forcible implementing of German culture in the multilingual Bukovina. That is, the artist faithfully believed that time would come when each nation, each person will have the opportunity to develop himself, his culture, preserve and multiply his cultural traditions, live in a free and independent democratic state. "Success is achieved by someone who does not consider himself superior to his people. These are already Vorobkevich, Mandichevsky, Flondor".

The literary and artistic award named after Sidor Vorobkevich was founded in 1993. The award is based on the aim of developing and popularizing national culture of Bukovina, creating highly artistic works of literature and art, enhancing the activity of members of creative unions, professional collectives, teachers of educational institutions and cultural and educational workers of the region. The prize is awarded annually for outstanding achievements in the development of the culture and art of the region to the best Bukovinian artists: writers, painters, workers of concert and theater organizations, art educational institutions, cultural and educational institutions. The Literary and Art Award named after Sidor Vorobkevich is awarded in the nominations "Pedagogical Activity in Educational Art Institutions", "Scientific Research Activity on the Study and Promotion of the Art of Sidor Vorobkevich and Other Outstanding Artists of Bukovina", "Literature", "Musical Art", "Theatrical Art", "Fine Arts". The prize is given to the laureates on anniversary day of the Bukovina Viche (November 3).

Conclusions. So, the artist's enlightenment activity consisted not only in enlightening others, he personally demonstrated how to work systematically on professional and personal self-improvement. S. Vorobkevich's views on public education and its practical pedagogical activity were innovative for its time and democratic in its direction. He continued the business of democratization of school education initiated by

Yu. Fedkovich in Bukovina, and as a composer and pedagogue-musicologist attached special importance to the aesthetic education of children and youth by means of musical art. The versatility of the rare talent of Sidor Vorobkevich, the depth of his work has great artistic value, plays a significant role in enriching and multiplying the universal human cultural values, the ideals of goodness, enlightenment, develop to national art, its flourishing, which is not only included in Bukovina's artistic chronicle, but in general in the history of Ukrainian culture. Constant work on self-improvement, raising its general cultural and professional level was the life credo of S. Vorobkevich.

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I. Маріуц, канд. пед. наук, асист.

Київський національний університет імені Тараса Шевченка, Київ, Україна

ПІДГОТОВКА ФАХІВЦІВ ОСВІТНЬОЇ СФЕРИ НА ПРИКЛАДІ БАГАТОГРАННОЇ ПРОСВІТНИЦЬКОЇ ДІЯЛЬНОСТІ СИДОРА ВОРОБКЕВИЧА В УМОВАХ МУЛЬТИКУЛЬТУРАЛІЗМУ

Представлено дослідження педагогічної діяльності Сидора Воробкевича в мультикультурному середовищі австрійської Буковини. Акцентовано особливо актуальне вивчення творчості і діяльності такої багатогранної та багатокультурної особистості, як Сидор Воробкевич. Він жив і працював у той час і на Буковині, коли була досягнута домовленість між людьми різних етнічних груп, різних культур, цінностей, релігій. Проведено паралель із сучасними завданнями освіти і розвитку суспільства та запропоновано їхнє вирішення на прикладі просвітницької діяльності С. Воробкевича, зважаючи на думку сучасних істориків, що австрійську Буковину можна вважати прототипом Європейського Союзу. За радянських часів твори Воробкевича були або повністю вилучені, або тлумачені неправильно, оскільки неприпустимим був його священний сан і викладання в богословській семінарії та богословському факультеті Чернівецького університету, що суперечило комуністичній ідеології. Його педагогічна діяльність розпочалася в духовній семінарії, реальній школі, гімназії та даскалії (дияконська школа) у Чернівцях, де він мав до 40 навчальних годин на тиждень. Вступивши на посаду вчителя музики і співу богословської семінарії, С. Воробкевич зіткнувся з такими проблемами, що потребували термінового вирішення, як відсутність будь-якої навчально-методичної бази – підручників з музичної грамотності та сольфеджіо, дидактичних еказівок для викладання співу, колекції пісень для шкільного репертуару. Молодий вчитель почав самостійно вирішувати це питання в процесі роботи. Він написав безліч посібників для навчання музики та мов (писав українською, румунською, німецькою). Його посібники використовувалися не тільки на Буковині, а й далеко за її межами. У статті ми проводимо паралель із образом сучасного вчителя – толерантної, творчої, розвиненої, багатовимірної людини, якою повинен бути педагог.

Ключові слова: мультикультурність, толерантність, Сидір Воробкевич, Буковина, педагогічна та просвітницька діяльність.

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A. Marushkevych, Dr. of Sci. (Pedagogical), Prof.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

THE IDEAS OF PRACTICAL TRAINING OF FUTURE EDUCATORS IN ANALYSIS OF UKRAINIAN SCHOLARS-PEDAGOGUES

The article presents some ideas about the practical training of future educators in the analysis of Ukrainian scholars-pedagogues whose names are known in Ukraine and abroad. The emphasis is placed on the importance of accepting some ideas as relevant to the implementation under modern conditions of the development of domestic education. It has been pointed out that there are actual I. Ogienko's ideas concerning the importance of the self-criticism of the people of science to their work, the attitude of society to the scientists' scientific work, which is not sufficiently appreciated, but is the basis of the spiritual culture. M. Pirogov's ideas about importance of university education, the formation of students' need for independent reading of scientific literature and the preparation of lectures in this way have been considered. G. Vaskovych's position on the level of training of pedagogical staff, providing them with the necessary methodical assistance, publishing periodical scientific and educational publications, which would facilitate implementing the most advanced ideas into educational practice and informing the readers about the ways of their implementation have been revealed. The analysis of a number of educational ideals by Ukrainian teacher G. Vashchenko and the vision of the importance of correct choice in the education of Ukrainian youth has been presented, because the quality of the formation of the moral qualities of young people depends on the adoption of the educational ideal. The importance of the S. Chavdarov's ideas concerning the textbook creation has been proved. In his opinion, the false practice of annual creating text-books negatively affects teaching, leads to neglecting of the theory. The author substantiates M. Gryshchenko's important views on raising the level of pedagogical preparation of students, educational work with freshmen, didactic counseling for young teachers. The attention has been paid to A. Aleksyuk's analysis of independent work of students, because, in his opinion, independence in obtaining knowledge helps to acquire skills and abilities to see the purpose and content of work, to ensure self-education. O. Dukhnovich's thoughts about a mentor as a person gifted with special qualities, among which is the true challenge, respect for order, and the possession of a clear way of teaching have been considered. The scientific and pedagogical staff of higher educational institutions has been oriented to enriching their experience with knowledge about the providing of training and education of future specialists with the help of the heritage of outstanding personalities of the past.

Keywords: practical training, institutions of higher education, Ukrainian scientists, teachers, analysis, ideas, experience.

Formulation of the problem. Higher education establishments in Ukraine are oriented on the training of competitive specialists capable of putting forward rational ideas, quickly react to changes in their field of activity, independently obtain the necessary information and apply it in problematic situations, to achieve high results in their work, constantly raising the spiritual and moral level, accurately expressing own thoughts, to overcome existing stereotypes, be responsible for made decisions etc. It is well-known that education enables personality to have flexible behavior in professionally significant situations. It is at the core of the inner culture of a person and has an indisputable value in preserving the achievements or components of individual achievements of representatives of different peoples in education, science, culture, art, production. Nowadays, the special significance in every young person's life is to have high-quality training in educational institutions, which is carried out by high-level specialists, who, in addition to preparing for different kinds of occupations, do hard research work and implement results into training practice. They constantly take into account the experience of outstanding pedagogues

and build on this basis their own concepts of practical application of scientific and pedagogical ideas concerning working with students. However, the attitude of society to the academic work of teachers and their assessment is not clear, because there are contradictions between the content of scientific developments and their implications for the development of certain branches of science and practice; specificity of carrying out of scientific researches and quality of the achieved results; level of approbation of scientific researches and scientists' admitting their importance. In this context, the experience of the successful scientific work of representatives of the Ukrainian people, their contribution to the training of future specialists, especially in educational sphere, is necessary and demanded.

The goal of the publication is to emphasize teachers' attention in institutions of higher education on the actual ideas of practical training of future specialists in the educational sphere for professional activity, analyzed by well-known figures of Ukrainian science. The objective of the publication is to focus on the need to familiarize the teachers of institutions of higher education with the most important ideas of the

practical training of future specialists, analyzed by Ukrainian scientists and educators.

Study presentation. I. Ohienko is one of the prominent personalities whose ideas and views were aimed at improving the training of specialists in the educational sphere. His scientific heritage is a system with the following components: persuasion, main ideas, views expressed in published and unpublished works, that include monographs, dictionaries, essays, moral and ethical sermons, advices for youth, school textbooks, clergy textbooks, books for parents and Sunday school organizers, school prayers, books for pupils, teachers and self-education, surveys of youth publications, methodical recommendations, correspondence, archival documents, reviews, memoirs. It is worth to mention his conclusions about the status of a scientist in society, which contains a fairly accurate statement: "To the detriment of our culture, we have not created a nationwide cult of honor of scientists" [8, p. 135]. He substantiated his vision of the need for moral support to people devoted to science and saw in a true scientist a person who devotes his life to a particular industry and does not break the norms of "...the most sophisticated scientific ethics" [8, p.135], criticizes the achievements of others researcher, honors the authors of publications for their personal positions, even when they exceed his own achievements, does not deal with the disclosure of scientific miscalculations.

He considered that the basis of spiritual culture is the scientific service of domestic scholars to the Ukrainian people. He directed these scientists to form "scientific conscience" [9, p.9], which keeps from negative deeds and contributes to active, effective work; pointed to the importance of language knowledge, because it is necessary for the development of erudition, "... reading other literature"; noted the need for a special attitude to using time, emphasizing the fact that "... time is valuable, and therefore do not spend it on useless reading" [7, p. 110]; advised to "endure much", considerably and critically treat "to every obstacle" on the path to discovering the truth. For him, the value was "the order of life and work, as well as the purity of mind, soul and heart" [7, p. 111]. As to critique of the achievements of scientists, he wrote: "Criticism may be different, it can be useful or destructive. Hyperbolic criticism is not good, but business criticism is calm and helps, and such criticism must be. An outrageous critique must be avoided" [7, p. 116]. The most important was the self-critical attitude of the researcher to his work.

Another well-known scientist M. Pirogov in his portfolio had a significant number of pedagogical works. Among the most famous, devoted to the development of the university scientific school, are "School and Life", "About the transformation of the Odessa Lyceum into the University", "About the creation of a pedagogical seminary at the University of St. Volodymyr in Kyiv", "Sunday and holiday schools for the craftsmen population", "About the permission for teachers to use their textbooks and instructional handbooks for teaching", "About holding the congress of teachers of natural sciences in the gymnasium in Kiev educational district", "Letters from Heltersburg" [12] etc., which reveal a number of ideas that still concern the educators and are relevant to the application. Taking care of the quality and content of studies at universities, he noted: "It is impossible to separate the academic education from scientific in the university. However, scientific still shines and warms without education. But educational without a scientific... only flickers" [10, p. 303]. In his opinion, real teachers awake students' interest with a simple hint of unproven beliefs, and this is sometimes more likely to interest a student than simply giving knowledge. Science, in his understanding, justifies doubts, hesitation, accepts nothing on the word.

The scientist supposed that the formation of students' need for independent reading of scientific books and lectures in this way is very important. He suggested to implement a Socratic method of study in the form of conversations, the main purpose of which is to discuss the basic issues of science. Analyzing the problem of the teacher's attitude towards student youth, M. Pirogov emphasized the importance of the humane relationship between mentors and students, pointing out that only those who want to study should study. In the work "University question" the scientist substantiated the position about the scientific authority of the mentor, which is important for the management of students' scientific activity [10].

Analyzing the works of the representative of the Ukrainian diaspora G. Vaskovich, who for a long period of time was working outside of his native land, studied the process of development of Ukrainian education and highlighted his own positions towards it his publications, we can notice his special attitude to the level of training of teaching staff, providing them with the necessary methodological assistance. The content of the magazines "Light" and "Free Ukrainian School", which was especially popular among educators at the beginning of the 20th century, was analyzed in his work "Schooling in Ukraine (1905-1920)" and focused on respect for the work of editorial boards and permanent authors who wanted to prove the importance of the Ukrainian language and education for the citizens of Ukraine.

His analysis of the training and retraining of educational staff, the implementing of Ukrainian disciplines into the education system of teachers remain relevant today. In addition, G. Vaskovich welcomed the periodical scientific and pedagogical editions, which contributed to providing the most advanced ideas in educational practice and informed the readers about the ways of their implementation. He told our contemporaries his vision of the historical mission of scientific and pedagogical editions at the beginning of the XX century and focused on the issues that could promote the dissemination of best practices in educational institutions [3].

The well-known Ukrainian pedagogue of the XX century G. Vashchenko, analysing a number of educational ideals, pointed out the importance of choosing one of them in the education of Ukrainian youth. The scientist warned that the educational ideal can not be sufficiently reproduced in the various perfect pedagogical systems, because it "... is created by centuries and traditionally passed from the older generations to the younger, who supplement it and improve it" [4, p. 10]. The quality of the formation moral qualities in Ukrainian youth, the ability to influence their becoming as highly educated, competent citizens, oriented on national and universal values depends on its acceptance. At the heart of the theory of education Gregory Vashchenko saw national ideology, psychology, philosophy, morality, ethics, aesthetics, consciousness. Among the means of their formation, he called a mother tongue, history, national art, religious educational traditions, family and everyday culture. According to Gregory Vashchenko, the important features of the young people's can be formed due to music, song, sculpture, literature etc. According to him, talented youth should be noticed and supported, because young people can provide the expected results in each sphere of activity in the future [4, p.187].

Important for our time, the ideas of textbook creation are found in S. Chavadarov's legacy, who has developed methodical recommendations about creating books, because, according to the scientist, the false practice of annual creating text-books influence bad on teaching, leads to neglecting of the theory, and hence not following the principle of systematic learning [6]. There are the following recommendations:

- content analysis: assessment of the degree of science, consistency and systematic presentation, selection of material according to the criteria of its social significance and significance for science, the availability of educational value;

- analysis of principles and techniques of construction: the volume of the proposed material and its orientation to clearly defined units of time, the quality and meaningfulness of exercises for independent work, ensuring repetition and consolidation of knowledge, multilevel tasks;

- the quality of verbal expression: the accessibility of vocabulary, brightness, emotional saturation, vivacity;

- problem presentation;

- design of the textbook: quality of illustrations, compliance of fonts with hygienic requirements and their alternation.

It is important to consider these methodical recommendations in our time during discussions the issues of preparing high-quality educational publications in the public and scientific circles [6].

Scientific interests of M. Gryshchenko are connected with the development of the most important issues of educational work in the institution of higher education. He developed the theory of raising the level of pedagogical training of students, educational work with freshmen, didactic advice to young teachers, critical issues of defectology. The actual issues of planning, accounting and documentation, organizing methodological work in special boarding schools, requirements for lectures at extramural department of higher education institutions and many others have been analyzed.

His scientific interests were related to the study of higher school didactic issues. Under his leadership and direct participation the course "Fundamentals of Pedagogy of Higher School" was created. This course prepared graduate students and young teachers for work at a university [5, p. 1].

M. Gryshchenko's ideas inspired his colleagues' to creative work, among them we can mention D. Sergienko who considered that socially useful labor is an integral part of education and upbringing, which has a pedagogical significance only if it corresponds to the educational objectives of the school and correct pedagogical leadership of it [11].

He paid special attention to the problem of vocational guidance and noted: "Professional orientation is a multifaceted social problem that combines social, economic, pedagogical, psychological and medical-physiological aspects, its purpose is to help each pupil to choose a profession that is in line with his interests, inclinations, health, features of the character and needs of society" [11, p.94]. His scientific and pedagogical heritage contains many terms and concepts (for example, polytechnical outlook, industrial practice, labor discipline, inter-school educational and industrial complex etc.), which require further analysis, possible refinement.

A. Aleksyuk is among those who have in their work and experience relevant ideas for the current education and science. He paid attention to the independent work of students and believed that autonomy in gaining knowledge facilitates the acquisition of skills to see the purpose and content of work, to provide self-education [2]. The scientist divided all kinds of independent work of the students into works of the reproductive type, creative and combined. He also singled out teacher's management function concerning cognitive activity of the student. A. Aleksyuk stated that under current conditions it is important to ensure a high level of lectures and the lectures must form scientific thinking of students. He convinced of the necessity of carrying out classes with problematic content, that reflect the latest achievements of scientific, technical and social development [2].

Conclusions. Analyzing the Ukrainian scholars's views about practical training of future specialists in the field of

education, we can notice their complementarity and proximity, the importance of ideas and approaches to solving important problems in the educational field. Valuable ideas have been found in the scientific and pedagogical works by I. Ogienko, M. Pirogov, G. Vaskovych, G. Vashchenko, S. Chavdarov, A. Aleksyuk, M. Gryshchenko, D. Sergienko. All these pedagogues researched teachers' scientific activity, their attitude to student youth, support in obtaining the necessary information by means of preliminary reading of literature on the topic of lectures, level of training and retraining of personnel, the importance of periodicals in spreading knowledge, the role of vocational guidance and socially useful work in choosing a life course etc.

Today, as in the period of their activity, there is a need to provide educational institutions with qualified staff, to organize their retraining, to support scientific and methodological support of professional activity, to increase the hours of independent work of students, to introduce new methods of teaching, to use of technical means of training, transition to rating control during the assessment of knowledge, to increase the level of conducting lectures, to increase the volume of practical and laboratory work. Learning this experience by analyzing the works of scientists is an impetus for the development of new approaches of training in the field of education.

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А. Марушкевич, д-р пед. наук, проф.
Київський національний університет імені Тараса Шевченка, Київ, Україна

ІДЕЇ ПРАКТИЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ ОСВІТНЬОЇ СФЕРИ В АНАЛІЗІ УКРАЇНСЬКИХ УЧЕНИХ-ПЕДАГОГІВ

Представлено окремі ідеї щодо практичної підготовки майбутніх фахівців освітньої сфери в аналізі українських вчених-педагогів, чий імена відомі в Україні та за її межами. Акцентовано увагу на важливості прийняття окремих із них як актуальних до реалізації в сучасних умовах розвитку вітчизняної освіти. Зорієнтовано науково-педагогічних працівників закладів вищої освіти на поповнення свого досвіду знаннями про забезпечення навчання та виховання майбутніх фахівців зі спадщини визначних персоналій минулого. Зазначено актуальні ідеї І. Огієнка щодо важливості самокритики людей науки до їхньої роботи, ставлення суспільства до наукової роботи вчених, яка недостатньо оцінена, але є основою духовної культури. Розглянуто уявлення М. Пирогова про важливість університетської освіти, формування потреби студентів у самостійному читанні наукової літератури. Виявлено позицію Г. Васильовича щодо рівня підготовки педагогічних кадрів, надання їм необхідної методичної допомоги, публікація періодичних наукових і навчальних публікацій, що сприятиме впровадженню найбільш передових ідей у навчальну практику та інформування читачів про шляхи їх реалізації. Представлено аналіз низки освітніх ідеалів українського педагога Г. Ващенка та бачення важливості правильного вибору в освіті української молоді, оскільки від формування моральних якостей молоді залежить якість формування освітнього ідеалу. Доведено важливість ідей С. Чавдарова щодо створення підручника. На його думку, фальшива практика щорічного створення підручників негативно впливає на викладання, призводить до ігнорування теорії. Обґрунтовано важливі погляди М. Грищенка на підвищення рівня педагогічної підготовки студентів, виховну роботу з першокурсниками, дидактичне консультування для молодих вчителів. Увага приділяється аналізу самостійної роботи студентів А. Алексюком, оскільки, на його думку, самостійність в отриманні знань допомагає набутти навички та уміння бачити мету та зміст роботи, забезпечувати самоосвіту. Розглянуто думки О. Духновича про наставника як про особу, обдаровану особливими якостями, серед яких – справжній виклик, повага до порядку та володіння чітким способом навчання.

Ключові слова: практична підготовка, заклади вищої освіти, українські учні-педагоги, аналіз, ідеї, досвід.

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O. Plakhotnik, Dr. of Pedagogical Sci., Prof.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine
A. Kondratiuk, Assoc. Prof.,
National Pirogov Memorial Medical University, Vinnytsya, Ukraine

THE FORMATION OF THE METHODOLOGICAL COMPETENCE OF FUTURE TEACHERS BY MEANS OF PEDAGOGICAL PRACTICE

The article reveals pedagogical practice as an important component of the formation of the methodological competence of future teachers. Methodological competence as an important tool for the teacher training is examined in the relationship of its structural components. It has been shown that among all key competencies for future teachers training the mastering the methodical competence means of pedagogical practice is absolutely important since it reflects the ability of future teachers to effectively engage in educational activities, to creatively implement the acquired theoretical and practical experience involving effective technology training and development. The article reveals the results of an empirical study aimed at revealing the dynamics of the formation of key competencies in the context of early professionalization. The lack of methodological competence as a new integrative personality issue of future teachers is assumed to become a barrier in the situation of the fulfilling professional tasks. The following methodologies were used in the empirical study: B. Dodonov's methodology "The Formula of Motivation"; the methodology of T. Dubovitska "The Level of Professional orientation". In order to study the personality-reflexive criterion as one of the components of the methodological competence of future teachers, the methodology of A. Lazukin and N. Kalin "Creativity Manifestation" has been adapted and, moreover, the author's questionnaire has been used. The sample consisted of 111 teachers and 362 students, 186 students of which belonged to the experimental group (EG), and 176 – to the control one (CG).

Keywords: professional training, key competences, pedagogical practice, methodological competence of future teachers.

Problem statement. The dynamic processes in modern society put forward high demands on specialists of different fields and, in particular, on the personality and professional skills of teachers. Innovations in the system of higher education are stipulated by the socio-economic, intellectual and spiritual levels of the development of our state and by the recommendations of the Council of Europe, the requirements of the Bologna Convention which aim to prepare a highly qualified specialist who is aware of his own subject and is able to transfer his knowledge and experience to others. The achievement of this goal is possible only subject to significant changes in the process of specialists training. At the present stage of the development of science and education, the problem of forming the key competencies of the future teachers such as professional, communicative, methodological, social, subject and other, that will ensure their full functioning in society, high competitiveness in the world labor market and successful self-realization in various spheres of life, first of all in the professional one, becomes urgent. For the future teacher's training, mastery of methodological competence is extremely important since it reflects the ability of future teachers to fruitfully engage in educational activities, creatively implementing the acquired theoretical and practical experience and involving effective teaching and development technologies.

The conducted analysis of scientific research works has shown that the provision of the professional training of pedagogical staff does not cease to be relevant and is reflected in the works of a large number of both Ukrainian and foreign scientists. In particular, the content and requirements for the training of future specialists in higher education institutions are determined [1; 6; 9; 15; 20; 21] the ideas for the implementation of innovative approaches, including a competency one, are being developed [4; 7; 10; 12; 13; 16; 17] a number of studies are devoted to the determination of the place of pedagogical (teaching) practice in the process of vocational training [1; 3; 5; 10; 11] that emphasizes the importance of the formation of the methodological competence of the future specialist as a structural component of the professional training of a future specialist.

Purpose and tasks of the article. The purpose of the article is to investigate the process of the formation of the methodological competence of the future teacher by means of pedagogical (teaching) practice, taking into account such features as methodical literacy, methodological thinking, methodical reflection, methodical culture, on which the effectiveness of acquiring methodical competence by future teachers as one of the important tools for modernizing the educational process in high school depends.

Tasks: 1. To analyze the process of forming the methodological competence of the future teacher and its structural components from the point of view of ensuring positive influence on the development of professional and educational activity by means of pedagogical practice; 2. To substantiate the purpose, tasks and content of the pedagogical (teaching) practice, outlining the multi-vector process of mastering the methodical competence of the future teacher by emphasizing that pedagogical practice involves the context inclusion of the student into a real educational process with the aim of qualitatively filling all components of methodological competence, forming the harmonious personality of the teacher.

Research methods. In order to study the state of formation of the methodological competence of the future teacher by means of pedagogical practice the curricula and programs of different types of practices have been analyzed, individual interviews, questionnaires, pedagogical observation, individual and group discussions with students and teachers have been conducted, the method of expert evaluation was applied. The methodology of B. Dodonov "The formula of motivation" as well as the methodology of T. Dubovitska "The level of professional orientation" were used. In order to study creativity as one of the indicators of methodological competence of the future teacher, the methodology by A. Lazukin – N. Kalina "The manifestation of creativity", as well as the author's questionnaire, was used.

Results of the theoretical study. It is known that vocational and methodological training of future teachers of any field is based on the study of methods of teaching different disciplines and methods of conducting extracurricular work, it is also provided in the process of studying psychological and pedagogical disciplines, passing educational, pedagogical practices, as well as through methodological direction of teaching of fundamental disciplines, which provides the effectiveness of the professional training of a future specialist.

Taking into account the definitions of methodological competence which are used in scientific circulation and the essence of the concept of "competence", the methodological competence of the future teacher can be interpreted as the ability to effectively build an educational process based on the system of special-scientific, psychological and pedagogical, methodological knowledge, vocational and methodological skills, individual psychological characteristics and the experience of their use in the process of the activity. Under such conditions, there is a need for a comprehensive teacher education system that will combine traditional educational methods with the newest, more effective technologies, as well as promote the content and structure of the students' methodological training itself [5; 11; 12]. In this context, there is a need to consider the main components of methodological competence in the course of practical training. Thus, it is necessary to highlight the importance of methodological literacy (methodological knowledge, skills and abilities), which receive a qualitatively new level of their development since the acquired theoretical experience is internalized and verified in the activity during the pedagogical practice, there is also an intensification of the connection of methodical thinking with other forms of thinking that can be explained by the performance of the cognitive activity of the future teacher directly in the school environment, immersed in the atmosphere of the real educational process. Pedagogical practice is, at the same time, an incentive for the development of methodological reflection of a future specialist. Considering the individual process of reflection, its development directly influences the ability of future teachers to be the subject of their own professional activity, as well as stimulates them to self-improvement by means of constant self-knowledge, self-development, self-education with the aim of quantitative and qualitative multiplication of the results of their work. Pedagogical practice, first of all, is the basis for the development of all components of methodological culture, the content of which is updated and enriched in the course of performance of the future teacher of professional functions. In direct interaction with all subjects of the educational process, the future teacher creates value orientations and establishes his own vision of the pedagogical profession, examines methodological techniques and tools, develops the ability to creativity [5]. Considering methodological culture as an integral part of professional culture, E. Passov emphasizes the close interaction between the acquired social experience and all kinds of teacher activities (cognitive, control, motivational, communicative, organizational, adaptive, and design) [14]. Such interaction between all of these activities of a teacher may

greatly manifest itself in the process of pedagogical practice, ensuring the implementation of methodological competence.

A number of scholars acknowledges the mastery of students basic forms of organization of educational work, the functions of pedagogical activity of teachers, vocational and methodological tools on the basis of knowledge, skills and abilities obtained in higher educational institutions, as well as the formation of professional qualities of the teacher's personality, ensuring the effective work of the future teacher in educational institutions to be the main purpose of the pedagogical practice [16–19]. The objectives of the pedagogical practice are determined by the general goals of education at a particular stage of economic, geopolitical, social and spiritual development of our country. Based on the goals of the pedagogical practice, one can determine the following tasks:

- the formation of the psychological readiness of students for educational work by providing the necessary conditions for their professional adaptation, formation of a respectful students attitude towards the profession of a teacher;
- the generalization, consolidation and deepening of theoretical knowledge in the psycho-pedagogical and professional cycle and their use in practical activities for solving specific educational situations, that is, improving the methodological literacy of future teachers of the humanitarian field;
- the development of future professional skills of practical activity in secondary school, personal characteristics, professional and methodical culture of the teacher;
- the formation of the need for methodological reflection in the practice that encourages them to continuous self-education, self-improvement and sustained interest in the subject of teaching from the humanitarian cycle and the profession of teacher as a whole;
- the acquaintance with current educational normative documents, modern methods, means and forms of educational process, didactic-material complex in secondary school, effective innovative teaching technologies in the light of humanization and humanitization of education;
- the promoting of the development of future self-reliable independent teachers in the preparation and implementation of various forms and types of educational and methodological work with all members of the school staff;
- the formation of students' research and creative attitudes to pedagogical activity on the basis of skills to non-typically solve typical educational tasks, to critically and objectively analyze professional activity of fellow practitioners and experienced teachers;
- the development of individual psychological qualities, pedagogical abilities of students, which is a prerequisite for the formation of their methodical skills and culture, personal style of interaction among all subjects of the educational process;
- the diagnostics of the suitability of the chosen teacher's specialty.

Here are some examples of various forms of pedagogical practice of teacher training: informative, educational (the first courses), summer camp (after the third year of study in higher educational institutions), and actually professional, teaching (on senior courses of higher educational institutions). Each form of pedagogical practice focuses on various aspects of the teacher's activity, but in general as an integrated component of future teacher training, pedagogical practice carries out several basic functions:

- adaptive, which manifests itself in the direct involvement of the student in the educational process. The trainee not only acquaints himself with the peculiarities of various types and forms of organization of work in the secondary school institutions, but also adapts to the rhythm of the pedagogical process and life of the school staff;
- education, which is realized in the practical examination of theoretical knowledge gained during the years of studying in the higher educational institutions, which from the plane of ideal ideas gradually pass into the system of real views and attitudes of the future teacher;
- developing, which manifests itself in the personal and professional development of a trainee;
- diagnostic, which is realized in the assessment of future teachers of the specified field of their professional and personal suitability for the profession of a teacher. The student can analyze his emotional readiness to interact with his students, their parents,

teachers and the administration of the secondary school predominantly in practice. The professional and personality characteristics of the future teacher evolve and manifest in the process of real pedagogical practice.

The above functions of pedagogical practice are traditional, but new requirements for the organization of education dictate the need to introduce additional functions, in particular, research (which is reflected in psycho-pedagogical and methodological studies, methodical experiments that students conduct in the course of pedagogical practice) and reflexive (this function of pedagogical practice is manifested in the fact that future teachers are able to analyze the level of their professional duties directly in the educational process, realize their mistakes and shortcomings in training and pick an effective means to address them in order to improve their professional level).

According to the curriculum, the process of pedagogical practice, as a rule, begins with the second year of study and lasts until the end of the training in higher educational institutions, transforming into a professional pedagogical activity. This is an embodiment of the idea of continuity when the future teacher gradually masters the peculiarities of working with students of almost all age groups in educational institutions of different types – from junior pupils to school-leavers, and is ready for self-education and self-development throughout his/her life.

A prerequisite for the organization of the practical training is the versatile orientation of the future teacher in all spheres of pedagogical activity, which includes the educational activity of students, its appropriate methodological support, the search and research work of the teacher and the mastery of its methodology. It is known that each form of pedagogical practice has its own peculiarities, guided by which we distinguish the pre-subject (pre-professional) and subject (professional) pedagogical practice. Pre-subject pedagogical practice is a specially organized process of checking the verity of scientific knowledge and acquired general theoretical experience.

The high-priority task of this practice is to integrate the theoretical preparation of students of the disciplines of the psychological and pedagogical cycle in their practical application in the course of studying a particular school team and an individual student. During this form of pedagogical practice, students should be motivated to further deepen their knowledge of pedagogy and psychology, the awareness of the need to take into account the age-specific characteristics of each student and develop an individual approach to students of every level of education.

The next step in vocational and pedagogical training for future teachers is the teaching pedagogical practice of third-year students, which takes two weeks for the representatives of philological and three weeks for the representatives of historical specialties. This practice is an activity continuation of classes on the course of pedagogical skill and is conditioned by achievements of the goals set by this course. Unlike the previous type of the pedagogical practice, the key tasks of teaching pedagogical practice is to involve students in active independent work with pupils of a certain class, to create favorable conditions for diagnosing the professional and active ability to realize the acquired knowledge, skills and experience of pedagogical activity, to promote educational and cognitive interests of pupils, to stimulate the development of creative abilities and opportunities of future teachers of the specified field.

The next kind of the pedagogical practice is the summer pedagogical practice, which students take after the third year during the summer holidays in children's health centers (CHC), where the future teachers are formed, first of all, as organizers of extra-curricular and out-of-school work. The total duration of this type of pedagogical practice is four weeks for philologists and three weeks for students of the history faculty.

The main tasks of the summer pedagogical practice are the formation of the professional and personal qualities of the teacher, immersion in the search for creative approaches to the organization of work in the CHC and other educational institutions, the enrichment of psychological and pedagogical knowledge and the experience of interaction with the children, which is united for a short time for active leisure time and health improvement. The considered forms of pedagogical practice are integral elements of the pre-teaching (pre-faculty) training of students common to all future teachers, since these forms of so-called passive teaching practice as a means of the formation of students as teachers, class teachers regardless of their chosen specialty. These types of practices enable students to

learn about school life from the point of view of psychology and pedagogy, to analyze the specifics of dealing with children of different age groups and to find out the personal suitability of the chosen profession of a teacher.

All stages of pedagogical practice involve future teachers in professional activities, but it is teaching practice in the fourth and fifth courses of the higher educational institutions that has the nature of contextual education (the term was introduced by Verbitsky, 1991). In other words, trainees are faced with professional contradictory and complex situations and make every effort to find effective ways to solve them.

The main tasks of this form of teaching practice are the intensive development of all the components of the methodological competence of the future teacher, the acquisition of qualifying professionally significant knowledge, skills and abilities of the chosen specialty in the course of performing duties as a teacher and a class teacher of primary and middle school pupils, the involvement of a trainee in various directions, forms, types, methods of work of a certain secondary school.

Being a teacher in the course of educational practice at the primary and secondary levels of secondary school, students are largely implemented of methodological competence based on the motivation-oriented target criterion through the awareness of internal and external motivations to master the indicated competence, forming a stable motivation to self-improvement in this field.

At the same time, the implementation of methodological competence according to the activity criterion occurs while adaptive skills and knowledge are evolved which appear in the skills of practitioners to adapt the selected forms and methods of work to the psychological characteristics of students of a certain age group; motivational skills and knowledge that help future educators encourage their students in active learning and academic outcomes; operational, constructive, reflexive and evaluative skills that provide successful planning and conducting lessons, the ability of future human resource teachers to effectively use various information resources and engage information and computer technology in their activities as well as evaluate students' and own achievements objectively. The development of communication skills moves to a new reproductive-productive level in the course of subject-subject interaction of future teachers with pupils.

While carrying out the functions of class teachers, forth-year students implement their methodological competence by activity criterion due to the development of prognostic skills. They are manifested in the future teachers' ability to perform pedagogical predictions and to predict the results of work, which is designed and organized taking into account pupils' age and psychological characteristics, which promotes the development of future teachers' designing and organizing skills.

Methodological competences are actively implemented by a personal-reflexive criterion in the process of carrying out the functions of both a subject teacher and a class teacher during teaching and pedagogical practice in elementary and secondary schools. That is analytical, reflective and evaluation skills develop in course of study various forms of work, teaching materials and pupils' activity, when determining the level of pupils' mastery of humanities subjects which are taught.

It should be noted that these abilities develop simultaneously: the ability to work with scientific literature develops along with the ability to analyze new information; the ability to use diagnostics methods requires getting acquainted with the existing experience etc.

The second stage of the teaching pedagogical practice is the teaching practice in high school which students have on their fifth year of study in different types of higher educational establishments by the same principle as in the fourth year.

The main tasks of this form of pedagogical practice are the improvement of all components of methodological competence, the development of professional and personal characteristics of the subject teacher, the formation of the vocational and methodological skills on the basis of the acquired for five years of study in the higher educational institutions theoretical and practical experience working with students of different age groups in the process of performing the corresponding functions.

During the educational practice at the top level of higher education, students perform three roles: as teachers of the main specialty (majors), as teachers of an additional specialty and as class teachers.

The diagram shows the place of each type of pedagogical practice, based on the number of hours allocated to its programs for these specialties.

It can be seen from the diagrams (Fig. 1) that the pre-subject teaching pedagogical practice that future teachers pass during the second and the third years of study in the higher educational institutions, constitutes 36 % for students of philological specialties and 38 % for students of historical specialties from the number of hours determined by the corresponding curricula for their conduct. Almost twice as much time – 65 % – is allocated to the subject pedagogical

practice, which students of both specialties pass during the fourth and the fifth years of study in the higher educational institutions. However, it is common for future teachers at all stages of pedagogical practice to explore the level of development of components of methodological competence, to observe the drawbacks in their development and to identify ways to improve this competence. The development of methodological competence of future teachers of the humanitarian field will be at a high level in terms of serious attitude to all types of pedagogy and constant search for ways of professional and methodological self-improvement.

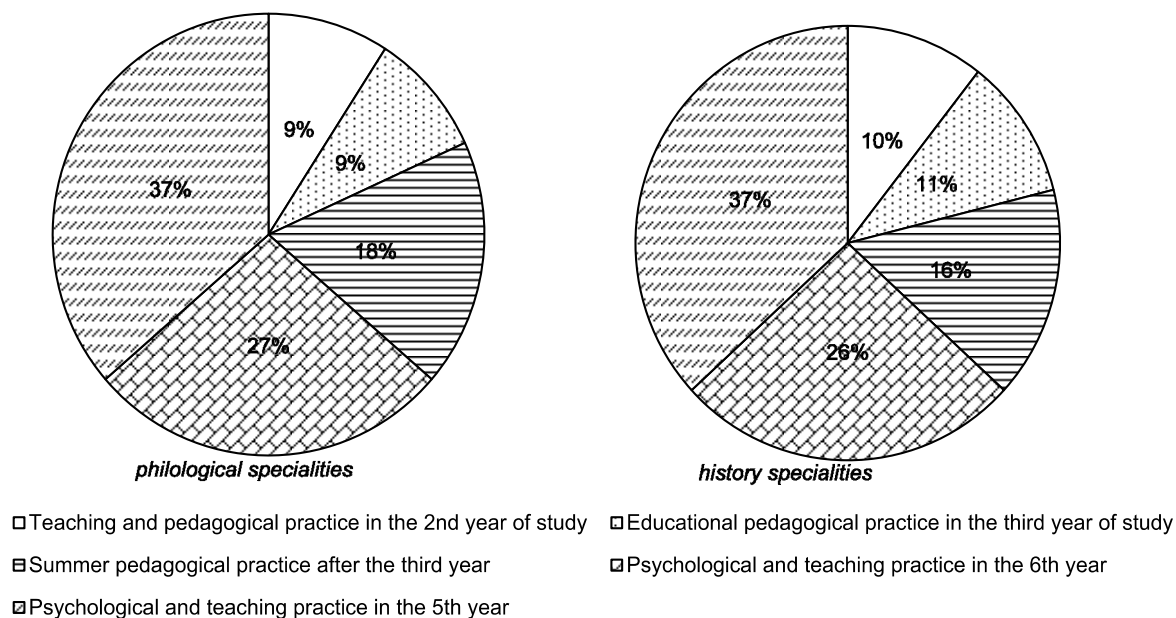


Fig. 1. Structure of pedagogical practice for students of humanities

Results of the empirical research. Let us consider the methodology of studying the formation of methodological competence of future teachers in the process of pedagogical practice, which includes the tools for diagnosing the preparedness of teachers to methodological competence and methods of processing and checking the statistical significance of the experimental data. The sample consisted of 111 teachers and 362 students, 186 students of which belonged to the experimental group (EG), and 176 – to the control one (CG).

The respondents were offered evaluative judgments on the problem of methodological competence that they had to continue by choosing the answer that most accurately reflects their actual state of affairs on the subject or to suggest their own variant.

To assess the level of methodological competence of future teachers, criteria and their indicators were determined: *the motivational – target criterion* (the stability of humanistic value orientations, the availability of the need for mastery and improvement of methodological competence, level of motivation to have the pedagogical practice), which was determined according to B. Dodonov's methodology "The formula of motivation" [8, 11-12]; *the activity-cognitive criterion* (the degree of possession of the skills in constructing a training process on a humanistic basis; the level of the development of research skills; the level of professional mobility) for the determination of which the modified method of T. Dubovitskaya "The level of professional orientation" [16, 145–147] was used; *the personal reflexive criterion* (the level of manifestation of individual-psychological characteristics, the ability to critique and self-analysis, the presence of reflexive abilities, the degree of possession of the skills of control and self-control, the ability to continuous self-education and methodological self-improvement). To characterize the personality-reflexive criterion, we adapted the method of A. Lazukin-N. Kalina "The creativity manifestation" [16, 122–124].

The content component of the levels of mastery methodological competence by future teachers was studied using the expert evaluation method. Experts evaluated written answers of respondents for

questions related to methodological knowledge necessary for effective organization and conducting of pedagogical practice from 0 to 10 points on the defined criteria. To study the procedural component of the methodological competence formation, an expert assessment and self-assessment of skills were used based on the analysis of the products of the future teachers in the process of pedagogical practice, in particular, methodological developments and their approbation. Each skill was rated from 0 to 10 points.

In order to study the level of mastery of methodological competence during both parts of the experiment, integrated questionnaires for teachers and students were developed. The questionnaires were anonymous. A key-decoder was made for the processing of the results in accordance with the questionnaires, through which the determination of readiness to master the methodological competence of respondents was carried out. The results of the experimental study were processed using the statistical information processing package SPSS, which, in particular, includes the application of such statistical methods as the calculation of averages, variances, correlation analysis, methods for comparing initial statistics and the usage in order to determine the significance of the discrepancy between certain indicators, including effective, relevant statistical criteria. The results of the analysis show that 67.3 % of teachers and 55.8 % of students recognize pedagogical practice as the main means of methodological competence formation, and 22.7 % of teachers and 27.7 % of students determine this competence to be theoretical and practical grounds for forming.

Having analyzed the goals, tasks and structure of each type of pedagogical practice, it has been established that the fourth year training practice (27 % for philological students and 26 % for students of the history department) and the fifth year training practice (36 % for philological students and 37 % for history department students) are the most important for the most intensive development of all components of methodological competence since at that time future humanitarian teachers are involved in the widest range of educational

activities, implementing the greatest number of pedagogical functions in cooperation with all the individuals of the educational process.

Future teachers of the humanitarian field admit that they had not had sufficient methodological competence before having their pedagogical practice: 37.1 % of the interviewed students assert that they had known only theoretical issue and 36.2 % – had partly possessed the most important facts. 16.2 % of respondents admit that they are not knowledgeable in the field of methodological competence, while 7.6 % of future teachers believe that all their knowledge is the result of their own practice. It should be noted that among all the questioned students, only 8.6 % stated that they fully possess all the information in the field of methodological competences and, accordingly, they are ready for pedagogical work in higher educational institutions. These data indicate that the level of formation of methodological competences of the overwhelming majority of the interviewed future teachers is insufficient and is based only on theoretical principles.

Regarding the attitude of future teachers to the importance of incorporating methodological competency in the process of vocational training, the overwhelming majority of them – 55.2 % – are unanimous as for the fact that methodological competence is an essential element of vocational training. 18.1 % of the respondents agree that the methodological competences should be developed only in the last years of studying in the higher educational institutions, and 12.4 % – that it is important, though indirectly, to include this competency in the process of professional teacher training. No respondent believes that methodological competencies should not be included in the process of professional training of future teachers, which is evidence of students' awareness of the importance of a methodical component in the process of obtaining an educational profession.

Since the students of the fourth and fifth courses of the humanities have not very rich real pedagogical experience, the formation of methodological competencies within the higher educational institution is carried out through the accumulation of theoretical knowledge on the method of teaching specialty subjects (37.3 %) and through active participation in practical and laboratory classes in pedagogy and methods of teaching a professional subject (28.7 %). One sixth of the respondents (16.6 %) argue that the monitoring of methodological novelties and innovations contributes to the process of forming them in the methodological competency and 13.4 % of respondents are methodologically improved by visiting methodically oriented measures. Note that 5 % of the interviewed future teachers of humanitarian disciplines believe that the formation of methodological competencies in higher educational institutions does not occur. This testifies that not enough attention is paid to this competency in today's professional training. Moreover, necessary conditions for its qualitative development during professional pedagogical preparation are not always created.

Concerning the possible sources of improvement of methodological competences, almost half of the respondents (45.7 %) use Internet sources, information and computer technologies. This result can be explained by the active penetration of the latest information technologies in every sphere of human life, including the professional and methodological growth of future humanitarian educators. The parts of classmates' lessons (21 %) and methodical literature and periodicals (15.2 %) are less popular but equally important sources of improvement of methodological competences today. A sufficiently large part (18.1 %) of future teachers of the humanities is systematically enriched by participation in methodological activities held at the faculty. The level of the organization of these types of work and the motivation of the students to participate themselves may be the evidence of such results.

In the view of the duration of the development of methodological competences two thirds of the questioned (67.6 %) agree that this competence should be developed throughout the professional activity, while 21 % of future teachers of humanities consider that for each teacher the duration of the development of this kind of the competence is different. Only 11.4 % of the respondents assert that the outlined competence should be fully formed during studying in the higher educational institutions. In other words, students of the humanities support the idea of lifelong education and believe that the development of methodological competences is not an exception to this process.

As to the factors stimulating future teachers for the development of methodological competences, for the most part (57.1 %) of the

students of the humanities such a factor is the need to be a professional in their craft. The aspiration to maintain the interest of students in their subject and the teacher stimulates the mastery of the methodological competences of 14.3 % of respondents and 15.2 % of future teachers of the specified specialization expressed the desire to always be in the field of pedagogical and methodical innovations. In the process of developing methodological competences 10.5 % of respondents are guided by the desire to get the highest results making little effort and 6.7 % are guided by the need to recognize their own mastery by fellow students. These data suggest that future humanitarian teachers are more likely to be stimulated by inner stimuli rather than external ones in the development of methodological competences, i.e., the level of motivation to master this competence is rather high.

While determining the factors that improve the formation of methodological competences of future teachers, 24.8 % of the interviewed students have chosen to experiment with the latest techniques and technologies during the planning and conducting of lesson parts during methodology classes, and 21.9 % of the students have chosen the ability to objectively assess each lesson (a part of the lesson) they have conducted. The ability to be constantly involved in self-education and self-development is the most important factor for one fifth of respondents (20 %), while 17.1 % of the representatives of the humanities stated it to be the unlimited access to methodologically-oriented sources on the Internet. According to almost the same number of future teachers of the specified specialization (16.2 %) the process of formation of methodological competence is improved on the basis of conducting methodological workshops with their participation.

The inadequate technical equipment of the faculty and / or the school for the time of pedagogical practice for the use of advanced training technologies (28.6 %), insufficient number of hours allocated to the subjects of the humanitarian field (28, 6 %), as well as students' unwillingness to conduct pedagogical work on non-standard, creative works (21 %) have been the greatest difficulties that students have to overcome during the development of methodological competences. 9.5 % of the future teachers of the specialized subjects during the formation of the methodological competence have to overcome low motivation to improve pedagogical skills. In addition, 8.6 % of respondents have difficulties due to the lack of necessary pedagogical and methodological literature. Only three students (2.9 %) stated to have no difficulties at all during the formation of methodological competences.

Thus, according to the given data the views of future teachers coincide in some issues concerning the peculiarities of the formation of methodological competences. In particular, the vast majority of respondents identify methodological competences as an essential element of professional training, which should be developed throughout their professional activities.

Conclusions. The analysis of Ukrainian and foreign psychological, pedagogical and methodological works testifies to the considerable interest of scientists in the problem of professional training of future teachers on the basis of the formation of methodological competence by means of pedagogical practice. Particular attention is paid to the formation of methodological competence of future humanities specialists as an integral part of professional competence – the ability to effectively build educational process on a humanistic basis, based on the system of special-scientific, psychological and pedagogical, methodical knowledge, vocational and methodical skills and abilities, individual psychological characteristics and experience of their use in the process of activity.

Taking into account the results of the analysis of the scientific research works, the criteria for the formation of the methodical competence of future teachers by means of pedagogical practice (motivational, target, cognitive, activity, personal-reflexive) as well as the corresponding indicators and levels (high, medium, low), on which the analysis of results of the experimental study was made, have been determined. The research allowed to state that it is expedient to introduce pedagogical conditions into the process of forming the methodical competence of future teachers such as the orientation of pedagogy to the development of methodological competence as a key component of vocational training; the conscious attitude of students to pedagogy as the first step in professional self-realization; openness to the mastering of educational and technical innovations; high level

of personality mobility of the teacher; high level of motivation for constant accumulation of pedagogical and methodical experience.

The obtained data confirm the need for further scientific research on effective means of methodological self-improvement and ways to enrich the methodological culture of modern teachers, the influence of personal characteristics of future teachers on the success of their vocational and methodological training, the role of innovative teaching methods in the methodological self-improvement of educators.

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О. Плахотнік, д-р пед. наук, проф.

Київський національний університет імені Тараса Шевченка, Київ, Україна

А. Кондратюк, канд. пед. наук, доц.

Вінницький національний університет імені М.І. Пирогова, Вінниця, Україна

ФОРМУВАННЯ МЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ ЗАСОБАМИ ПЕДАГОГІЧНОЇ ПРАКТИКИ

Розкрито важливу складову формування методичної компетентності майбутнього вчителя – педагогічна практика. Методична компетентність як важливий інструмент професійної підготовки педагога розглянуто у взаємозв'язку його структурних складових. Показано, що серед усіх основоположних компетентностей для професійної підготовки майбутнього вчителя оволодіння методичною компетентністю засобами педагогічної практики має надзвичайно важливе значення, оскільки вона відображає здатність майбутніх педагогів плідно займатися освітньою діяльністю, творчо реалізуючи набутий теоретико-практичний досвід, залучаючи ефективні технології навчання і розвитку. Наведено результати емпіричного дослідження, спрямованого на вияв динаміки формування ключових компетентностей у контексті ранньої професіоналізації. Передбачено, що несформованість методичної компетентності як інтегративного особистісного новоутворення у майбутніх викладачів стає бар'єром при виконанні професійних завдань. В емпіричному дослідженні використано методику Б. Додінової "Формула мотивації"; методику Т. Дубовицької "Рівень професійної спрямованості". Із метою дослідження особистісно-рефлексивного критерію як одного зі складових методичної компетентності майбутнього вчителя адаптовано методику А. Лазукина – Н. Каліна "Прояв креативності", а також використано авторську анкету. Вибірку дослідження становили 111 педагогів і 362 студенти, з яких 186 студентів належали до експериментальної групи (ЕГ), а 176 – до контрольної (КГ). Отримані дані підтвердили необхідність подальших наукових досліджень ефективних засобів методологічного самовдосконалення і шляхів збагачення методологічної культури сучасних викладачів, впливу особистісних особливостей майбутніх учителів на успіх їхньої професійно-методичної підготовки, роль інноваційних методів навчання в методичному самовдосконаленні педагогів.

Ключові слова: професійна підготовка, ключові компетенції, педагогічна практика, методична компетентність майбутніх учителів.

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O. Poliak, Ph. D. (Pedagogical Sci.), Assoc. Prof.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

FEATURES OF PRACTICAL STUDENTS' TRAINING IN OLEKSIY HRYHOROVYCH MOROZ'S SCIENTIFIC AND PEDAGOGICAL RESEARCH

The article deals with the scientific and pedagogical heritage of Moroz Oleksiy Hrygorovych, the issue of the importance of out-of-class modern students' work, the concepts and content of their individual work, pedagogical conditions of ensuring the individual educational activity of students of third level educational institutions. The article analyzes Oleksiy's Hrygorovych Moroz scientific and pedagogical heritage. It emphasizes the importance of effective organization and pedagogical conditions for providing individual student's work. It is concluded, that:

- *in conditions of students' creative cognitive activity intensification during the educational process individual work can not only be reduced to the implementation of normative home assignment;*
- *students' independence and creative activity are to be started not in the audience when listening to and acquiring lectures but when preparing for them in the laboratory, library, during practice in school etc. According to O.H. Moroz, this activity, with the transfer of students to senior courses, should assume the nature of research;*
- *with the material for independent study, the modern student is more motivated to perform creative research tasks, like preparation of papers, abstracts, research of school experience, presentation at student scientific conferences, preparation for colloquiums, writing of coursework, graduation works to further studying the problematic topics of lectures.*

Such individual and practical activity will be more pedagogically effective for the professional competence formation of a future specialist. Moroz also emphasized the importance of systematic and continuous nature of individual student work, which can be ensured not by increasing time for work but by its more rational distribution between subjects, according to the semester schedule, taking into account the significance of their specifics.

Keywords: *individual work, educational out-of-class work, effective pedagogical conditions, practical students' training.*

Formulation of the problem. New challenges faced by third level educational institutions require search for ways to improve their educational process. The transition to the implementation of the new paradigm of higher education means the renewal of all its parties: the content, forms of organization, methods and means of learning.

In recent time, the educational process in Ukrainian higher education institutions has become more complex in its tasks, more intense than its content. It requires a profound pedagogical rethinking of educational and professional processes, the principles and methods of teaching, education and formation of the personality of a future specialist. This is provided by significant changes in the system of higher education in Ukraine [2, P.6].

Research goal is to analyze the place and role of individual student work and determine the effective conditions for its provision as part of their practical training in the research of O. H. Moroz.

Objectives:

- analyze the subject of individual students' work in scientific literature;
- to study the components and their characteristics of out-of-class academic work in O. H. Moroz' studies;
- To substantiate the factors influencing the organization and implementation of individual educational students' work in third level educational institutions in Oleksiy's Hrygorovych Moroz scientific and pedagogical works.

Analysis of recent research and publications.

O. H. Moroz developed system of future teacher's psychological and pedagogical preparation, for example, humanization and humanitarization of the content of pedagogical education, improvement of individual educational students' work, formation future teachers' pedagogical creativity and professional skills, improvement of retraining of pedagogical staff quality etc. [8].

Ideas of students' autonomic activities were supported by famous surgeon and teacher M. I. Pyrogov, who came to the conclusion that classroom classes can be effective only after individual students' work. He made an exception for lectures from unpublished materials and for prominent lecturers. M. G. Chernyshevskyi also supported this thought. D.I. Pisareva believed that "true education is only self-education" [1, P. 35].

Study presentation. Moroz Oleksiy Hrygorovych (1940–2007) is Ukrainian teacher, public and political activist, academician of the Academy of Pedagogical Sciences of Ukraine, author of approx. 200 scientific works.

Scientific and pedagogical activity O. H. Moroz includes: teaching at the Rossochovtsy secondary school in Katerinopolsky district of Cherkasy region (1959–1960) and Yurkiv high school of Zvenigorod district of Cherkasy region (1960–1962); work as assistant at Gorky University (1968) in Department of Physics Teaching Methodology; Postgraduate student degree of the Department of Pedagogics at Taras Shevchenko National University of Kyiv (1968–1971); work as assistant, researcher, senior teacher of the laboratory of scientific basis of higher pedagogical education at Gorky University (1971–1974). He defended his Ph.D. thesis "Ways of ensuring continuity in individual study of students of secondary schools and students of higher educational institutions" (1972) and therefore became an Associate Professor of the Department of General Pedagogics Gorky University (1975) and then Deputy Dean of the Faculty of Physics and Mathematics at Gorky University (1974–1975); Acting Associate Professor, Department of Pedagogy, Gorky University (1975); Senior Researcher (Doctorate) of the Department of Pedagogy, Gorky University (1976–1978); Head of the Laboratory of Higher Pedagogical Education, Gorky University (1978–1981); Head of the Department of Scientific Foundations of the Department of Comprehensive School of Gorky University (1981–1986); defended his doctoral dissertation "Professional adaptation of a graduate of a pedagogical higher educational establishment" (1984); Professor of the Department of Scientific Foundations of the Department of General School of Gorky University (1985); Dean of the Pedagogical Faculty of Gorky University. In 1992–1995 he was a Minister of Education of Ukraine (1986–1991), a full member of the National Academy of Pedagogical Sciences of Ukraine (1992); vice-chancellor of the Institute of Postgraduate Education of Kyiv National Taras Shevchenko University (1995–1997); Professor of the Department of Theory and History of Pedagogy of the Ukrainian National Pedagogical University named after Drahomanov (1997–1999); Head of the Department of Pedagogy and Psychology of the Higher School of the National Pedagogical University named after Drahomanov (2000–2007).

O. H. Moroz's is honored for The Excellence in Public Education of the USSR (1983), the Excellence in Education of Ukraine (2004), was awarded with medals: "1500th Anniversary of Kyiv", "Veteran of Labor", "Medal of A. S. Makarenko", Order of "Saints Cyril and Methodius",

Diploma of Honor Verkhovna Rada of Ukraine, numerous certificates of the Ministry of Education and Science of Ukraine. He is the author of approx. 200 scientific works. Under the guidance of Academician O. H. Moroz 19 doctoral and 77 candidate's theses have been protected. For many years he has been the chairman and a member of the specialized councils for the defense of candidate and doctoral dissertations on pedagogy and psychology at the Drahomanov NPU.

Since 2010 at the National Pedagogical University named after. M.P. Dragomanov under the auspices of the Ministry of Education and Science of Ukraine and the National Academy of Pedagogical Sciences of Ukraine Morozov pedagogical readings are being held. These events are dedicated to the memory of the famous Ukrainian scientist, teacher, doctor of pedagogical sciences, professor and academician of the National Academy of Sciences of Ukraine Olexiy Morozov. Thematic meetings of Morozov's readings are held every two years [5].

In modern society, where the volume of information is constantly increasing, third level educational institutions prioritise individual students' work in quantitative and qualitative dimensions by reducing the auditorium time. In the framework of the systematic approach to the organization and implementation of the educational process in third level educational institutions it is provided ways to establish a link between the content, means and forms of learning, as well as between the educational and extracurricular activities of students at all stages of their pedagogical education [3].

Investigating the organization of individual work, O.M. Moroz determines that it is a form of training in which the student acquires the necessary knowledge, acquires skills and abilities, learns systematically, systematically work, think, forms his own style of mental activity. Its distinction from other forms of learning is because it involves the ability of the student to organize himself according to the tasks [4, P.48].

O.M. Moroz highlights such factors of effectiveness of individual students' work [6]:

- any work includes an element of individual work in the sense that a person learns a learning material always by him/herself;
- the actual work involves the greatest variety of forms of activity of those who study, therefore, provides the highest level of consuming;
- only an individual work, processing of the material gives knowledge and belief;
- individual work is the basis for the future self-education of a specialist, it forms the corresponding motivation and skills of self-education.

But preparation of students for individual work and management has a number of problems, which includes such components as motivational, technological and organizational. The first component is about creating high motivation – focused emphasis on the teacher's special significance of individual work among all other forms of learning. One of the meanings here should be giving sufficient time for individual work, which is planned as part of the educational process. The organizational component is closely linked to the motivational one. It is about proposing the reasonable time rates for these or other forms of educational work to students, as well as planning their homework taking into account these norms. In addition to reasonable time standards, psycho-hygienic and psychoprophylaxis standards are important to organize students [4, P. 48].

Technological component has no less value for individual work. The low level of student abilities prevents them from mastering even a fairly simple material. Therefore, the organizer of individual students' work faces the following

tasks: it is grounded to determine the correct amount of educational material, which is carried out for individual work and processing of the motivational and technological aspect of students' preparation for it.

Understanding the skills and abilities of students' individual work includes:

- ability to prepare for a certain type of activity (for example, a lecture or seminar session), participation in activities (for example, work at a seminar);
- general ability to perform educational work (for example, ability to make statements or make extracts);
- ability to plan their time, to carry out the agenda, the hygiene of mental work and psychohygiene.

Within the framework of his research, Oleksiy Hrygorovych offers to use classification types of individual students' work by P.I. Podkisty. He divides individual work to samples (solving typical tasks, performing various exercises according to the sample); reconstructive-variational (implying the need to reproduce not only the functional characteristics of knowledge, but also the structure of knowledge, the use of known knowledge for solving problems, problems, situations); heuristic (partially exploratory); creativity and research (related to the solution of certain issues, problems posed at lectures, seminars, laboratories, practical classes); individual research work (which implements the student's creative abilities) [7].

Educational abilities and skills for successful individual work include skills and abilities to work with pedagogical literature, that is a professional-oriented reading [4, P. 51].

To be specific, these are skills of intellectual-logical reading development, which include the following characteristics:

- orientation towards the perception and assimilation of the experience of previous generations, those knowledge that humanity has already accumulated in the field of pedagogical activity;
- reading as a special form of speech communication of people, which is carried out with the help of printed texts, involves a certain exchange of information, knowledge, results of work;
- understanding it not only as an active form of verbal written communication, but also as a reading-dialogue, reading-conversation, perhaps as a controversy between the reader and the author;
- such reading is usually aimed at the further use of the useful information received either directly or in the form elaborated by the author;
- the direct reading of pedagogical literature, in a certain way, influences the decision of specific tasks of educational work, forms personal views, positions, instructions for the future pedagogical activity;
- ability to revive knowledge collected in print sources, turn them into an informational basis for pedagogical activities of a student and a teacher;
- it involves the obligatory presence of the reader in the established plan of hope, the hypotheses with which he begins to read any text;
- in the process of reading there is a meaningful interaction between the two participants in communication: one tries to influence another in accordance with personal views and ideas about the object being described;
- subordination: in a dynamic hierarchical structure of the activities of a teacher or a student, it never acts as a leading activity, but always subordinate to knowledge, creativity, self-education. It has an indirect effect on the effectiveness of teaching and teaching work;

- professional-oriented reading is always aimed at a large number of primary sources and involves the number of texts that the reader acquaints with;

- the reader, according to his own desires and inclinations, can repeatedly use one or another literature [4, P. 53].

Hence, professional-oriented reading is a complex intellectual activity due to the professional information needs of the reader, which is a form of active indirect, verbal written communication-dialogue and the main purpose, which is the perception, assimilation and subsequent purposeful use of the experience accumulated by mankind, the country in the field of pedagogical knowledge, which promote long professional self-education, self-development and self-improvement.

To ensure effective individual students' work, O. H. Moroz emphasizes on the following terms of its organization:

- Planning for each discipline. This includes all types of individual work, its volume, as well as the terms of implementation at the organizational leadership of the dean's offices and departments. For successful planning of individual work, the following requirements should be observed: at the beginning of the semester it is necessary to make a plan-grid of disciplines studied in this semester, and to indicate from each discipline (in months or even days) the execution of certain tasks that are necessary for assimilation content of the subject; it is necessary to systematically work with the completed plan: mark the performance, results, assessments, if there are any. At the same time, be sure to mark a specific date or at least a week of its beginning and ending. Comparison of the time allocated for a specific task with the obtained assessment and result enables to evaluate the effectiveness of the organization of individual work: from which subjects and for which tasks should be increased or reduced time spent on work. This will help one to select the optimal timetable for learning the tasks;

- a combination of individual work with other forms of learning. For example, a lecture using problem-searching methods of teaching, a priori, involves individual students' work;

Within the limits of individual students' work under teacher's guidance there are colloquiums (which allow to find out the degree of understanding of the content of listened lectures and determine how students work on the recommended literature) or interviews (when students explain how to work on the material of the lecture and recommended manuals).

In addition, Moroz Oleksiy Grigorievich believes that consultations are important in the organization of individual students' work. Consultation can act as the main form of the educational process and additional. Appointment of counseling is assisting in the individual students' work and teaching them to learn [4, P. 45]. In addition, the level of training of students, especially the freshmen, is not quite the same. Therefore, for their more effective learning and other students' training, there is a need to use such forms of education as counseling.

Consultations can help to keep track of the process of students' performance, their compliance with their curricu-

lum. And they will help the students themselves to understand their abilities and influence the formation of individual work skills, when performing individual tasks, to perform more complex tasks, to understand the nature of these tasks better and so on. Well-organized and conducted counseling is one of the methods of purpose-directed leadership of individual student learning activities. The teacher who advises not only answers the instructed questions for students, but also seeks to understand their thoughts, to identify the peculiarities about their consuming of the material, aspire to recognize and support interesting thoughts, and give advice on a better understanding of the educational material [4, P. 45]. Short interviews at the beginning of the classroom can also help students in their own work, when students explain how to work on the materials of these classes and recommended literature [2, P. 103].

Conclusions. Consequently, individual study students' work will be effective if it is provided by their objective self-esteem in unity with the development of skills for individual cognitive activity. It should not be an aim itself, but serve as an active means for understanding educational information by students, their application of the acquired knowledge and skills in practice [4, P.79].

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О. Поляк, канд.пед. наук, доц.

Київський національний університет імені Тараса Шевченка, Київ, Україна

ОСОБЛИВОСТІ ПРАКТИЧНОЇ ПІДГОТОВКИ СТУДЕНТІВ У НАУКОВО-ПЕДАГОГІЧНИХ ДОСЛІДЖЕННЯХ ОЛЕКСІЯ ГРИГОРОВИЧА МОРОЗА

Досліджено науково-педагогічну спадщину Мороза Олексія Григоровича, порушено питання важливості позааудиторної роботи сучасних студентів, розкрито поняття та зміст їхньої самостійної роботи, визначено педагогічні умови забезпечення самостійної навчальної діяльності слухачів закладів вищої освіти. Проаналізовано науково-педагогічну спадщину О.Г. Мороза, зазакцентовано на важливості ефективного організації та педагогічних умовах забезпечення самостійної навчальної роботи студентів. Визначено, що в умовах активізації творчої пізнавальної діяльності студентів у навчальному процесі, самостійну роботу не можна зводити до виконання лише нормативних домашніх завдань. Розпочинатись самостійність і творча активність студентів має не в аудиторії при слуханні та сприйманні лекції, а при підготовці до них у лабораторії, бібліотеці, під час практики в школі і т. ін. Ця діяльність, з

переходом студентів на старші курси, все більше має набувати, за словами О.Г. Мороза, характеру дослідницького пошуку. З матеріалом, який виносить на самостійне вивчення, для більшого поглиблення проблемних тем лекцій сучасний студент більш мотивований виконувати творчі науково-дослідні завдання: підготовка доповідей, рефератів, дослідження шкільного досвіду, виступ на студентських наукових конференціях, підготовка до колоквиумів, написання курсових, дипломних робіт. Така їхня практична діяльність буде більш педагогічно ефективною для формування професійної компетентності майбутнього фахівця. Також важливими в організації самостійної роботи студентів науковець вважає проведення консультацій, які можуть бути як основною формою навчального процесу, так і додатковою. Призначення консультації – надання допомоги в самостійній роботі студентів та навчати їх учись. Окрім того, самостійна навчальна робота студентів має бути організованою, за умови формування у них об'єктивної самооцінки в єдності з виробленням навичок самостійної пізнавальної діяльності. Вона має слугувати активним засобом для осмислення студентом навчальної інформації, застосування одержаних знань, умінь на практиці. О. Мороз наголосив також на важливому значенні системного та постійного характеру самостійної навчальної роботи студентів, що може бути забезпечено не на збільшенні часу, а на більш раціональному розподілі його між предметами відповідно до семестрового графіка з урахуванням значення їхньої специфіки.

Ключові слова: самостійна робота, навчальна позааудиторна робота, ефективні педагогічні умови, практична підготовка студентів.

UDC 371

N. Postoiuk, Ph. D. (Pedagogical of Sci.)
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

PECULIARITIES OF PRACTICAL TRAINING OF BIOLOGY TEACHERS IN D. SERGIENKO'S PEDAGOGICAL HERITAGE

D. Sergienko's ideas concerning the practical training of biology teachers have been analyzed. The main objectives and requirements to the teacher of biology at school have been highlighted. The peculiarities of organization of observation, experiment, laboratory and practical works have been revealed. The conditions of formation of students' abilities and skills of research character, as well as factors, which promote the development of interest in research work, have been determined. This scientific research has revealed that D. Sergienko considered the practical training of biology teachers as a very important thing because effective teaching of biology could help to improve the state of agriculture in the country, also this educational subject cultivates love for nature, expands knowledge about plant and animal life, promotes the choice of profession in the agro-industrial sector. D. Sergienko was sure that the biology teachers have a huge responsibility, because they have to raise the awareness of children in creative work in rural society. This goal can be realized if you have such personal qualities as the teacher's love for this subject, pedagogical skills, the ability to supervise and teach the children, the ability to work with the public and, especially, with children's parents.

Keywords: practical training, D. Sergienko, observation, research, biology teacher.

Formulation of the problem. The problem of practical training of teachers is very actual today, because it is one of the most important stages in the formation of a professional. If a student is prepared for future activities qualitatively, then he will be able to apply the obtained theoretical knowledge in practice, will receive the necessary knowledge and skills, will be competitive at the modern labor market. The reform of education in Ukraine is aimed at improving the practical training of students, the formation of general, integral and subject competencies. Program learning outcomes include knowledge and understanding of the subject area and professional activity, the ability to apply knowledge in practical situations and teamwork, ability to identify, solve problems. In accordance with the new requirements teachers must describe the expected learning outcomes in detail, forms, methods and teaching techniques, as well as assessment methods for the writing new programs for disciplines. In this case, the experience of domestic educators, who offered different ways to improve the training of future teachers may be useful. In particular, D. Sergienko's methodological recommendations concerning the organization of the work of biology teachers in secondary schools are worth attention.

Analysis of recent research and publications. The practical training of biology teachers has become the topic of research for many Ukrainian scientists. Problems of methodical preparation of teachers of natural sciences disciplines were studied by T. Gusakovsky, Yu. Shapran, L. Nikitchenko, N. Levchuk, I. Moroz and others. The questions of the peculiarities of the methodology of teaching biology were studied by M. Versilin, V. Kuznetsov, M. Matveev, V. Kolodiy, V. Sobol, D. Stepanyuk, O. Honchar, L. Rybalko, I. Sudakova and others. In particular, L. Nikitchenko, N. Levchuk are sure that "teachers of natural sciences must be able to establish the relationship between theory and practice when studying the course of biology at school, scientifically competently and didactically feasible to organize educational work about

subjects of the natural cycle at the educational-research land site, during excursions, in out-of-school establishments. The students' knowledge obtained during professional practice contributes to the rational conduct of teaching and research work at the lessons, mastering the methods of its implementation, organizing naturalistic and environmental work in the school" [1, p. 4].

Research goal and objectives. The goal of the article is to analyze D. Sergienko's ideas concerning the practical training of biology teachers. To achieve the goal, the following objectives were set: 1) to highlight the main tasks of biology teachers in school and the requirements to them; 2) to reveal the peculiarities of the organization of observations, researches, laboratory and practical work; 4) to determine the conditions for the formation of students' abilities and skills of research character, as well as factors that contribute to the development of interest in research work.

Study presentation. D. Sergienko supposed that during the preparation of biology teachers the methodology of teaching should be based on the didactic principle with combining theory with practice in the process of work with the program. He offered through the improvement of biology teaching successfully to accomplish the following objectives: to develop cognitive interest in the surrounding world, to develop the ability to apply theoretical knowledge in practice, to form children's love for nature and creative approach to work. The scientist emphasized that it is very important to construct all educational work at the lessons so that children perceive plants and animals as living beings in their unity with the conditions of existence. He believed that "only the feeling of alive being and knowledge of the physiological needs of this organism can provide an attempt to create the best conditions for their development, a careful attitude to plants and animals, which causes a desire to learn more deeply about their physiological needs, the means to satisfy these needs, and the pupils start to listen to an explanation

of the teacher with a great interest, to learn actively the material of the textbook, to look for an advice in the literature" [2, p. 34]. D. Sergienko remarked that all children love nature, especially younger, and the purpose of the teacher is to develop this feeling, to make it conscious and directed. It is possible to achieve this if teachers spend time with children in nature, studying its phenomena in the process of laboratory and practical work. Starting from the first class, it is necessary to carry out systematic work about children looking after plants and small animals in the corner of wildlife, in the school educational-research land site and in the nature; room flowers in classes should be not only an ornament, but also educational-upbringing factor; it is necessary that each pupil at home has plants and animals, that he or she looks after.

D. Sergienko believed that conducting observations and practical care of plants and animals from the younger age would prepare children for a deeper understanding of the idea of unity of the organism with the conditions of existence, and the quality of preparation for practical activity depends on the teacher's ability to bring to the consciousness of the students the correct understanding of this unity [2, p. 35]. The scientist considered the teaching of biology is connected a lot with the improvement of the state of agriculture. He expressed the opinion that well-organized research and practical work at the village school on biology contributes to the training of young people in agriculture, and the school interest in creative work in the agro-industrial complex turns into a vital interest that determines further activity.

D. Sergienko described the main objectives of the village school and the biology teacher in establishing and strengthening the connection with agricultural production. First of all, the biology teacher, taking into account the program purposes of classroom work and local conditions, develops an annual plan of educational work of the school. The plan includes the contents, methods of socially useful work of the children's collective, the time, who performs it (class, group, class teacher). The plan must be discussed with pupils, teachers, at a meeting of the pedagogical council, and then this plan, as an integral part of the year plan, is approved by the director of the school. D. Sergienko recommended that the content of the planned objectives should correspond to the age characteristics of children and their knowledge in each individual case. The scientist stated that the organization of children's groups for one or another socially useful work was based on the same pedagogical principles as conducting practical laboratory classes in the classroom and at the school educational-research land site, namely: a clear and understandable goal for children; clearly defined ways and methods and time of the work; definition of individual and group tasks; help for children and control during work; widespread use of appropriate incentive measures; wide deployment of the competition. He believed that a conscious labor discipline in the children's collective will be provided only under these conditions [2, p. 160-161].

D. Sergienko noted that the subject and content of children's work in agricultural production should be directed to:

- 1) studying of the best local varieties of fruit trees and berry bushes, their reproduction, distribution and improvement;
- 2) the cultivation of new crops for the area;
- 3) work on variety testing;
- 4) studying local useful small plants, in particular fodder grasses;
- 5) the spread of silkworm, rabbit meat, highly productive breeds of poultry;
- 6) patronage of young farm animals;
- 7) participation in the creation of a forage base for fish farming, development of fisheries and fish farming;

8) the fight against harmful insects and rodents in gardens, towns and streets;

9) connection with the house of agro-culture and agro-laboratories;

10) assistance to farms during the summer holidays about caring of plants and animals and in harvesting [2, p. 161-162].

The scientist expressed the opinion that one of the most grateful topics of practical social work of children in the agriculture is the cultivation of new plants on school's educational-research land site. This topic is interesting and is a broad field for research work, opens up the opportunity to contribute to the further development of the domestic economy, and the destruction of harmful insects and rodents is an important form of children's participation in the struggle for high yields. The educator stressed on the specification of programs and textbooks on biology, which can be achieved through the proper organization of the educational process at school, extracurricular work concerning agriculture and, above all, the skillful creative work of a biology teacher. The scholar expressed the opinion that the development of abilities, inclination in children is a great and honorable thing, and prospects for further creative growth is very important for the development of each child [2, p. 167].

D. Sergienko said that a huge role and responsibility in the upbringing and teaching pupils belongs to the biology teacher. He noted: "The success of all educational work depends on the teachers' knowledge, their qualifications, their love to work, their authority and communication with the public and, especially, with the pupils' parents. The strong relationship between the teacher and the children, as well as the study of the interests and demands of pupils, the creation of appropriate conditions for the development of these interests and inquiries – all this is the key to success in the practical training of students to the future activities" [2, p. 168].

D. Sergienko put forward the following requirements to the biology teacher:

1) the goal of biology teachers is to stimulate, educate and strengthen the interests of children in creative work in rural production. The more stimulating conditions for the development of a certain interest, the faster a pupil will develop, so this interest will be longer and more permanent. Such conditions should be created, first of all, by the biology teacher in the process of teaching. The teachers' love and interest to his subject, his pedagogical skills – this is what largely ensures the children's interests [2, p. 27];

2) it is necessary to establish a causal relationship between changes in conditions and changes in the organism in the process of observation and preliminary work for correct children understanding the problems of the development of wildlife. To do this, the teacher must be able to do it and teach the children how to observe. The ability to observe is the basis of all research work, and therefore the teacher must develop children's observation in all ways [2, p. 40-41];

3) responsibility for the organization of research work is assigned to the biology teachers, whom D. Sergienko advised to raise their knowledge systematically, to study the experience of the best teachers and researchers carefully, to follow the achievements of biological science and practice of agriculture [3, p. 74];

4) the biology teachers should unite around them the other teachers, systematically instruct them and children about the questions of methodology and techniques of research work, to help in the work, to check how their instructions are implemented in practice. It is advisable to hear reports periodically from the biology teachers, as well as classroom teachers about the status and prospects of the research work at the pedagogical council [2, p. 77];

5) the biology teacher not only conducts a scientifically substantiated classes, but also additionally reads the review lectures (for example, on topics: diversity and adaptability of organisms, the development of cells from living non-cellular substances) [2, p. 22].

Nowadays D. Sergienko's ideas about practical methods of teaching biology are very actual, namely an observation, a research, laboratory and practical work. In his opinion, these methods help to develop the correct ideas and concepts for learning changes in the natural phenomena of nature. He stated that an active person is formed due to observation, serious and creative attitude to the work, and the key to the creative growth of pupils is an understanding of the children and their capabilities [3, p. 8-9].

The teacher believed that the ability to observe can be developed in the process of creative and systematic work, life experience, and it needs to be developed from childhood. According to D. Sergienko, the ability to observe the life of nature should be a professional feature of biologists and agronomists. Pupils should be taught to observations with the help of instruments that are being constantly improved in schools, starting from dandruff, microscope and ending with automatic devices for recording meteorological observations and others that meet the current level of science and technology. According to the teacher, the observer should always be objective, to take into account and direct the course of development of certain phenomena, to establish objective laws [3, p. 9].

D. Sergienko proposed a number of rules on the basis of which the teacher should develop observation in children:

- 1) statement of a clear and intentional purpose of observation;
- 2) a written plan of observation developed by the teacher, which will help to teach pupils to notice all the essential things that are connected with the task;
- 3) compulsory preparation of pupils for observation, giving the necessary knowledge about the object ensures the success and the value of observation;
- 4) systematic observation;
- 5) the connection of perception with the active process of thinking, which is manifested, for example, in the comparison of objects and phenomena, in establishing a causal relationship between them, in the ability to draw conclusions from the theory and practice;
- 6) keeping systematic entries in the diary and substantiating the results of the work (the teacher helps the pupil to present the changes, impressions and conclusions as markedly as possible, as well as to organize the reporting on the work done in the form of a report at the meeting, making the herbarium, collections, diagrams, charts etc.) [2, p. 38].

D. Sergienko divided observations into short-term, during one or several lessons (for example: observations of tracking of silkworm caterpillars, curling of cocoons), and long-term (for example: the full cycle of plant development, meteorological observations and others). According to D. Sergienko, the observation of certain facts and phenomena leads to conclusions and generalizations, and this new knowledge is used in practical work. The scholar paid a lot of attention to such methods as laboratory and practical work in the course of natural science and biology [2, p. 43].

The scientist was convinced that during the laboratory and practical work pupils consolidate, expand and deepen theoretical knowledge, acquire practical skills and abilities. Laboratory work enhances interest, develops the initiative of children, independence and perseverance in work, teaches clarity, discipline and attentive attitude to work.

D. Sergienko determined that laboratory and practical work can be confirmatory and exploratory. An example of

the first can be the story of the cellular structure of the plant, when the teacher shows the corresponding table, and only after the pupils have mastered the material, organizes the laboratory work with a microscope, under which the pupils initially examine the ready preparations, and then they make cuts themselves and study them. Experimental practical work requires the formulation of a task for pupils or members of a circle of young naturalists, which they solve independently through laboratory experiments. The themes of such works can be the study of the influence of temperature on the development of plants, the impact of fertilizers on the yield of agricultural plants etc. [2, p. 43].

D. Sergienko remarked that it is extremely important "to teach children to record the course of laboratory work, observations, conclusions. Such skills are not achieved immediately, therefore, at the beginning it is possible to do the writing proposed by the teacher in the workbooks, and after several such attempts, the pupils will independently deal with it in the process of laboratory work. It is desirable to illustrate entries with the help of drawings from nature not from the textbook" [2, p. 43].

The educator stated: "In the process of preparing and conducting researches during laboratory studies, on a research land site, in agriculture, pupils acquire practical skills and abilities, they develop a labor initiative, they receive physical and moral training for work" [3, p. 48].

D. Sergienko highlighted a number of conditions for the formation of pupils' research skills and abilities. They are interpreted as follows:

- 1) the psychological training of each pupil to successfully mastering skills and abilities, assuring that everybody can do the work well;
- 2) teaching pupils to follow the methods of work of the teacher, analyze them, bringing up the need to observe, feel and perceive certain stages of mental and practical work;
- 3) careful monitoring of the first methods of pupils work during the implementation of practical and research tasks. The first actions of the pupils are always timid, cumbersome, therefore it is necessary to not only explain one or another action, the reception of work, but also virtually prove them why so, and not otherwise, to see that they recreate, realize and master each reception;
- 4) disclosure of the value of research work in the general labor system;
- 5) systematic practical and research work in the classroom, in the corner of wildlife, in the office, in the greenhouse, on the experimental land site, ranging from simple works to complex experiments;
- 6) mastering skills and abilities to enhance the pupils' autonomy in carrying out practical and research tasks with the obligatory control of the teacher;
- 7) understanding by pupils the purpose of work from the words of the teacher or in a written instruction, drawing; reproduction in the memory of theoretical knowledge for the implementation of a particular work;
- 8) forming pupils' conscious and active attitude to work, interest in their practical and research work;
- 9) self-critical analysis of the successes and disadvantages in research work;
- 10) socially useful orientation of pupils' work: cultivation of high yields, increasing the productivity of animals, working out of the most effective methods of research work, designing of devices, etc.;
- 11) creation of the necessary conditions for research work: well-equipped biological cabinet, experimental land site, greenhouse, meteorological station, prepared tools and instruments, available scientific popular literature concerning science, biology, foundations of agriculture;

12) the creative scientific work of a teacher, who must follow the development of science, the experience of research in agriculture and in schools, master the methodology and techniques of conducting a school researches [3, p. 42-50].

According to D. Sergienko pupils learn the following things in the process of formation of research skills:

1) to manage the growth and development of plants according to a previously made plan, to apply knowledge in practice in order to operate manual and machine tools;

2) to conduct researches on school educational-research land site, which will help to work and conduct researches in production conditions;

3) to plan the research and to draw up the schemes for carrying out certain processes (soil cultivation, study of the plant nutrition system, application of certain agro measures), to observe, to work out the consequences of research work;

4) apply a system of agro-biological measures aimed at cultivating a high yield of plants or increasing the productivity of animals, or studying this or that agro-technical measure and its impact on the quality and quantity of the crop, animal productivity [3, p. 48].

D. Sergienko believed that each "research" is a difficult complex of work with agricultural plants and animals, which requires the consistent application of an entire system of exercises, actions, operations. So, in order to grow a high yield of grain crops, including wheat, it is necessary to study the soil on which wheat is sown, the system of fertilizing, the presence of the necessary nutrients in the soil, to determine what substances are missing in it, how many and what fertilizers to add to this culture, ways of introducing them under plowing, cultivation in the process of vegetative development by means of nutrition, work on snow draining, fighting with ice covering, spring harrowing etc." [3, p.48-49].

The analysis of D. Sergienko's works allows to state that although the scientist pointed to many common features of researches and observations, he did not identify them, and said that the experiment is a research in the narrow sense. He considered observation as the necessary stage of the research and noted: "Observation is the fixation of facts as given by nature, regardless of the desire of the researcher," but in the experiment the same researcher does not only passively observes the nature phenomena, but interferes with them creatively and actively, selects and allocates some of them, artificially reproduces in specially created conditions (if studying them in the natural environment is connected with difficulties), that is, the researcher according to his plan can recreate the phenomena under study in different conditions and involve in the experiment new factors" [3, p. 9-10].

D. Sergienko supposed that it is very important for conducting researches and observations to teach pupils correctly and logically express their thoughts, use scientific terms and positions for determining the quality of the conducted research, during the experiment to turn more often the pupils' attention to certain phenomena, persistently seek clear concepts of objects and phenomena through repetitions in different versions (explanation, demonstration of visual aids, pupils' performance of an independent task) [3, c. 7]. The educator believed that, fulfilling the tasks of the research character, the pupils are acquainted with scientific facts, with the laws of biological and agronomic science, receive relevant knowledge about the life and development of plant and animal organisms, learn about the role of a person in improving and transforming nature. Researches help pupils to understand better the interconnection and interdependence in nature, the role of human labor and biological science in the development of agriculture industry. He was convinced that even the simplest researches about confirming the presence of chlorophyll in plants, plant respiration,

growth etc., give students a lot of new knowledge, cause creative thinking, and researches of an experimental character positively influence the development of thinking: growing hybrid seeds, cultivating new forms of high-yielding plants or the improvement of the natural qualities of birds and other small farm animals [3, p. 7].

The scientist set the following requirements for the doing researches:

- clear planning;
- explaining of the purpose;
- pupils' mastering the foundations of science, which will help to understand better the laws of the development of plants and animals, and unpreparedness will force to act blindly, without using theoretical knowledge;
- the necessity of the control variant (the accuracy and reliability of the results of the research depends on the number of repetitions, especially on small areas, but in the practice the research work may not give a positive answer to the question, the researcher's intention may not be realized. This should not frighten, it is necessary to think, analyze, look for the reasons for the failure of the research, develop a new method) [3, p. 10-11].

D. Sergienko called for collective researches, believing that the division of tasks between the members of the team creates conditions for the development of the competition, therefore, the researches should be carried out by a class, a group, and elder pupils who have shown a certain interest in biology can conduct researches on their own. The teacher emphasized that the teacher and pupils must prepare for conducting the researches: they collect seeds, fertilizers, draw up a research plan, study literature etc. [3, p. 13].

The scientist described some of the factors contributing to the development of interest in research work:

- a) various practical, laboratory works, experiments with plants and animals that give a relatively fast effect and results (work in greenhouses, in the corner of wildlife);
- b) work with silkworms, chickens, rabbits etc.;
- c) display and study of phenomena, objects in their movement and development;
- d) interesting narrations, reports, disputes of pupils and reading short exciting passages of fiction or popular science literature, demonstration of visual devices, films, work with a microscope, making self-made visual aids;
- e) availability of new elements in the work; acquaintance with the achievements of biological science, best practices, new objects for studying;
- f) meeting with scientists, leaders in agriculture, brigades of pupils from neighboring schools;
- g) participation in exhibitions of excellence, competitions for the best conducting of researches, observation, competitions, award winners, public review of the work of each pupil or a group in general [3, c. 14].

Conclusions. Scientific research showed that D. Sergienko had considered the practical training of biology teachers as a very important thing, because effective teaching of biology could help to improve the state of agriculture in the country. Biology brings up love for nature, expands knowledge about plant and animal life, promotes the choice of profession in the agro-industrial sector (growing new crops for the area, sorting, spreading silkworm, rabbit breeding, high-yielding and so on). D. Sergienko's ideas concerning the application of practical methods of teaching biology, namely an observation, a research, laboratory and practical work, have been revealed. The scientist put a huge responsibility to the biology teacher, whose goal is to bring up the children interest in creative work in rural society. This goal can be realized if the teacher has such personal qualities as love to the subject, pedagogical skills, the ability to supervise

and teach the children, the ability to work with the public and, especially, with the pupils' parents. D. Sergienko highlighted a number of conditions for the formation of pupils' abilities and skills of research character, as well as individual factors that contribute to the development of interest in research work.

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Н. Постоюк, канд. пед. наук, асист.,
Київський національний університет імені Тараса Шевченка, Київ, Україна

ОСОБЛИВОСТІ ПРАКТИЧНОЇ ПІДГОТОВКИ ВЧИТЕЛІВ БІОЛОГІЇ У ПЕДАГОГІЧНОМУ ДОРОБКУ Д. СЕРГІЄНКА

Проаналізовано ідеї Д. Сергієнка стосовно практичної підготовки вчителів біології. Висвітлено основні завдання вчителя біології у школі та вимоги до нього. Розкрито особливості організації вчителем спостереження, досліду, лабораторних і практичних робіт. Визначено умови формування в учнів умінь і навичок дослідницького характеру, а також фактори, які сприяють розвитку інтересу до дослідницької роботи. Наукове дослідження показало, що Д. Сергієнко вважав практичну підготовку вчителів біології надзвичайно важливою, оскільки ефективне викладання біології може сприяти поліпшенню стану сільського господарства в країні, і цей навчальний предмет культивує любов до природи, розширює знання про рослинний і тваринний світ, сприяє вибору професії в агропромисловому секторі. Д. Сергієнко закликав до колективних дослідницьких робіт, вважаючи, що розподіл завдань між членами команди створює умови для розвитку конкуренції, тому дослідження мають виконуватися класом, групою, старшими учнями, які виявили певний інтерес до біології. Педагог наголошував, що здатність спостерігати може розвиватися в процесі творчої і систематичної роботи, життєвого досвіду, і вона має розвиватися з дитинства. На думку Д. Сергієнка, здатність до спостереження за природою має бути професійною рисою біологів і агрономів. Учні повинні навчатися спостереженням за допомогою інструментів, які постійно вдосконалюються. Д. Сергієнко був упевнений, що вчителі біології несуть величезну відповідальність, тому що вони повинні підвищувати обізнаність дітей у творчій діяльності в сільському суспільстві. Цю мету можна реалізувати, якщо є такі особисті якості, як любов вчителя до цього предмету, педагогічні навички, здатність контролювати і навчати дітей, вміння працювати з громадськістю і, особливо, з батьками дітей.

Ключові слова: практична підготовка, Д. Сергієнко, спостереження, дослід, вчитель біології.

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Y. Spitsyn, Dr. of Sci. (Pedagogics), Prof.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

THEORETICAL AND METHODOLOGICAL BASIS OF THE PRACTICAL AND PEDAGOGICAL EDUCATION OF THE FUTURE AND CURRENT TEACHERS DEVELOPED BY A. D. BONDAR

The article is devoted to the lecturers of pedagogical sciences, professor of the Pedagogy Chair of Taras Shevchenko National University of Kyiv. Work in the field of theoretical foundations, methodological bases for the preparation and conduct of various types of pedagogical practice of students. The relevance of the return to the origins of the development and methodology for the conduct of pedagogical practice of future pedagogical and scientific and pedagogical personnel with the aim of raising the level of education and adopting appropriate changes.

Keywords: pedagogical practice of students, content of practice, methods of preparation and conduct of practice.

Formulation of the problem. The Law of Ukraine "On Higher Education" stipulates that one of the main tasks of higher education is the formation of skills and practical skills of students (future young specialists) in the corresponding field of knowledge of a certain qualification. Undoubtedly, the most important condition for improving the quality of training of any specialist is the successful passing of professional practice, for the effective conduct of which clear organization is required. In accordance with the normative provisions of the Article 50 (part 1) of the Law of Ukraine "On Higher education" one of the forms of the organization of educational process is practical training. Provisions of the Article 51 of the Law of Ukraine "On Higher education" provides that the main normative requirements for the implementation of the practical training of the persons studying in higher educational institutions, are namely:

- practical training of the persons studying in higher educational institutions, is carried out by *internship* in enterprises, institutions and organizations according to the concluded higher educational institutions in the treaties or in its structural units that provide practical training.

- managers of enterprises, institutions and organizations must provide *proper conditions for passing of the practice* in production, observance of rules and norms of labor protection, technology safety and production sanitation in accordance with the law.

- internship of the student is carried out *in accordance with the law* [3].

"Regulations on the practice of students of higher educational institutions of Ukraine", approved by the order of the Ministry of Education of Ukraine of April 8, 1993. Provided that the aim of this practice is mastering modern methods, forms of organization and tools of the work in the industry of their future professions, forming them on the basis of the knowledge, obtained in the higher educational institution, professional skills and abilities to find independent solutions during a specific work in real market and production conditions, the need to systematically update your knowledge and creativity to apply them in practical activities [10].

The purpose of the publication is to analyze the current state, the problems of organizing the pedagogical practice of students taking into account the experience of A.D. Bondar,

to identify possible ways to improve the pedagogical practice of students.

Study presentation. One of the most mass types of industrial practice is pedagogical practice, which is provided by educational programs aimed at conferring a pedagogical qualification. In the second half of the twentieth century (especially in the 60's and 80's) the faculty of pedagogy at the Kiev State University named after T.G. Shevchenko paid a lot of attention to improving the pedagogical practice of students as an important component of the professional training of future teachers. The greatest contribution was made by Doctor of Pedagogical Sciences, Professor Andriy Danilovich Bondar (1913–1983). At first as a co-author of educational aids that were developed at the Department of Pedagogy of the KSU: "A Manual for Students in Pedagogical Practice" (1962, 1966, 1968) [11–13], "A Manual for Students in Pedagogy" (1969) [14] and others, then as the head of the author's collective, including well-known teachers B.S. Kobzar, B.N. Mityurov, V.Z. Smal, psychologist I.M. Varave, specialists in school hygiene S.S. Poznansky and N.G. Shumilo, The textbook "Pedagogical Practice of Students", published in the publishing house "Higher School of 1972 [9]. This manual was the largest both in volume (252 c.) and in the circulation (9500 copies), which have even been published in Ukraine on problems of pedagogical practice of students. In this work, in our opinion, the theoretical foundations and methodical principles of preparation and conducting of various types of pedagogical practice of students are most fully disclosed. A solid copy of this manual allowed to provide students with pedagogical practice in all institutions of higher education of Ukraine at that time, which trained pedagogical and scientific and pedagogical staff. It is on the basis of this manual for decades, Ukrainian pedagogical institutes and universities have developed specific methodological recommendations for students and pedagogical practice leaders.

The value and demand of such a manual in modern conditions cannot be overestimated, firstly, that nothing more extensive was published after it, and secondly, the deplorable condition of the practical training of future teachers in modern universities requires radical changes both in relation to the pedagogical practice of heads of higher education of different ranks, and in the proper scientific and methodological provision of this important form of organization of educational process. Indeed, an analysis of the state of organization and conducting of pedagogical practice of students in the leading classical and even pedagogical (!) Universities of the country shows a significant decrease in the role and place of pedagogical practice in the educational programs of bachelors and masters. Almost everywhere there was a continuous pedagogical practice at junior courses, that significantly decreased the scope and content of the pedagogy at the final course of the bachelor's degree, and the pedagogical practice of masters in most of the universities ceased to be pedagogical in terms of content and essence. Quite realistically, the state of practical training of students is described in the decision of the Board of the Ministry of Education and Science of Ukraine N 7/2-18 of July 5, 2001 "On the state of practical training of students in higher educational institutions". The current "Regulations on the practice of students of the higher educational establishments of Ukraine" that was approved by the order of the Ministry education of Ukraine from 08.04.93, № 93 does not satisfy the requirement of the current legislative and normative regulations, financial opportunities of the higher educational institutions and changes that have happened to social and economic-economic relations in the country

The absence of educational-professional Program (EPP) of the practical training in the specialization of 0101 "Educational education" led to the significant differences in

both volumes of hours for practical training of specialists in in general and on individual disciplines. If the proportion of hours devoted to the practical training of the students in specialty 7.010103 "Ukrainian language and literature "at Kherson State pedagogical university is 39 %, then in Nikolaev State pedagogical Institute – 30 %. To the study of teaching methods of the school math course in Kherson State University 600 hours were allocated, of which 256 – are practical training, in Zhytomyr State Pedagogical University – 462 and 244 hours respectively. In the National Pedagogical University named after M.P. Drahomanov while studying the course "General psychology" for the seminars are allocated 2.5 times more hours than in Zhytomyr State Pedagogical University.

There are no cross-cutting programs of practical training in Cherkasy State University named after B. Khmelnytsky, with individual specialties – in Uman State pedagogical university named after P. Tychnyna" [16].

In addition in the letter of the Ministry of Education and Science from 07.02.09 № 1/9-93 a more profound analysis of the state of practical training of students in the country's universities has been conducted: "Analysis of the results of monitoring the quality of providing educational services in the field of higher education, labor market requirements to the skills of graduates of higher educational institutions, appeals and proposals of employers on issues of quality assurance of graduates' professional training shows that in conditions of a market economy, the situation with the organization of practical training in higher educational establishments significantly deteriorated.

As a result, between the requirements of the labor market and the practical results of the educational activity of higher education institutions there was a marked gap, resulting in numerous complaints from consumers of educational services and employers, in particular the lack of practical skills in the chosen direction or specialty and, consequently, growth time of adaptation of graduates in primary positions, complication of employment and decrease of the prestige of higher education in general. Volumes of practical training, despite the established norms of higher education standards, are often reduced at all stages of study, in relation to the correction of curricula. The special situation in teacher education: the vast majority of the existing curriculum with relation between theoretical studies and practice is 85–15 percent, can not form a willingness to graduate teaching activities.

Together with the uncertainty of today's bachelor's professional qualification, all this reduces the effectiveness of the final outcome of higher education and is another indication of the need for a substantial restructuring of the higher education sector, accelerating the introduction of European schemes for higher education" [15]. Despite the fact that the decision of the Ministry took place over 17 years ago, a letter was sent in more than 9 years ago, any changes in the practical training of students were not observed, this fully applies to the teaching practice of students.

Our analysis of the state of the organization fully confirms this conclusion, for example, at the end of the past – the beginning of XXI century the workload of teachers of the education department (15 scientific and teaching staff) was more than 10,000 hours – supervision of various types of pedagogical practice, for its qualitative performance more than 10 teachers have been involved, then the volume of this type of educational load (with an increase in the total number of students by 20 %) for the last 5 years did not exceed 500 hours (decrease by 20 (!) times). In a number of leading universities in the country, these practices generally ceased to be pedagogical, since the departments of pedagogy were completely eliminated from its leadership.

The reasons for this state of pedagogical practice, in our opinion, are several:

1. Regarding the national level (MES of Ukraine, NAP of Ukraine) – there is inconsistency, indecision, unwillingness to radically change: "perhaps somehow everything will be solved". It turned out, in particular, that the correct decisions of the board of the MES, the order of the Minister are not fulfilled, and in the apparatus of the Ministry none of these issues is controlled and conclusions are not made. For all the years of independence, the Ministry could not develop and adopt new instruction teaching practice students of the universities of Ukraine, however Manual 1986 still formally is in action (though actually nobody follows it). The psychological and pedagogical component of the State standard of higher pedagogical education (which, in particular, determines the specific weight of pedagogy in educational programs for the training of pedagogical staff) has been developed, but so far, has not been approved.

2. Regarding the level of universities, a certain autonomy in determining the content of training led to the fact that the psychological and pedagogical component in general, and teaching practice, in particular, reduced to the minimum values, as for the nomenclature and duration of teaching practices, and the time standards for their leadership on the part of psychological and pedagogical departments.

3. In practice bases, particularly for undergraduate students that takes place in institutions of secondary education. Not meeting the requirements of the Instruction on student pedagogical practice in part, regarding the remuneration of school executives, they led to the complete loss of the interest of pedagogical workers to participate in organizing pedagogical practices.

Therefore, an appeal to the origins of theory and practice preparing, conducting and summarizing the practical training of students in institutions of higher education, which were developed almost half a century ago, can help determine the ways of rebuilding such an important component of the training of future teachers as a pedagogical practice.

As of the beginning of the 1970s, teaching staff were trained at 32 pedagogical institutes, 8 universities, 44 pedagogical schools, which each year produced more than 10,000 teachers [9, p. 4]. Just knowing the need for such a manual, the team of authors led by A.D. Bondar assumed the task of summarizing the advanced pedagogical experience, normative documents and materials to highlight the issues of practical training of students as during the study of courses in pedagogy, psychology, school hygiene, teaching methods of separate subjects, as well as preparation, organization and summing up of various types of pedagogical practice.

The first section of the manual covers the content and organization of pedagogical practice. A.D. Bondar rightly calls pedagogical practice as a specialist, because she has the task of improving vocational pedagogical knowledge, skills and abilities of future teachers and educators of the younger generation [9, p. 6]. Substantiating place of teaching practice, author emphasizes that it is inseparable from the learning process as the students, through personal experience in school, acquire the skills to teach their subject and educating students learn independently and creatively to apply the knowledge they have gained in learning institutions of higher education [9, p. 7]. Analyzing the content of pedagogical practice, the author notes that the student is assigned a large range of duties, which he/she had not previously performed. The student is no longer a student of a higher education institution, but as a teacher, educator [9, p. 9]. Describing the role of pedagogical practice, the author rightly notes that pedagogical practice is allocated to teachers' training plans significantly more time than theoretical training (in the practice of the penultimate course –

6 weeks (220 hours), in the final course – 8-9 weeks (290 year) [9, p. 9]). Noting the role of practice in shaping the personality of the future teacher A.D. Bondar makes a grounded conclusion that during the pedagogical practice students enter the new conditions for their work in the school and act as mentors, teachers and educator. The student immediately grows up and is trying to seem disciplined and educated, and erudite, and brought up. He looks more at his appearance, tries to imitate his beloved teachers. It is during the practice that the student checks, had he correctly chose the profession, and ponders on his future path to life [9, p. 10].

Characterizing various types of pedagogical practice, A.D. Bondar describes the following typology: *inaudible*, which is carried out at junior courses in parallel with the study of psychological and pedagogical disciplines, *summer pedagogical practice* in pioneer camps, *training and probation* (on pre-graduation and, accordingly, graduation courses). In universities, where are future university teachers trained and graduate courses conducted *assistant teaching practice* [9, p.11]. The author then details the purpose, objectives and content of each type of pedagogical practice, describes the peculiarities of conducting these practices among evening and part-time students. It is important to note that this kind of typology of pedagogical practices was used in the development of the Guide to the pedagogical practice of students of state universities (1986) [5].

The analysis of many years of experience in teaching pedagogical practice allowed A.D. Bondar to substantiate the conclusion that the success of pedagogical practice depends significantly on the quality of the student's preparation for it. The preparation for practice in school, in particular, suggests in the author's opinion: the right choice of the object of practice (school, class), the distribution of students between schools, a detailed study of the practice program, the selection and study of the necessary methodological literature [9, p. 26]. At the time of A.D. Bondar, a significant part of this work was performed by the department of production (pedagogical) practice of the University, unfortunately, today there is neither a department, nor a responsible person who would coordinate work on the organization of student pedagogical practice. In particular, the activity of such a management tool significantly influences, in the opinion of A.D. Bondar, the effectiveness of planning of pedagogical practice. Successful preparation and carrying out of pedagogical practice is impossible without thoughtful planning of it on the scale of educational institution and faculty. The plans, which make up for the period of each practice, provide many questions and, in the opinion of the author, first of all:

1. Choice of objects of practice and the distribution of students between them.

2. Choice of practice leaders and conducting of their respective work (meeting, briefing, exchange of experience etc.).

3. Preparation of the necessary documentation and provision of students, practitioners and schools.

4. Holding prescriptive conferences and conclusion conferences of students.

5. Discussion of the results of practice in the pedagogical councils of schools, meetings of departments, academic councils [9, p. 32].

Summing up the positive planning experience. Organizations of Pedagogical Practice at Kyiv State University, Drogobych and Kirovograd pedagogical institutes A.D. Bondar submitted detailed recommendations on methods of prescriptive conferences, students planning different types of content teaching practices. The author rightly says that on the basis of how is planned the content of teaching practice of individual students depends largely on the end result – the formation of students' readiness for implementation of educational activities.

Of course, in addition to the rational planning of the content of the practice, the recommendations for the preparation of the reporting documentation, in particular, the conduct of the diary of pedagogical observations, are very important for students. The leading factor in the success of pedagogical practice is its responsible leadership, emphasizes A.D. Bondar. The responsibilities of higher education institutions and schools for the practice of training are determined by the relevant Instruction on Pedagogical Practice, which, according to the author, should be observed [9, p. 52]. But what to do now, when, as already mentioned above, it is not? In such a situation everything remains on the surface – "where the curve will lead." It is clear that if the leadership is irresponsible and results will be appropriate. But in the textbook under the editorship of prof. A.D. Bondar, the powers and the contents of the work at various stages of the practice of the group leader of practice, the head of the department of pedagogy and psychology, methodologist from the specialty, the director and teachers of the school, the class leaders are described in detail.

In addition to the methodological recommendations for planning, conducting and summing up the pedagogical practice, which are more than intended for teachers, the authors of the manual have developed detailed recommendations for students-practitioners regarding the methodology for preparing and conducting classes, studying the state of teaching at school, preparing and conducting study tours, participation students in curricular and extracurricular educational work etc. It is extremely interesting and useful, from our point of view, when there is a section devoted to the preparation of students for pedagogical practice during the study of psychological and pedagogical disciplines. In it, the authors, drawing on advanced pedagogical experience, give concrete advice on how to achieve the goals of professionalism in educational classes on pedagogy, history of pedagogy, psychology, school hygiene etc. [9, p. 174–218]. Such activity of lecturers of psychological and pedagogical disciplines allows, in addition to all, to prepare students qualitatively for such a responsible stage of their education as pedagogical practice. It should also be noted that the annexes provided in the manual significantly facilitate the work of students related to the preparation of documentation required for practice.

Conclusions. Summarizing all the abovementioned, the use of the invaluable pedagogical work of prof. A.D. Bondar can significantly help and accelerate the revival of the pedagogical practice of students as an integral part of the training of pedagogical staff, which also implies a modern concept of training pedagogical staff. Indeed, as noted in the "Concept of Teacher Education" (2018): "The obligatory part of the educational process of preparation of the applicant or higher professional prehigher education in the pedagogical profession is a continuous pedagogical practice. To accomplish this key task, the volume of practical training should be at least 30 credits ECTS within the mandatory part of the bachelor's programs (from the first year of study, in different educational institutions and at different classes (courses)) and at least 30 credits (including the master's degree research) within the compulsory part of master's programs (in different institutions on the world and different classes (courses))" [5].

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

РОЗРОБКА А. Д. БОНДАРЯ ТЕОРЕТИКО-МЕТОДИЧНИХ ЗАСАД ПРАКТИЧНОЇ ПЕДАГОГІЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ І СЬОГОДЕННЯ

Присвячено внеску доктора педагогічних наук, професора педагогічного факультету Київського державного університету імені Тараса Шевченка А.Д. Бондаря в розробку теоретичних основ, методичних засад підготовки та проведення різних видів педагогічної практики студентів. Актуальність проблеми визначено, по-перше, незадовільним станом практичної підготовки майбутніх учителів у сучасних закладах вищої освіти; по-друге, відсутністю належної науково-методичної підтримки цієї важливої форми організації освітнього процесу. Проведено аналіз сучасних документів Міністерства освіти і науки України (рішення Колегії МОН, накази, Положення, листи Міністерства освіти і науки тощо), узагальнено досвід організації педагогічної практики в закладах вищої освіти. Проведене дослідження дозволяє стверджувати, що існують декілька причин такого стану педагогічної практики:

- нова Інструкція про педагогічну практику студентів вищих навчальних закладів України не розроблена і не затверджена;
- розроблено, але до цього часу не затверджено психолого-педагогічну складову державного стандарту вищої педагогічної освіти;
- автономія закладів вищої освіти при визначенні змісту навчання призвела до того, що психолого-педагогічна складова в цілому, і педагогічна практика зокрема, зведені до мінімуму. Це стосується як номенклатури, так і тривалості педагогічної практики, а також норм часу на керівництво нею з боку психолого-педагогічних кафедр;
- недотримання вимог Інструкції про студентську педагогічну практику щодо оплати праці керівників шкіл призвело до повної втрати інтересу педагогічних працівників баз практики до участі в її організації та проведенні.

Тому звернення до витоків теорії та практики підготовки, проведення та узагальнення практичного навчання студентів закладів вищої освіти, які розробив проф. А.Д. Бондар майже півстоліття тому, може допомогти визначити шляхи відновлення такого важливого компонента підготовки майбутньої чечелів, як педагогічна практика.

Ключові слова: педагогічна практика студентів, зміст практики, методика підготовки та проведення практики.

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L. Terletska, Ph. D. stud.,
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

FEATURES OF TEACHING FOREIGN LANGUAGES IN PEDAGOGICAL SCHOOLS OF UKRAINE IN THE SECOND HALF OF THE XXth CENTURY

The article deals with the features of teaching foreign languages in the pedagogical schools of Ukraine in the second half of the twentieth century. It is proved that the studied historical period was rich in historical events that influenced the search and creation of new methods of foreign language training of young people, generalization and systematization of the existing achievements of scientists, teachers, methodologists and linguists. We described the features of methods for development of skills of foreign language activities in accordance with the selected stages of teaching foreign languages in secondary educational establishments in the second half of the twentieth century.

Keywords: pedagogical school, study, foreign language, foreign language activity, skills, purpose of language education.

Formulation of the problem. The teaching of foreign languages in the modern world is an integral part of the professional training of specialists. Foreign language training begins at the kindergarten and continues in other types of educational institutions. The level of foreign language which the student receives at school is decisive, because it contains skills of foreign language activities (listening, speaking, reading, writing). The effectiveness depends on the methodology of the teacher and his ability to use modern methods in the context of solving the educational tasks of foreign language training of young people. Today in Ukraine there are changes in the system of preparation of teachers of foreign languages, the improvement of the skills of teachers, the introduction of international standards for the assessment of foreign language knowledge, the implementation of new approaches and methods [5].

In Soviet times, learning foreign languages took place solely in accordance with the educational policy of public education establishments (children had to study one of the European languages, but not to possess it). After the proclamation of Ukraine's independence the Soviet methodology of teaching foreign languages continued to be used by teachers. The main drawbacks of it were: studying (learning) grammar without practical application in oral and written speech; reading and translation of texts as the main types of work in classes; the development of speaking skills was reduced to learning (and in most cases to learning by heart) of lexical themes without their understanding; the main function of the teacher (lecturer) was controlling, which consisted in correcting mistakes in grammar, pronunciation and reading [7].

The system of development of secondary pedagogical education and society are interdependent. The content of

teaching foreign languages in secondary pedagogical schools in the second half of the twentieth century has changed according to: the reforming and development of the educational process in the Ukrainian Republic and in Ukraine (since 1991); changes in the content of secondary education; creation and practical implementation of achievements in Soviet and Ukrainian science, pedagogy, psychology and methodology. In accordance with the reform of the content of secondary education, a social order grew, which required a qualitative training of teachers. In addition, the accessibility and the opportunity to get secondary education by all segments of the population and representatives of nationalities and nations who inhabited the territory of Ukraine in the second half of the twentieth century. The problem of teaching foreign language in educational establishments of that time should be considered through the prism of economic, political and educational processes that took place in the Soviet Union and in independent Ukraine.

The purpose of the publication: to analyze and describe the features of teaching foreign languages in pedagogical schools of Ukraine in the second half of the XX century.

To achieve the objectives have been realized following **tasks:** to reveal the peculiarities of the methods of teaching foreign languages in the pedagogical schools of Ukraine; to distinguish the stages of foreign language training for students of Ukrainian pedagogical schools.

Analysis of recent researches and publications. The main educational task of the country is to train highly skilled professionals who know one or more foreign languages. Educational reforms contributed to the emergence of new teaching methods for the development of a fully developed

and creative personality, the change of the authoritarian style of educational activity into a humanistic approach, taking into account the individual characteristics of young people. Foreign language today is a means of intercultural communication, the aim of which is not only at the development of communicative competence (linguistic, linguistic, socio-cultural, regional studies, linguistics), but also in getting education by means of a foreign language. The problem of teaching foreign languages in secondary educational establishments was described by V.M. Alexander, I.L. Bim, N.D. Galskova, I.O. Georgian, V.D. Arakin, A. Lyubarskaya, N.V. Borisova, O.O. Mirolyubov, A.V. Monighetti, O.I. Moskalskaya, Y.I. Passov, I.V. Rakhmanov, T.V. Litnova, V.S. Cetlin, N.I. Ten-nova, L.V. Scherba, R.P. Milrod, G.V. Rogova, I.M. Veresh-chagina, A.V. Shtifurak, T.M. Shkvarina and others.

Study presentation. The Soviet method of teaching foreign languages in secondary and pedagogical schools of Ukraine developed under the conditions of the political approaches of government as for teaching of younger generation. It was enriched with the achievements of psychology, pedagogy, linguistics and other sciences of that historical period.

In the 1950s in accordance with the decree of the Council of Ministers of the USSR "On the Improvement of Teaching Foreign Languages in Secondary School" pupils began to study foreign languages beginning from the 3rd form or from the 5th grade. They studied German, English, French and Spanish. The development of the skills of speech activity for students of secondary and secondary educational institutions meant to teach them making up questions and answers. The main purpose of teaching foreign languages was to read unadapted artistic and socio-political literature, which included requirements for the speed of reading and translation and the number (in percentage) of unfamiliar words. In the second half of the 1950s the consciously comparative method of teaching foreign languages became popular, the characteristic feature of which was the distinction and specificity of receptive and reproductive methods of foreign language training.

Such methodologists of foreign languages as I.V. Rakhmanov, V.D. Arakin, A.V. Monighetti, V.S. Tsetlin, O.O. Mirolyubov continued to develop new methods and forms of teaching foreign languages in accordance with the conscious-comparative method, which were used in the textbooks of foreign languages for different types of educational establishments. The approach of scientists and methodologists to the types of foreign language activities were changed. The relationship between translated and transcendental forms of language activities was established, the importance of the development of different types of speech activity was emphasized, but there was no changes in practice (at lessons and classes in secondary schools and pedagogical schools of the Soviet Union). Textbooks for schools and secondary schools during this period were aimed to reading and translation of texts and the development of oral speech.

After the end of the Second World War the teaching of foreign languages in Ukraine (at that time it was Ukrainian Soviet republic) began to be considered. Since 1958 secondary education lasted eight years, students could get their secondary education in secondary schools, schools of workers and rural youth (evening, variables), technical schools and other institutions of special vocational education. On December 24, 1958, the Supreme Soviet of the USSR adopted the law "On strengthening the connection of the school with life and the further development of the system of public education in the USSR". Its main purpose was to combine studying and socially useful work of students. As for methodology of foreign language the main aim was to read

and translate texts using dictionary. Writing and speech activities weren't used.

The Resolution of the Council of Ministers of the Soviet Union of 1961 "On the Improvement of the Study of Foreign Languages in the Country" determined that the purpose of studying foreign languages at schools and other educational establishments must be in line with the needs of society. The Ministry of public education offered to the Union republics (including the Ukrainian Republic) to do such things:

- 1) to increase the number of higher education institutions for the training of teachers of foreign languages;
- 2) to divide classes (groups) of more than 25 students to two groups for effectiveness of teaching foreign language;
- 3) to increase the number of schools with teaching of some subjects in foreign language up to 700 in the country (the Soviet Union);
- 4) to reduce lexical and grammatical material;
- 5) to elaborate in detail the requirements for the development of the skills of speech activity etc [1].

An important achievement of the 60s in the teaching of foreign languages in secondary and secondary educational institutions of Ukraine (at that time the part of USSR) was the introduction of educational and methodological complexes (textbook, teacher's book, reading book, audiovisual means), but their number was insignificant. The main features of these complexes were: a lot of exercises for the development of speech, a reduction of the number of grammar rules, the texts were filled up with information about country, which language was studied. Using of audiovisual means at the lesson made it better to develop different types of foreign language activities (reading, speaking, writing, listening comprehensive).

In 1973 the Supreme Soviet of the USSR approved the "Fundamentals of the Union of Soviet Socialist Republics and the Union Republics about the education of the people" which determined the direction of further improving of educational system of the country and upbringing of the younger generation. The basic principles of public education were: 1) equality of all citizens of the USSR in gaining education regardless of origin, social and property status, race and nationality, gender, language, attitude to religion, kind and nature of occupations, place of residence and other circumstances; 2) implementation of general compulsory secondary education of youth; 3) the state and public character of all educational establishments; 4) an opportunity to choose a language for teaching and studying: native language or language of another nation of the USSR; 5) free of charge for all types of education, maintenance of part of studying, full state support, free distribution of school textbooks, scholarship support for pupils and students, granting of privileges and other material assistance; 6) the unity of the system of public education and the continuity of all types of educational institutions that provided the possibility of transition from lower levels of education to higher; 7) the unity of education and communist education; cooperation between schools, families and the public in the education of children and young people; 8) the relationship of education and upbringing of the younger generation with life and tasks of communist construction; 9) the scientific nature of education, its continuous improvement on the basis of the latest achievements of science, technology, culture; 10) the humanistic and moral character of education and upbringing; 11) joint teaching of persons of both sexes; 12) secular character of education, which excluded the influence of religion [3].

The system of public education in the USSR included: pre-school education, general secondary education, out-of-school education, vocational education, secondary special-

ized education and higher education. The general secondary school was the main form of general secondary education. Secondary special education was provided by secondary specialized schools, educational institutions, which trained specialists of secondary qualification for various branches of the national economy, as well as public administration, education, culture, health care etc. In the USSR and the Ukrainian Soviet Socialist Republic (till 1991) young people could get secondary specialized education in technical schools, schools and special schools in full time departments or in evening and external form of education.

Those educational establishments could accept persons who had completed an eight-year or full-time secondary school and passed entrance exams; on day departments – persons under the age of 30 years, on evening and part-time – without age limitations. Graduates from secondary schools could receive secondary specialized education at pedagogical colleges. Foreign languages were studied through curricula and textbooks for secondary schools.

Since 1978 in accordance with the decree of the Central Committee of the CPSU and the Council of Ministers of the USSR of December 22, 1977 "On further improving the education and upbringing of students of secondary schools and their preparation for work" there have been changes in curricula and programs in foreign languages.

In the early 1990s with the adoption of the Declaration on State Sovereignty and the Declaration of Ukraine's Independence the approaches of foreign languages have changed: the studying of foreign languages began from the 1-st (or 2nd grade) of a secondary school (so-called early education) and continued in all types of educational establishments. The first textbooks for English, Spanish, German and French for secondary school students made by author groups led by leading scientists-methodists V.N. Plakhotnik, N.P. Basay, V.G. Redcom, E.K. Timchenko and others appeared at that time.

In accordance with the Law of Ukraine "On Education" in 1991 pedagogical schools became establishments of higher education of the I-II level of accreditation, which carried out the training of specialists for the educational qualification levels of a junior specialist and a bachelor's degree. Since the mid-1990s a lot of authentic teaching materials and materials for using during lessons appeared in Ukraine. The teaching of foreign languages at pedagogical colleges at the end of the last century was carried out by educational programs and methodical literature of the professional direction.

The basic principles of foreign language training for students of pedagogical schools (colleges) were: communicative orientation of teaching foreign languages; the unity and consistency of program requirements in foreign languages as to the level of proficiency in a foreign language; improvement of educational literature, curricula and programs in accordance with the state standards of a foreign language; development of all kinds of foreign language activities (listening, speaking, writing, reading).

Consequently, foreign language training of students (students) of Ukrainian pedagogical schools in the study period was carried out in accordance with educational reforms of the country. A characteristic feature of the second half of the twentieth century was the change in the goals of teaching foreign languages from practical (teaching reading and translation) in the 50's to teaching speech activities (in the 60's), the development of communicative skills in the 70's, the formation of communicative competence (language, speech, regional studies, linguistic and ethnographic) in conjunction with the development of all types of speech activity in the 80-2000th years.

The generalization of the views of scientists, foreign language teachers and linguists gave us an opportunity and theoretical basis for distinguishing of 5 periods of teaching foreign language for students of pedagogical schools of Ukraine in the second half of the XX-th century: 1) 1950-1958 – teaching foreign languages during post-war reconstruction of educational establishments; 2) 1958–1971 – the stage of transition to a practical orientation and an integrated approach; 3) 1972–1980-ies – strengthening of communicative method of teaching language; 4) 1980s-1990s – modernization of foreign language education. 5) 1991–2000 – teaching foreign languages in independent Ukraine. Each stage is characterized by the positive changes in the content and methods of teaching foreign language in secondary and secondary pedagogical educational establishments of Ukraine (until 1991 USSR). On the basis of analysis of archival data it can be asserted that the students of pedagogical schools of Ukraine in the second half of the twentieth century had a low level of foreign language because of such reasons: the lack of curricula for teaching foreign languages for pedagogical schools, the reform of the system of educational institutions, the absence of qualified teachers of foreign languages, lack of textbooks and teaching materials on the foreign language training of the younger generation.

The analysis of vocational and pedagogical training of foreign language teachers at higher pedagogical educational institutions of Ukraine in the second half of the twentieth century gave us the opportunity to identify positive changes in the process of teaching foreign language teachers at higher pedagogical educational institutions in the second half of the twentieth century: the development and implementation of state standards in foreign languages, improvement of material and technical and methodological provision of foreign language teaching, introduction of higher educational institutions in the educational process new courses in foreign languages with native speakers, improving teaching recommendations on the teaching of oral communicative speech activity, improvement of organization and conducting of pedagogical practice of students in secondary and higher educational institutions of the I-II level of accreditation (colleges, technical schools of the pedagogical direction of students' training), formation of students of socio-cultural competence (country-study and linguistic-national component of foreign studies as), the improvement of the professional skills of the future teacher of foreign languages, the development of his creative activity. The future teacher of foreign languages had to be able to organize and plan the educational process in foreign languages, apply a communicative method of teaching foreign languages, predict and delay the emergence of foreign language difficulties for students (pupils) of secondary schools, to analyze and improve the level of their professional activity.

On the basis of the study of teaching-methodical and historical literature of the second half of the twentieth century concerning the teaching of foreign languages in secondary educational institutions, the peculiarities of teaching methods of foreign language training for teachers of pedagogical schools in the studied period were determined. Changes in the goals of teaching a foreign language took place taking into account changes in the educational policy of the state of the second half of the twentieth century. The main goal of teaching foreign languages in secondary schools was mastering oral speech in other languages, but students of pedagogical schools did not understand foreign language and did not know how to converse in a foreign language. The distribution of spoken speech into dialogical, monologue and listening comprehension complicated the programs of pedagogical schools and became the basis for the development

of differentiated exercises for each type of foreign language activity. The teaching of reading foreign texts and exercises on understanding texts occupied almost all the time in classes from a foreign language, however, the number of pedagogical students schools that did not know how to read and did not know even the alphabet of foreign language was significant. A positive feature of the texts to read was their diversification (since the 70s of the twentieth century), the subject is rather broad, taking into account country-specific information about the country, the language of which is being studied. Writing as a type of foreign speech activity was used in pedagogical schools of Ukraine only as a means of better teaching other types of foreign language activity.

The characteristic features of the formation and development of secondary pedagogical education in Ukraine in the second half of the twentieth century are singled out. Pedagogical schools were created on the basis of pedagogical technical schools, pedagogical classes and pedagogical schools, their number varied according to the number of other educational institutions and establishments of Ukraine (at that time it was the USSR). Structure the system of secondary teacher education depended on the quality of conducting vocational guidance work with secondary school students. Recruiting students to pedagogical schools was held on the basis of seven years or eight years secondary education. Changes in the structure of institutions of secondary education depended on the demand for teaching staff to meet the needs of educational or establishments institutions of different types. The emergence of new areas of pedagogical preparation for the younger generation was due to the development of the educational level of the people and the needs of teachers of a certain period.

Conclusions Consequently, the system of education in Ukraine in the second half of the twentieth century changed under the influence of state reforms, the intercultural space significantly expanded, therefore, there was a need for the ability to communicate in a foreign language. In the methodology of teaching foreign languages in secondary and secondary educational establishments there were changes in the intensity of the foreign language training of the younger generation through the use of learning technologies, the search for new ones and the use of already well-known foreign methodology. Thus, it can be argued that the content of foreign language education during the research period was completely dependent on reforms in education and state policy as for the education of the younger generation.

Thus, the scientific novelty of the results obtained is that: the information as for teaching foreign languages at Ukrainian pedagogical schools in the second half of the twentieth century was first discovered and summarized, and the views of scholars about the methods of teaching foreign languages in secondary educational institutions were systematized. The stages of foreign language training of teachers of Ukrainian pedagogical schools in Ukraine were substantiated and analyzed. This information can be used by teachers of modern educational establishments

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Л. Терлецька, асп.,
Київський національний університет імені Тараса Шевченка, Київ, Україна

ХАРАКТЕРНІ ОСОБЛИВОСТІ НАВЧАННЯ ІНОЗЕМНИХ МОВ У ПЕДАГОГІЧНИХ УЧИЛИЩАХ УКРАЇНИ В ДРУГІЙ ПОЛОВИНІ ХХ СТОЛІТТЯ

Друга половина ХХ ст. була багата історичними подіями, які зумовлювали пошук і створення нових методик навчання іноземних мов, узагальнення та систематизацію вже наявних досягнень науковців, педагогів, методистів-філологів. На основі вивчення навчально-методичної та історичної літератури другої половини ХХ ст. щодо навчання іноземних мов у середніх педагогічних закладах освіти встановлено особливості навчальних методик іншомовної підготовки слухачів педагогічних училищ у досліджуваній період. Зміни цілей навчання іноземної мови відбувались з урахуванням змін в освітній політиці держави другої половини ХХ ст. Основною ціллю навчання іноземних мов у середніх закладах освіти було оволодіння усім іншомовним мовленням, однак слухачі педагогічних училищ володіли мовою на низькому рівні. Розподіл усного мовлення на діалогічне, монологічне та аудіювання ускладнив програми педагогічних училищ і став основою для розробки диференційованих вправ для кожного виду іншомовної мовленнєвої діяльності. Навчання читанню іншомовних текстів та вправи на розуміння текстів займали майже весь час на занятті, однак кількість слухачів педагогічних училищ, які не вміли читати, була значною. Позитивною особливістю текстів для читання була їхня різноплановість (починаючи з 70-х років ХХ ст.), тематика досить була широкою з урахуванням країнознавчих відомостей про країну, мова якої вивчалась. Письмо на заняттях з іноземних мов у педагогічних училищах України виступало лише засобом навчання інших видів іншомовної мовленнєвої діяльності, який дозволяв краще засвоювати іншомовний програмовий матеріал. Узагальнюючи результати історико-педагогічного пошуку, вивчення та аналізу низки публікацій українських та зарубіжних науковців, досліджень у педагогіці та методик навчання іноземних мов виділено 5 етапів іншомовної підготовки слухачів педагогічних училищ України в другій половині ХХ ст.: 1) 1950–1958 роки – навчання іноземних мов у період післявоєнної відбудови закладів освіти; 2) 1958–1971 роки – етап переходу до практичної спрямованості та комплексного підходу до навчання іноземних мов; 3) 1972–1980-ті роки – посилення комунікативного методу в умовах реформування освітньої системи; 4) 1980-ті–1990 роки – модернізація іншомовної освіти; 5) 1991–2000 роки – навчання іноземних мов у закладах освіти незалежної України. Виділені етапи дають чітке уявлення про зміну цільових установок іншомовної підготовки другої половини минулого століття.

Ключові слова: педагогічне училище, навчання, іноземна мова, іншомовна мовленнєва діяльність, навички, мета іншомовної освіти.

KEY DIFFERENCES IN APPROACHING EDUCATION IN KINDERGARTEN AND PRIMARY SCHOOL

The difficulties in adjustment during the transition from kindergarten to school can be caused by different approaches in education used in these institutions. Different approaches used in the educational process in kindergarten and primary school can cause unnatural distance between these institutions, although it is absolutely expected that the best possible educational effects can be achieved only with their mutual effort. Apart from parents, preschool and school teachers represent the most important factor from social surrounding which influences the development of children systematically by means of implementation of different forms of learning. In this paper, we examined the estimates of preschool and school teachers, as experts who systematically influence child development and learning, about the differences in approaching education in kindergarten and primary school. The total sample of the examinees was comprised of 94 preschool teachers and 150 school teachers. For statistical processing of the data and determining statistical significance between the differences in the estimates made by preschool and school teachers, a nonparametric technique, Mann-Whitney U test, was used. The result was statistically significant disparity in the evaluations by preschool and school teachers on the issue, which points to further important pedagogical implications. As one possible reason for significantly different estimates, we can suggest still present "poverty" of the partner relationships and relations between kindergarten and primary school, that is between preschool teachers and teachers. Based on the determined estimates of the examinees in our research, all future research should be oriented toward finding the most beneficial ways for connecting educational activities of kindergarten and primary school.

Keywords: preschool education, primary education, preschool and school teachers.

Introduction. Preschool and school education is closely related as they represent different parts of the system of life learning and their complementary relationship is expressed in many ways. The first dimension of their mutual relation stems from publicly proclaimed functions of preschool and elementary school education which permeate and complement each other. One of these functions of preschool education is preparing children for school, whereas elementary school education represents continuation of the initiated preschool education. The second important dimension of their correlation stems from the natural characteristics of preschool and younger school-age children. Namely, both groups of children require learning environment that will make them feel safe and which is similar to work and life conditions of their families. However, despite these facts, many authors point out that the transition from family or kindergarten to primary school, which is one of the most important events in the life of children, can present itself as difficult and unpleasant at the same time [5, 6, 10, 13]. This is the reason why the transition from kindergarten to primary school is one of the current problems in pedagogy.

Preschool period and early experiences of children acquired in family and institutions for preschool learning are very important for the further development and success of the child [4, 11]. In the sensitive period of the transition from kindergarten to primary school, the role of parents cannot be denied since they influence the formation of later relationship that children will have toward school [12]. Another important influence is the cooperation between teachers and parents even before the institutional education of preschool children [14]. When the contribution of educational institution is concerned, the results of one study showed that institutional early learning prior to the fifth year of age proved significant for achieving better results in the tests of intellectual development until age seven and even later, until age 16, although the influence by then is smaller [4]. Considering the nature of the correlation between preschool and elementary school education, we believe that one important practical task for the educational system is to create more solid partner relationships between educational institutions at the initial stages of child development.

Many studies worldwide have confirmed that there are differences in approaching education in kindergarten and primary school. Some authors point out that there are different approaches to education in the early childhood in some countries [2]. According to a research conducted in Estonia,

preschool teachers and school teachers specified that there are certain similarities in their approaches, as well as differences [15]. This is why some authors conclude that it is necessary to create continuity in the formation of goals and curricula for the kindergartens and elementary schools, and provide better correlation between these institutions which are today unnaturally remote one from another [19].

Apart from parents, preschool and school teachers represent the most important factor from social surrounding which influences the development of children systematically by means of implementation of different forms of learning. In accordance to the nature of holistic program that is being realized in the kindergartens around Republika Srpska, as a constitutional part of Bosnia and Herzegovina, preschool teachers have the opportunity to set a more flexible learning framework that would take into consideration the individual differences among the children, the particularities of the educational group and children's age, as well as the particularities of the kindergarten surroundings. Unlike them, school teachers in our country are obliged to operationalize the prescribed curriculum without any opportunity to change it or digress from it in the situations when individual differences among children demand such action. The goal of the preschool curriculum that is being realized in the kindergartens around our country is to shape children's personality in all aspects [21], while in younger classes in elementary school, apart from the general development of the child, the focus is on achieving the concrete goals and outcomes of learning [18]. One of the main differences between kindergarten and primary school is the matter of estimating children's accomplishments. In kindergartens, grading is not used at all; however, in primary schools, it takes the form of description in the first class and the form of numeric grading from the second class on. Taking into account the characteristics of preschool age, kindergarten children are not expected to conform to strict discipline, while school children have to conform to strict discipline rules from the very beginning despite the fact that there is a very slight difference in the developmental characteristics of preschool and younger school children. Emotional climate in the preschool group and the relationship between preschool teachers and children are all based on spontaneous and free communication, while in school the roles of students and teachers are clearly differentiated. Teachers in kindergartens are oriented toward creating a pleasant climate for children in this institution, while school teachers are expected to prioritise and realise the

curriculum with the contents that children are bound to acquire. Other characteristics present in education of children in kindergarten and primary school are determined by standards for formation of educational groups and classes. Considering particularities of the preschool age, educational groups in kindergarten are smaller in number, while classes in primary school number more children. If we observe the kindergarten and primary school from the architectural aspect, we can notice that kindergartens are usually smaller buildings, while school buildings are usually bigger.

Important questions that arise in relation to the matter of different approaches to education in kindergarten and primary school are: what are the direct and indirect consequences of such condition in the educational practice; who can make them plain and interpret them successfully; how do preschool and school teachers as agents in educational process perceive the mentioned characteristics, and so on. These and similar questions are unduly neglected in the educational system of our country although they provide an area for scientific research which is also the reason why this paper is dedicated precisely to them.

METHODS: Aims of research. Different approaches used in the educational process in kindergarten and primary school can cause unnatural distance between these institutions, although it is absolutely expected that the best possible educational effects can be achieved only with their mutual effort. Because of many and obvious differences between kindergarten and primary school, which have been described in many studies worldwide, we have decided to conduct an empirical research about this problem on the sample comprised of preschool teachers and teachers involved in the learning process of preschool children and children of younger school age. The goal of the research was to determine the estimates of these professionals about the extent to which differences in education in kindergarten and primary school can lead to discontinuity in the education of preschool children and children of younger school age. The subject of the research was estimates of preschool and school teachers about the differences in approaching education in preschool and primary school institutions. The specific goal of the research was to determine if there are any statistically significant differences in the estimates of preschool teachers and teachers about the differences in approaching education in kindergarten and primary school. Our initial expectation, and at the same time the general hypothesis of the research, was that there are statistically significant differences in the estimates of preschool teachers and teachers and the extent to which the differences in approaching education in kindergarten and primary school can lead to discontinuity in the education of preschool children and children of younger school age.

Variables and research instruments. Beside the method of theoretical analysis and synthesis, the descriptive method was also used as well as the techniques of survey and survey questionnaire that served as the instrument for gathering data. The examinees took part in the research voluntarily and were explained that the gathered data will be used only for the scientific purposes. Therefore, none of the problems were recorded during the implementation of the research. The survey questionnaire was comprised of the

inventory for gathering basic data about the examinees: professional role, years of age, years of service, and estimate scalar. The estimate scalar "VOS", adjusted for the purposes of this research from earlier Kakavulis's research [16], consisted of 13 differences between kindergarten and primary school. Next to every given difference on the fourth-level scale (0, 1, 2, 3), the examinees were expected to provide estimates to what extent the given difference leads to discontinuity in the education of preschool children and children of younger school age. For this purpose, 0 signified the lowest contribution, while 3 the greatest contribution. During the verification of the metrical characteristics, the scalar showed excellent reliability which was determined by calculation of Cronbach's Alpha coefficient which numbered, 934.

Independent variable in the research was represented by professional roles that the examinees have in their educational practice: the role of the preschool teacher in kindergarten and the role of the teacher in primary school. Dependent variable was represented by their estimates about the differences in approaching education in kindergarten and primary school.

The sample and research procedure. The basic group, that is the population we used to choose the sample units from, consisted of all preschool teachers employed in the private and state kindergartens in the eastern part of Republika Srpska and Brcko District, as well as all teachers employed in primary schools who worked with students of younger school age (the first and the second grade) in the year when the research was conducted. The research sample was representative in relation to the population in eastern part of Republika Srpska, including the towns of Zvornik, Bijeljina and Brcko District (and the town of Doboј when teachers of younger school age children are concerned). The research was realized by the author of this paper in the period between January and April 2016.

Techniques used for statistic analysis of the data. The analysis of the data gathered in this empirical research was conducted by means of statistical program SPSS 20.0. For statistical processing of the data and determining statistical significance between the differences in the estimates made by preschool and school teachers, a nonparametric technique, Mann-Whitney U test, was used.

Results. Starting from the primary goal of the research, which was to find out if preschool and school teachers differ in their estimates about the differences in approaching education in kindergarten and elementary school, the results of this research are showed according to the data received by Mann-Whitney U test.

From the data showed in Table 1, it can be seen that value Z (-2,23) is rounded, with the level of significance being ($p=0,026$), where $p<0,05$, which is why this result can be considered as statistically significant. In other words, the result shows that there is statistically significant difference between estimates of preschool and school teachers about the differences in approaching education in kindergarten and elementary school.

Table 2 reveals the direction of the determined difference between the two groups of examinees: preschool teachers and school teachers. Based on the given data, we can see that the continuous variable is on average greater in the group of preschool teachers.

The evaluations by preschool and elementary school teachers about the differences in approaching education in kindergarten and elementary school (Test Statistics)

Mann-Whitney U	5853,500
Wilcoxon W	17178,500
Z	-2,232
Asymp. Sig. (2-tailed)	0,026

Source: Own.

Table 1

Table 2

The evaluations by preschool and elementary school teachers about the differences in approaching education in kindergarten and elementary school (Ranks)

Examinee	N	Mean Rank	Sum of Ranks
School teachers	150	114,52	17178,50
Preschool teachers	94	135,23	12711,50
Total	244		

Source: Own.

Table 3

The evaluations by preschool and elementary school teachers about the differences in approaching education in kindergarten and elementary school (Report)

Examinee	N	Md
School teachers	150	50,00
Preschool teachers	94	52,00

Source: Own.

Table 3 provides the data on the medians of the two groups of the examinees. Here, we can also notice that greater value of the median is recorded among the preschool teachers. Mann-Whitney U test revealed a significant difference between teachers and preschool teachers concerning their estimates about the education in kindergarten and primary school, which can be considered as small influence according to Cohen's criterion [3]. Based on the given results, it can be concluded that our initial hypothesis – that there are statistically significant differences in the estimates of preschool and school teachers about the measure to which differences in approaching education in the kindergarten and primary school can lead to discontinuity in the education of children of preschool and younger school age – has been confirmed.

Discussion. The results of our research show that preschool teachers and teachers significantly differ in their estimates in approaching education in kindergarten and primary school. Statistical indicators also show that the determined difference is small, but this data is worrying if we take into consideration the scope of the examined sample and territorial prevalence of the teaching staff in the kindergartens and primary schools in Republika Srpska as a constitutional part of Bosnia and Herzegovina.

The importance of continuity in learning and development as a process is pointed out many times in pedagogical literature [20], just like the continuity between family, kindergarten and primary school as institutions [5], or between parents, preschool teachers and teachers as the most important factors from the social environment of the child that influence his/her education [13]. From this reason, it would be desirable to have uniform estimates of preschool teachers and teachers who are the closest *partners* to parents on the road to child development and education. However, if they give different estimates on the same issue then there is a real danger that, in practice, an individual child is not perceived at all and that "acting on the group" is more preferable which serves as the empirical evidence on the disagreement between working concepts in kindergartens and primary schools. Furthermore, the data about the statistically significant differences between median estimates of preschool teachers and teachers points to the danger that in the close future these professionals will not be able to establish functional relationships and continuity in their educational work. The preschool system and primary school system should be integrated and if not, it can undoubtedly cause irreparable damage to the development of future generations of children.

As one possible reason for significantly different estimates, we can suggest still present "poverty" of the partner relationships and relations between kindergarten and primary school, that is between preschool teachers and teachers. Here, there is also the question of presence of different concepts in the educational practice related to working with

children since some kind of "obligation and compelling" in the learning process is still predominate in primary schools, while the work in kindergarten is based on encouraging children to accomplish what is discreetly offered to them as an activity, or what they choose by themselves. During the transition from kindergarten to primary school, it is obvious that "similarities" in working methods should be much more preferable to differences among them. Children can successfully start primary school only if it provides them with natural continuation of interactive relationships, close to the experiences they had in kindergarten. This would considerably relieve the transition of the six-year-olds to primary school.

Contemporary theoretical sources offer a range of potential measures and solutions which could influence the connection and single educational functioning of kindergarten and primary school. Some of these are: common education of preschool teachers and teachers about the questions related to both of the groups, joint activities of these groups aimed at the realization of educational tasks, and so on [17]. Other scholars recognize the need for introducing different forms of professional training for preschool teachers in order to improve their knowledge and the development of new skills [11]. Some authors share the opinion that curricula should include acquiring of theoretical and practical knowledge related to game-based learning [8]. This would affirm and mark the game not just as an activity inherent to preschool age, but the activity with rich potential that can also be used in the education of the children of younger school age. One Finnish study examined the attitudes of teachers working in primary schools about the possibilities of implementing the game in school work and learning. According to these results, teachers thought that game could be integrated in every school subject. The examinees stated that different subject matter could be integrated through game in the following fields: music, history, mathematics, native language and so on [8]. Other studies denoted game as the leading activity in entire childhood with a very special place in the school learning process [1]. Types of games suitable for school learning are: imagination games, construction games, creative games, language and memory games etc. [1]. Some authors suggest creation of common curriculum in the early childhood as one of the measures that could secure single educational functioning of kindergarten and primary school and provide opportunity for parents and preschool teachers to learn from each other about the children themselves [7]. Others conclude that: "All agents in educational and learning process should take responsibility for its ultimate outcome which can be reached only by dialogue and joint, partner efforts – this outcome being fully integrated, educated and accomplished personality, with the corresponding set of values, attitudes and beliefs ..., who learns for life (and not for school)" [9, p. 11-12].

Based on the determined estimates of the examinees in our research, all future research should be oriented toward finding the most beneficial ways for connecting educational activities of kindergarten and primary school. This could also mean verification of practical applicability and efficiency of measures and solutions referred to in the literature.

Conclusions. Based on theoretical study of the given issue, as well as the results of our empirical research, the following conclusions and important pedagogical implications can be enlisted:

- preschool and primary school education are inseparable parts of the system of life learning and the first, basic, levels of education on the road to child development and adulthood;
- one of the problems children have during the transition from preschool to younger school age are different approaches to education implemented in kindergarten and primary school. As opposed to the actual state in educational practice, children of preschool and younger school age call for far more similarities in educational methods than differences among them. This is why contemporary theoretical sources on learning in younger school age tend to level their methods to those used in early learning;
- basic differences between approaching education in kindergarten and primary school, which are stated in literature, revolve around: different program orientations, teaching goals realised in these institutions, discipline and evaluation of children accomplishments, the number of children in kindergarten groups and school classes, the appearance of kindergarten and school, emotional climate and relationships between children and preschool teachers, as well as children and teachers etc.;
- a representative sample of preschool and school teachers showed that there are statistically significant differences between the estimates of preschool and school teachers about approaches to education in kindergarten and primary school. In our research, preschool teachers estimated that there are differences in approaching education in kindergarten and primary school in significantly greater measure than teachers; they also proposed that these differences lead to discontinuity in the education of children and cause widening of the gap between preschool and primary school education. Discontinuity in educational work of these institutions can cause difficulties in children's adjustment to primary school;
- this data points to the necessity of changing the attitude toward educational work of preschool and school teachers by the creators of educational policy and wider public and also of creating the educational policy that would influence the connection between kindergarten and primary school for the better in order to provide maximum support to children and their development;
- if preschool teachers and teachers, as professionals who systematically influence the development and education of children of preschool and younger school age, could together, without any mutual grievances, evaluate what the biggest differences in approaching education in the kindergarten and primary school are, this would clearly point to the direction of necessary action in order to neutralise these differences and better connect the work of these institutions for the benefit of the children;
- preschool teachers employed in kindergartens and teachers employed in primary schools need some kind of common education and professional training that could lead to functional bonding of their common educational activities. This need derives from the fact that preschool children and

the children of younger school age are in need for implementation of similar work concepts and educational process with respect to the nature of learning most suitable to them;

- professional staff, preschool and school teachers, could even during their college education be introduced to the importance of maintaining continuity in the educational process in kindergarten and primary school, and thus be better prepared to use the acquired knowledge and skills in practice. This way, the transition from preschool childhood to the younger school age could be less painful and awkward experience for children as is usually denoted in the literature;
- based on the results of this research, it is possible to start a new research, on the second and bigger sample of the examinees, and also use the gathered results for writing the strategy for the development of education in our country, in the part that speaks about professional training of the people employed in kindergartens and primary schools.

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М. Травар, канд. пед. наук, асист.

Університет Східного Сараєво, Сараєво, Боснія та Герцеговина

КЛЮЧОВІ РІЗНИЦІ В ПІДХОДІ ДО ОСВІТИ В ДИТЯЧОМУ САДКУ ТА ПОЧАТКОВІЙ ШКОЛІ

Труднощі в адаптації під час переходу від дитячого садка до школи можуть бути викликані різними підходами в освіті, що використовуються в цих закладах. Різні підходи в освітньому процесі в дитячому садку та початковій школі можуть викликати неприродну відстань між цими установами, хоча абсолютно очікується, що найкращі можливі освітні ефекти можуть бути досягнуті лише за їхніх спільних зусиль. Окрім батьків, дошкільні та шкільні вчителі є найважливішим фактором із соціального оточення, який систематично впливає на розвиток дітей шляхом реалізації різних форм навчання. Розглянуто оцінки вчителів дошкільного та шкільного віку як експертів, які систематично впливають на розвиток та навчання дитини, на відмінності у наближенні до освіти в дитячому садку та початковій школі. Загальна вибірка опитаних становила 94 дошкільних вчителів та 150 шкільних вчителів. Для статистичної обробки даних і визначення статистичної значущості між відмінностями в оцінках, проведених дошкільними та шкільними вчителями, використано непараметричну методику, U-тест Манна-Уїтні. Результатом стала статистично значна невідповідність оцінок у дошкільних і шкільних вчителів із цього питання, що вказує на подальші важливі педагогічні наслідки. Як одну з можливих причин для істотно різних оцінок можна припустити відсутність партнерських відносин між дитячим садом і початковою школою, тобто між вчителями та вчительками дошкільного віку. Виходячи з визначених оцінок досліджуваних у нашому дослідженні, усі подальші дослідження мають бути орієнтовані на пошук найбільш вигідних шляхів для підключення навчальної діяльності дитячого садка та початкової школи.

Ключові слова: дошкільна освіта, початкова освіта, дошкільні та шкільні вчителі.

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M. Zhylenko, Ph. D. (Pedagogical Sci.), Assoc. Prof.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

PRACTICAL TRAINING OF PROFESSIONALS IN THE HIGHER EDUCATION SYSTEM OF INDEPENDENT UKRAINE

The paper analyzes approaches to practical training organization in Ukrainian system of higher education in the period – the end of the 20th – beginning of the 21st century. Particular emphasis is placed on modern requirements. Exclusive attention is paid to the analysis of the modern educational paradigm. The process of changing the requirements for practical training in accordance with the transformational processes taking place in the system of higher education in Ukraine is considered in detail. Tasks of practical training are considered in the framework of modernization of educational and professional standards, requirements of the legislative and regulatory framework, creation of conditions for the involvement in the processes of building a new innovative National Qualifications System (NQS). Practical training is considered through the normative content of the training of higher education graduates, formulated in terms of programmatic learning outcomes and correlated with a specific list of general and special (professional, subject) competencies. Tasks for practical training of students are considered as a component of the whole educational program, which should be integrated into its philosophy and content and ensured by the procedure for determining the place of practical training in the matrices of matching competencies and program learning outcomes.

Keywords: practical training, educational standard, higher education standard, educational program, general competencies, professional competencies of the specialty, program learning outcomes.

Formulation of the problem. The Law of Ukraine "About Higher Education" (Articles 50, 51) defines practical training as one of organization forms of educational process, which is done over undertaking an internship on enterprises, institutions and organizations in accordance with the contracts of higher education institutions or in its structural units providing practical training [3]. According to the theory of knowledge, practice should complete this process. That is why until recently, practical training was planned as the final stage of educational activity in higher education institutions. But the problem is not in determining its place in the educational process, but more in the direction, content, tasks that need to be addressed in the process of practical training. Those statements determine the relevance of this work.

In the second half of the twentieth century, the world community entered a new phase in its development – post-industrial, accompanied by changes in the temporal scale of socio-historical progress. The world is changing fast. Political, economic and social relations are constantly transforming significantly increases the pace of people's life. The complication of activity has place. Changes become permanent.

In particular these circumstances are relevant to modern research activities, especially in educational sphere, during which the formation of a specialist and personality for modern society should take place.

Studying the role of classical universities in the modern educational system [1], we came to conclusion that the transition to technological society, structured on the principles of communicative and professional relations within the design-technological type of organizational culture, will require the training of specialists capable of creating projects that will be successful in a competitive environments with the development of the project-technological type of organizational culture, projects and programs become large scale and require specialists capable of servicing them. It should be provided with the ability to conduct analytical work, requires a level of transformation of theoretical knowledge, a productive approach to their use.

The purpose of the work is to find out to what extent the legislative, normative and methodological basis for organizing the educational process can provide practical training of graduates to productive activities on a reflexive basis. To achieve this,

the **following tasks** need to be addressed: to analyze the actual state of practical training in higher education institutions; determine the current requirements for its organization.

The analysis of recent researches and publications shows that the historical pedagogical principles of the formation and development of practice in the system of pedagogical education were studied by N. Demyanenko, M. Yevtukh, L. Zadorozhnyia, S. Zolotukhina, E. Knyazeva, M. Levchenko, V. Lugovyi, V. Mayboroda, R. Kulish, L. Khomich, M. Yarmachenko and others. O. Abdulina, S. Arkhangelskii, A. Boyko, V. Grinev, I. Zyzayun, M. Koziiy, V. Lozova, I. Ogorodnikov, O. Piskunov, S. Polyansky, P. Reshetnikov, V. Rozov, theoretical aspects were investigated of practice organization.

The student's practical training problem in graded training aspect was studied by S. Vlasenko, L. Khomich. To the practice organization and conduct issues are devoted works of O. Abdulina, M. Zhidoblynov, N. Zagryaznoy, G. Kozhespirov, O. Moroz and others. The analysis of scientific and pedagogical literature on this problem allows us to state that the researchers emphasize importance of the practice in student's professional training system consider it through the prism of competency approach.

Study presentation. In the current edition of the Order of Ministry of Education and Science of Ukraine N 93 from 08.04.93 On approval of the Regulations on the practice of students of higher educational institutions of Ukraine states that the practice of students is an integral part of the process of training specialists in higher educational institutions and is carried out on equipped appropriate bases of educational institutions, as well as in modern enterprises and organizations of various branches of economy, education, health care, culture, trade and public administration. At the same time, the purpose of practice is to master skills of students, on the basis of acquired in the higher educational institution, with modern methods, forms of organization and instruments of work in the field of their future profession, formation of knowledge, professional skills and skills for making independent decisions during specific work in real labour market and production conditions, education needs to systematically renew their knowledge and creatively apply them in practice. The practice of students implies the continuity and sequence of its conduct in obtaining the required sufficient amount of practical knowledge and skills in accordance with different educational levels. The final link of practical training is the pre-diploma practice of students, which is conducted before the completion of the qualifying work or diploma project. During this practice, theoretical knowledge on all disciplines of the curriculum is deepened and fixed, actual material is collected for the qualification work, graduation project or state examinations. An analysis of the provisions on the organization of the practical training of individual institutions of higher education also shows that, by executing a social order formulated in an official document, we, as a rule, do not go beyond the goals and tasks defined therein [5].

However, since the mid-twentieth century, we can notice overproduction, the multiplicity, generated by the mass consumer society. This leads to competition, major changes in political, economic, legal situations. As a result, the practice should be constantly rebuilt. The dynamism of practice and competition, in turn, require innovative approaches. An innovative education paradigm in such conditions should become an innovative learning – focused on creating a person's readiness for rapid changes in society, to an uncertain future through the development of creativity, diverse forms of thinking, cooperation, and open-mindedness of perception [6].

Changing the teaching paradigms in accordance with historical types of organizational culture in the modern world guides pedagogical science to find new foundations, a new

interpretation of the methodological and theoretical foundations for defining the content and organizing the process of preparation in higher education institutions. Ukraine, as a state that seeks to take a worthy place in the world community, must rely on the highest level of generalizations in educational activity of theory and practice. Presenting and substantiating modern pedagogical theory based on cultural and socio-economic prospects of the development of educational area in Ukraine should be predictive, forward-looking and promote development acceleration in all spheres of social relations. In this regard, the development of modern technologies of educational and pedagogical activity deserves special attention.

Definitely, the transition to technological society, structured on the principle of communicative and professional relations within the design-technological type of organizational culture, will require training of specialists capable of creating projects that will be successful in a competitive environment and, on a large scale, have different levels – from the local to the global. Projects and programs are already massive and the question is how to serve them. Non theory, not a profession will be able to provide the entire technological cycle. Therefore, the question is how to prepare specialists for professional activities within the framework of design and technological culture. What personal characteristics, professional competences they have to possess, and most importantly, how to prepare them for such activity at a higher education establishment. The new task facing the higher education system – for a successful career and career that person needs to be not only a professional, but also able to actively and competently engage in different cycles of major technological projects. To optimize the process, content and results of activities, including them in the system of the general project, the specialist must have a methodology of activity on all levels: philosophical, general scientific, specific scientific and technological. And to master such a methodology, the graduate can only in the activities. Consequently, the educational activity at the institution of higher education should be constructed as a project. The educational curriculum should be like a project aimed at gaining graduates the competences foreseen in future activities. Thus, there is a problem of organizing such educational work in higher education sphere that will enable prepare graduates capable in activities within production engineering type of organizational culture of society [1].

How to prepare a modern specialist for this task? A significant step in this direction was made with the entry into force on November 23, 2011, No. 1341 of the National Qualifications Framework. This is systemic and structured competency description of the qualification levels of education. Each level is the completed stage of education, characterized by the level of complexity of the educational program, totality of individual competences, which are defined as a standard of education and correspond to a certain level of the National Qualifications Framework. It is intended for use by executive authorities, institutions and organizations that implement state policy in the field of education, employment and social and labor relations; educational establishments, employers, other legal entities and individuals for the purpose of developing, identifying, aligning, recognizing, planning and developing qualifications. The philosophy of specialist training, embedded in the NQF, uses models of universal competency characteristics (Dublin descriptors) describing in generalized way the typical expected achievements and abilities associated with qualifications relating to the completion of each of the Bologna cycles of higher education. For the NQF, are used following: Knowledge, Skills,

Communication, Autonomy and Responsibility [6]. For comparison, the European Qualifications Framework (EQF for EHEA) has descriptors: knowledge and understanding; application of knowledge and understanding; formation of judgments; communication; ability to study.

Ukraine is currently modernizing its educational and professional standards, forms the relevant legislative and regulatory framework, and creates conditions for involving in the processes of building a new innovative National Qualifications System (NQS) with the assistance of the European Education Foundation (EEF) and stakeholders (stakeholders).

In the Ukrainian Law "On Higher Education", the Standard of Higher Education is a set of requirements for the content and results of educational activities of institutions of higher education and scientific institutions at each level of higher education within each specialty. Higher education standards are developed for each level of higher education within each specialty in accordance with the National Qualifications Framework and are used to determine and evaluate the quality of content and learning outcomes of higher education institutions (research institutions). The standard defines the following requirements for an educational program:

- 1) the amount of ECTS credits necessary for obtaining a corresponding degree of higher education;
- 2) the list of competencies of the graduate;
- 3) the normative content of higher education graduates training, formulated in terms of learning outcomes;
- 4) forms of higher education applicants certification;
- 5) an internal quality assurance system existence for higher education requirements;
- 6) the professional standards requirements (if any) [2].

In the order of the Ministry of Education and Science of Ukraine from 01 June 2017 No. 600 (as amended by the order of the Ministry of Education and Science of Ukraine dated December 21, 2017, No. 1648) approved by the higher education sector of the Scientific and Methodological Council of the Ministry of Education and Science of Ukraine, Minutes No. 19 dated 11/23/2017 it is determined that the qualification level is the structural unit of the National Qualifications Framework determined by a certain set of competencies that are typical for the qualifications of this level. Competence is a dynamic combination of knowledge, skills, ways of thinking, views, values, other personal qualities, which determines the person's ability to successfully socialize, conduct professional and / or further educational activities [4].

- Integral competence – generalized description of the qualification level, which expresses the basic competency characteristics of educational level and / or professional activity.

- General competencies – universal competencies that do not depend on the subject area, but are important for the successful further professional and social activities of the applicant in various fields and for his personal development.

- Special (professional, substantive) competencies – competences that are subject-specific and are important for successful professional activities in a particular field.

Learning outcomes (software) – knowledge, skills, attitudes, values, other personal qualities acquired in the learning process, education and development that can be identified, planned, evaluated and measured, and which individuals can demonstrate after the completion of an educational program or individual educational components.

Each educational program created on the basis of the standard contains the list of competencies of the graduate, which includes Integral competence (Based on the description of the appropriate qualification level of the National Qualifications Framework (NQF), according to the Ukrainian Law "On education", general competencies. The list of general competences is correlated with description of the appropriate

qualification level of the NQF for all educational levels of competence are selected from the TUNING project list:

1. Ability to think, analyze and synthesize.
2. Ability to apply knowledge in practical situations.
3. Ability to plan and manage time.
4. Knowledge and understanding of the subject area and understanding of professional activity.
5. Ability of national language communication both, verbally and in writing.
6. Ability of foreign language communication.
7. Ability to use information and communication technologies.
8. Ability to conduct research at the appropriate level.
9. Ability to learn and master modern knowledge.
10. Ability to search, process and analyze information from various sources.
11. Ability to be critical and self-critical.
12. Ability to adapt and act in a new situations.
13. Ability to generate new ideas (creativity).
14. Ability to identify, put and solve problems.
15. Ability to make informed decisions.
16. Ability to work in a team.
17. Ability of interpersonal interaction.
18. The ability to motivate people and move towards a common goal.
19. Ability to communicate with representatives of other professional groups of different levels (with experts from other branches of knowledge / types of economic activity).
20. Appreciation and respect of diversity and multiculturalism.
21. Ability to work in an international context.
22. Ability to work autonomously.
23. Ability to design and manage projects.
24. Ability to act Safe.
25. Ability to demonstrate initiative and entrepreneurship.
26. Ability to act on the basis of ethical considerations (motives).
27. Ability to assess and ensure the quality of work performed.
28. Determination and persistence on the tasks and responsibilities assumed.
29. Ability to save the environment.
30. Ability to act socially and consciously.
31. Ability to realize equal opportunities and gender issues.

The list above is open. Scientific-methodical commissions of educational institutions can offer its additions with other competencies. A compulsory component is the Special (Professional, Subjective) competencies. In order to ensure the correlation of certain competencies specified in the Standard, the NSC competences classification in the developing process the Standard uses the matrix of compliance with the NQF competences and descriptors defined by the standard.

Finally, the normative content of the training of higher education graduates should be formulated in terms of learning outcomes, which should be correlated with a certain list of general and special (professional, subject) competencies. This approach is also used in the development of educational programs. This enables developers to include in curriculum of specialists only those disciplines that form clearly defined competencies, or aimed at achieving programmatic learning outcomes. Thus: the place and program load of each discipline and each type of training, including practical ones, are determined. The curriculum become student oriented, as it cannot be aimed at the final result – the formation of competencies (general, professional) and programmatic learning outcomes that correlate with the NQF, the standard and educational program.

In the educational program developed on the basis of the standard, the matrix of compliance of program competences to the components of the educational program and the Matrix of Providing Programmatic Learning Outcomes to the Components of Educational Program are also required, which shows what learning outcomes should be provided for each component of the educational program. Thus, the tasks for practical training of students become an integral part of the whole educational program, integrate practical training in its philosophy and content, and therefore can be based only on the technological approach, which is intended to gradually move to training specialists for design and technological type of organizational culture of society.

Conclusions and prospects for further research. Summarizing the above, one can conclude that the transition to technological society, structured on the principle of communicative and professional relations within the design-technological type of organizational culture, requires the training of specialists capable to create projects that will be successful in a competitive environment. Not always the requirements for the organization of educational preparation (in particular, the current ordinance of the Ministry of Education and Science of Ukraine No. 93 of 08.04.93 on the approval of the "Provisions on the practice of students of Ukrainian higher educational institutions") correspond to training tasks a specialist in activities in a dynamic, competitive society.

A new paradigm of educational activity in such conditions should become an innovative learning – focused on creating a person's readiness for fast changes in society, to an uncertain future by developing the ability to work, various forms of thinking, cooperation, open type of perception. The solution of practical training problems possible by modernizing educational and professional standards supported by the relevant legislative and regulatory framework, creating conditions for involving in the building processes of new innovative National Qualifications System (NQS) with the assistance of European Education Foundation (EFU) and stakeholders. The normative content of the training of applicants for higher education should be formulated in terms of programmatic learning outcomes and be correlated with a specific list of general and special (professional, subject) competencies.

Student's practical training tasks should be an integral part of the whole educational program, integrating into its philosophy and content. This should be ensured by the procedure of determining the place of practical (as well as any

other component) training in the matrices of matching program competencies and programmatic learning outcomes. Only under these conditions, practical training can be based on a technological approach, which will allow step by step moving to the specialists training for the design and technological type of organizational culture of society.

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М. Жиленко, канд. пед. наук, доц.

Київський національний університет імені Тараса Шевченка, Київ, Україна

ПРАКТИЧНА ПІДГОТОВКА ФАХІВЦІВ У СИСТЕМІ ВИЩОЇ ОСВІТИ НЕЗАЛЕЖНОЇ УКРАЇНИ

Здійснено аналіз підходів до організації практичної підготовки в системі вищої освіти України в період – кінець ХХ – початок ХХІ ст. Особливий акцент поставлено на сучасних вимогах. Виняткову увагу приділено аналізу сучасної освітньої парадигми. Детально розглянуто процес змін вимог до практичної підготовки відповідно до трансформаційних процесів, що відбуваються в системі вищої освіти в Україні. Завдання практичної підготовки розглянуто в межах модернізації освітніх і професійних стандартів, вимог законодавчо-нормативної бази, створення умов для залучення до процесів розбудови нової інноваційної Національної системи кваліфікацій (НСК). Практичну підготовку розглянуто через нормативний зміст підготовки здобувачів вищої освіти, сформульований у термінах програмних результатів навчання, що корелюється з визначенням переліком загальних і спеціальних (фахових, предметних) компетентностей. Завдання для практичної підготовки студентів розглянуто як складову всієї освітньої програми, що має інтегруватися в її філософію і зміст та забезпечуватись процедурою визначення місця практичної підготовки в матрицях відповідності компетентностей і програмних результатів навчання.

Ключові слова: практична підготовка, освітній стандарт, стандарт вищої освіти, освітня програма, загальні компетентності, фахові компетентності спеціальності, програмні результати навчання.

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I. Zvarych, Dr. of Sci. (Pedagogics), Prof.
Kyiv National University of Trade and Economics, Kyiv, Ukraine

THE TEACHER'S CONSCIENCE IS ONE OF HIS/HER PERSONALITY VALUE

Nowadays, during the education reform and the establishment of market relations, it remains important to preserve Ukrainian culture, the nation and its spiritual rebirth. The human conscience, in particular the teacher's conscience, is to become the basis for the implementation of these important issues. It is important in the education of youth was, is and remains a unique figure of a teacher, which combines two powerful forces – intelligence and conscience. If the word "conscience" will be studied in the morphological structure, it will be noticed, that it has the root of "news", which means – to know, to get knowledge, to rely on its intellectual development and mind. Conscience – the main teacher's value, his/her noble quality, which combines honor, intellect, dignity, kindness, justice, decency, education of the younger generation. The teacher pays the tremendous job to develop these qualities in the students so that they become reliable, solid and steady their ethical foundation in the mature years. It is not without purpose people say, that in the young age people find or don't find their main qualities and basic values; in the mature age, they develop these qualities or don't develop, or maybe they lose them at all; in the old age they rely on their experience and acquired values throughout life, or suffer from a reproach of conscience without having an ethical support. This article deals with main moral principles in the process of assessing the students' knowledge level, which are inherent in the teacher's personality, his/her scientific views and beliefs, respect and warmth in the formation of students' humanity as a unique personality; the teacher's conscience, which opposes immoral phenomena in society and inspires students for good deeds, highlights the quality of their professional self-improvement, in particular thorough mastering of educational subjects, the deep knowledge of the nature mysteries; the student's conscience is considered; the ideals of the Goodness, the Beautiful and the Justice in each person's life are analyzed.

Keywords: conscience, teacher's personality, students, knowledge quality level, evaluation, principles, objective and biased assessment, education subjects, life.

Introduction. The problem of upbringing and ethical youth education is studied by: G. P. Vasyanovych, A. A. Marushkevych, V. D. Onishchenko. These scientists, studying the word "conscience," mean the ability to exercise moral self-control, formulate ethical responsibilities on their own, demand from themselves and from students for their implementation, because conscience measures the taken actions and it is a true guardian throughout the person's life.

Research goal and objectives. It is necessary to emphasize the basic moral principles of students' knowledge assessment inherent the teacher's personality, his/her scientific views and beliefs, respect and warmth of humanity in the students' formation as unique individuality during the research; to highlight the teacher's conscience that prevents immoral phenomena in society and inspires students for good behavior, to increase the quality of their professional self-improvement, including thorough mastery of education subjects, in-depth knowledge of the nature mysteries; consider the students' conscience; to analyze the ideals of Good, Beautiful and Just in every person's life.

Study presentation. The new interpretive dictionary of the Ukrainian language contains a thorough definition of conscience: "Conscience is awareness and a sense of moral responsibility for one's behavior, for one's actions before one selves and people, society; moral principles, views, beliefs, conscience" [6, 349 – 350]. Therefore, the teacher, like no other, reflects those moral principles and qualities that are inherent in personality, scientific views and beliefs reproduced in the pages of pedagogical and methodological books, scientific and periodicals.

V. D. Onishchenko notes that "conscience" is a message of divine, spiritual, truly human. Conscience as the voice of God in man, as God's law, is peculiar to every person [7, 155 – 156]. And this "God's law" the teacher provides meaningfully at lectures and seminars. His/Her mind opens up the real opportunities for achieving the triune goal in the teaching process of the young generation, namely: knowledge of the nature mysteries and their regularities, the training of higher education graduates for useful work and the upbringing of the younger generation.

Conscience determines the ability to evaluate all pedagogical methods, approaches, techniques and principles in the studying process, the measure of their usefulness and need for teachers' laborious work in gaining fundamental students' knowledge and, in particular, to keep the teacher

from unwanted actions and usurped relationship to students, contrary to the principles of humanity and justice

The teacher has responsibility for the quality of student knowledge and self-determination in society. And the future of our country depends on the kind of students which we will prepare and educate in the conditions of economic transformations and reformation of education. Therefore, teacher's conscience promotes the student consolidation personality of the future specialist to put it on the bold actions to achieve the threefold purpose in studying and ideals of Goodness, Truth, Justice, Modesty, Skill, scientific and humane treatment of the environment.

G. P. Vasyanovich underlines that: "The children are on the teacher's conscience; they are the most expensive. He gives them his/her heart, knowledge, life experience. We can say that a true teacher is a teacher of conscience, spiritual wisdom, piety" [2, 250]. It is worth agreeing, because the teacher is always surrounded by children and he/she is an example of Beautiful and Justice and, therefore, on his/her conscience are children, in particular, their studying the education subjects.

Let's study the definition "on conscience," according to a new interpretative dictionary of the Ukrainian language, where it is stated, that someone is guilty of something, is morally responsible for some actions, actions. [8, 350]. As, on the teacher's conscience are children, the most important and most precious, they follow every teacher's word, his/her concession is the main criterion for measuring his/her professional training, so it is logical to note, that the students' conscience – the moral responsibility for their quality of their actions and deeds as in the educational process, and in real personal life as well.

V. O. Sukhomlynsky notes that: "Conscience is a very thin, gentle and capricious thing. If you indulge it whims and thieves, it becomes tough. We must teach children and especially adolescents to command their conscience, then it becomes the wise and noble guilty acts, the behavior of their lives" [10, 252].

It should be better to study the examples of "the capricious of conscience," which leads to inhumane attitude, ill-treatment and careless actions in the process of mastering the curriculum. "Ways of conscience" occupy an extremely important place in the youth generation upbringing and on how the lecturer will teach students to "command their conscience" depends on the success of learning, in achieving their goal.

A well-known teacher O. M. Ostrogorsky in one of his articles cites the letter of the young F. M. Dostoevsky, who studied at the engineering school. He was disturbed by the unfair assessment given to him by the graduate exams teacher of algebra, who avenged that he had "offended" that teacher.

"Oh, how long I haven't been writing to you, my dear brother," wrote F. M. Dostoevsky, "a terrible exam... I have not been moved up into the next form. Oh, horror! Another year, a whole year of bondage. I would not worry as if I did not know that the plight, one madness prevented me... I spent so many days preparing for the exam, fell ill, lost weight, passed the exam perfectly in full force of the word volume and stayed... So, one teacher wanted... to whom I once roughed and who now had a mockery to remind me about that, explaining the reason why I was left "[8, 38 – 39]. This example clearly shows the student's punishment for his/her blame before the teacher and his/her "whims and ways of conscience."

The lecturers teach the students with different abilities and possibilities to be educated, with certain principles and approaches of mastering the education subject, and they are all combined by the knowledge of the nature mysteries and their regularities to the process of learning. On the one hand, there is a teacher with a great life experience and meaningful knowledge, and from another hand there are the students, who show their real levels of achievement.

The research has been carried out at Kyiv National University of Trade and Economics. The results are presented. To the question in the questionnaire for students: "Do you go to all classes with the same mood? 90 % of the students answered, "no", not the same.

In the first place they put the teacher's intellect, his/her mental qualities and ability to think, in the second – the methodology of training, the skill of assessment the student's knowledge level, in the third – the ability not to lock up within the educational process, and continue to find the truth on the questions, in the fourth – optimistic mood, goodwill, respect for students. They are impressed by the acuteness of the teacher's mind, the obsession with science, the rich experience of life, the high pedagogical culture, the ability to speak freely and interestingly, as well as the awareness of the sense of responsibility for their actions and the high moral principles of the teacher in the education process and the peculiarities of assessing the student's knowledge level. Certainly, they pay attention to the teacher's appearance, his ability to keep up the audience and interest the students in mastering the discipline.

The inevitable joy of success, saying by the words of V.O. Suhomlynsky, when the assessment coincides with the student self-esteem. This is the success for both students and teachers. The teacher objectively carries out the pedagogical process of knowledge assessment, and students have solid knowledge of the education subject. Thus, the teacher's conscience is pure. The pure conscience is a deep awareness of private actions and comprehension, spiritual affection for own actions, high moral responsibility for the young generation, the future of our society – students.

Ivan Ogienko notes that the conscience of people is different, namely: "... government, judge, teacher, scientific" and it depends on the quality level of personality, and on "...how much they work to solve it. It is stronger in some, and in it is weaker in others. The basis is one, but it is not a single one" [5, 10-11]. Proceeding from the fact that the conscience of people is different, it is possible to expand the definition of the Metropolitan, if there is the teacher's conscience so it is possible to say, that there is the students' conscience. If students do not have a great desire for studying and mas-

tering the educational material, then this is on their conscience, and the biased evaluation by the teacher is based on the teacher's conscience.

Students' conscience makes them to treat teachers disapprovingly, who evaluate the quality of students' knowledge, focusing only on students' behavior in the learning process (lectures, seminars and practical classes). In this case, the assessment is biased, since it reflects the teacher's attitude to certain student actions that are being evaluated, and not to his/her actual acquired knowledge of the education subject. There is also a phenomenon in pedagogical practice where the students at the time of the knowledge assessment has a solid and meaningful knowledge, but the teacher subtracts his grade because he did not fulfill the order of the group, course, department. And again, the evaluation becomes unfair and serves as an instrument in the hands of the teacher to evaluate not the level of knowledge, but auxiliary factors of student behavior. Such an assessment does not reflect the actual knowledge of the teacher, but reflects only the general attitude of the teacher to the education Institute administration.

Unfair and biased evaluation negatively affects students, their attitude to studying a subject, especially in mastering a foreign language. Therefore, the teachers' conscience is spotted, if he/she uses the pedagogical process to determine the students' knowledge level for setting up the certain accounts with their, such lecturers essentially cease to be teachers, because they by their attitude "kill" the desire to study the education subjects. We'd like to note, that the evaluation is an indicator not only the student's knowledge, but also the teachers' essential work, his/her conscientious attitude to the students and their fulfillment the professional duties. Thus, the teacher's conscience calls to work in a such way, as not to be pity for his/her actions before himself/herself, the behavior and moral qualities of his/her personality. The very important words may prove our thought: "A musician does not hit with a fist or a stick on strings, does not hit the instrument on the wall, when the strings of lyre, or the harps give a dissonance, and patiently tune them, applying all own art until it brings harmony. So in the same way, we must adapt to the mind properties, bringing mental abilities to harmony and love for the sciences, if we do not want to be stubborn from the lazy, and from the lazy are completely fools "[3, 199]. So, the teacher's conscience does not allow to "hit with a fist" on the feelings of the student's personality, does not "hit with the mark two" in the students' register, but it allows to seek methods and approaches for studying the education subjects, in particular to the student himself, to patiently assess the knowledge quality until it leads to the harmony of gaining knowledge, turning them into skills and abilities.

Aristotle, the ancient Greek scientist, stresses that conscience is a powerful potential society force, which makes possible the joint people existence, but without conscience, human life loses its worth for existence. Therefore, thanks to conscience, people balance their passions, emotions, understanding of each other and come to the "middle condition", which is perfect [1, 526]. It is the teacher's conscience that is the "news" (message) that balances the students' emotional state and the assessment, it's the perfect indicator of the existence cost, getting a dreamed profession.

Sincere attitude to the student, as the personality of the future specialist, will help to avoid difficulties. V. O. Suhomlynsky compares the teacher's attitude to his father's attitude toward his own child. He asks you, how would you behave when your son got into a difficult situation? It is unlikely that he would be offered to exclude him from the institute or to leave for a re-course [11, 433]. Instead, the teach-

er's conscience as a "potential force of society" should balance students' passions and emotions and come to a perfect "middle condition" in order to reach that comprehension", because conscience means communicate together and know together as well" [12, 630].

According to Ivan Ogienko, the conscience removes good from evil and forms the sincere relationship in the studying process, and helps the student to overcome difficulties, to establish faith in his possibilities. Thus, like fathers and mothers desire the Goodness it means to block up the path for evil to the student's heart and do this not only because it is necessary to do, not only that someone watches good deeds, but on the instructions of his/her own conscience.

V. O. Sukhomlynsky notes: "How can one become the more powerful and inexhaustible judge of human actions and he conscience as well? The main thing here is this: it is necessary to protect the child's conscience from hypocrisy and obnoxiousness, to bring up children's conscience. From an early age I tried to build a relationship in a team so that, the child, stayed alone with myself, felt the power of noble people, and in the creation of good, he/she found genuine satisfaction from good deeds. The desire to do good only for the sake of praising you means that there is a spot on a clean background" [10, 251].

Thus, it is necessary to do good not for the sake of praise, but for the sake of a great vocation, a teacher, because high marks are taken by the students, it is a reward for sleepless nights spent on large stacks of books and correcting the mistakes in written assignments. And, in order not to appear a spot, we must live and work for the sake of future generation for our society, because conscience "sees" all the shortcomings and miscalculations in the teacher's work. And from the achievement of the three-pronged goal in the educational process and the specialists' success in a useful business depends on the fact that work, knowledge, skills and abilities is a perfection indicator and students' identification in the market world relations and economic transformations. The poetic lines of O. C. Pushkin highlight the convince that has the spot.

Oh! I hear: nothing can calm down us
Among the tribulations of everyday life,
It is nothing, nothing... it is only the conscience.
Yes, right, it will triumph
Over malice, over a dark lie.
But only at that spot one
One has only begun somehow
Then, it is misfortune! It is the language from the ulcer
of the sea
The soul will burn, the poison pours the heart,
Like a hammer in his ears, reproaches
And it's so sad and head is in the fog,
And the boys are bloody in the eyes...
And I would run somewhere, but nowhere... it is awful!
The unfortunate one who has tarnished the conscience
[9, 213-214. *The English translation is done by Iryna Zvarych*].

In fact, conscience is the best counsel, especially in the moments of deeds comprehension, but not at the time of excitement: joy, embarrassment, sadness, anger, and passion, since decisions taken will require rethinking. Having made a choice, we always get the consequences of our actions and they usually depend on what we are guided by making decisions. If the teacher was guided by his/her prudence, by his/her own mind, and he/she was acting according to his/her conscience, then he/she would not be tortured by "whims and ways of conscience", but if he/she guided by the desire to revenge and was

filled with anger, then the burden of the wrong choice would always be reminded of himself/herself.

G. P. Vasyanovych notes that when there is a good conscience, there must be an evil conscience [2, 256]. And this is quite logical, since in nature there are laws of philosophy and one of them is the struggle of opposites, so there are contradictions between beings who seek to improve, change something for better. Teachers with creative ideas and thoughts encounter complicated, artificially created barriers to people with dirty ideas and evil conscience. It is these teachers who have no sense of justice, understanding, compassion and love, but the main values are their own profit and profit, they have no right to cultivate the ideals of Good and Fine, because these ideals are not known to them.

Let's refresh the Panteleimon Kulish's "Black Council" historical novel, when Hetman Yakim Somkov was in the prison, when Cossack Cyril Tour came to him, with the offer to free his fellow, but the commander realized that if he had agreed to get out of jail, then in his place should have been was the liberator. It was Hetman's conscience that did not allow him to hurt the pain to another person, so he refused to help, relying on his own conscience.

An extremely vivid echo is the history of May 11, 1996, when two Japanese climbers and three Nepali leaders emerged from small temporary hiding places at the edge of the northern promontory of Everest. They had to make a climb to the summit at an altitude of 8,848 meters above the sea level. The natural conditions were too complicated, but they managed to get to the summit and gain glory, despite the fact that on the way, they met semi-frozen other Indian climbers and Indians who gave signs of life and needed help, but they did not help them, because the profit and glory had been commanded by already famous climbers. Thus, climbers have won, but their conscience is spotted and they will always have in their memory the unforgettable eyes of those half-frozen climbers asking for help, and we are sure that "heroes" will remember the abandoned people throughout their lives.

A striking example is the movie produced by American director David Gay Levy, "What would you do...?" This movie describes the funny dinner which turned into a lethal test for people of different ages and layers and unknown to each other, who had been invited to that dinner, because the main task was: to hurt oneself or a stranger next to. It is he/she will win, and receives a large sum of money and life. This film perfectly demonstrates the role of conscience in the real life, because the actions on the basis of conscience have their consequences. Thus, what kind of exams the teachers will not take, as if they don't assess the students' knowledge quality, the basic exam accepts and assesses life, as a rule, it is not mistaken at all.

Conclusion. The true teacher's conscience opposes immoral phenomena and inspires him/her for good deeds, enhancement of professional activity, knowledge of the nature mysteries, the formation of ethical duties and the requirement of their fulfillment, on perfection of the ideals of the Goodness, the Beautiful, the Justice in the life of every person. The conscience measures the deeds done and always strives next to life.

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І. Зварич, д-р пед. наук, проф.

Київський національний торговельно-економічний університет, Київ, Україна

СОВІСТЬ ПЕДАГОГА – ОДНА З ОСНОВНИХ ЦІННОСТЕЙ ЙОГО ОСОБИСТОСТІ

Зазначено основні моральні принципи в процесі оцінювання рівня якості знань студентів, які притаманні особистості педагога, його наукові погляди і переконання, повага і теплота у формуванні людяності студентів як неповторної індивідуальності; висвітлено совість педагога, що протидіє аморальним явищам у суспільстві і надихає студентів на добрі вчинки, на підвищення рівня якості їхнього фахового самоудосконалення, зокрема ґрунтовного опанування навчальних предметів, глибокого пізнання таємниць природи; розглянуто совість студента; проаналізовано ідеали Доброго, Прекрасного і Справедливого у житті кожної людини. Сьогодні під час реформи освіти та встановлення ринкових відносин важливо зберегти українську культуру, націю та її духовне відродження. Людське сумління, зокрема совість вчителя, має стати основою для реалізації цих важливих питань. Важливою у вихованні молоді була, є і залишається унікальна постать вчителя, що поєднує в собі дві потужні сили – розум і совість. Совість – головна цінність педагога, його благородна якість, яка поєднує в собі честь, інтелект, гідність, доброту, справедливість, порядність, виховання молодого покоління. Вчитель проводить величезну роботу, щоб розвивати ці якості у студентів, щоб вони стали надійними, міцними та стійкими у своїй етичній основі в зрілі роки. Недаремно люди кажуть, що в молодому віці люди знаходять або не знаходять свої головні якості та основні цінності; у зрілому віці вони розвивають ці якості або не розвивають, або взагалі втрачають їх; у старості вони покладаються на свій досвід і набуті цінності протягом усього життя або страждають від докору совісті, не маючи етичної підтримки.

Ключові слова: совість, особистість педагога, студенти, рівень якості знань, оцінювання, принципи, об'єктивна та необ'єктивна оцінка, навчальні предмети, життя.

ВІДОМОСТІ ПРО АВТОРІВ

Бахтіярова Халідахон Шамшитдінівна – Україна, Київ, кандидат педагогічних наук, доцент, професор кафедри "Філософії та педагогіки", Національний транспортний університет.

Контактна інформація: +38 044 280 52 65; e-mail: ntufilosofia@mail.ru

Bakhtiyarova Khalida – Ukraine, Kyiv, Ph. D., Associate Professor, Professor of Philosophy and Pedagogy, National Transport University.

Contact informations: +38 (044) 2805265; e-mail: ntufilosofia@mail.ru

Дем'яненко Наталія Миколаївна – Україна, Київ; доктор педагогічних наук, професор, завідувач кафедри педагогіки і психології вищої школи Національного педагогічного університету імені М. П. Драгоманова.

Контактна інформація: e-mail: nat77demyanenko@gmail.com

Demyanenko Natalia – Ukraine, Kiev; Doctor of Pedagogical Sciences, Professor, Head of the Pedagogy and Psychology Higher School Department at National Pedagogical Dragomanov University.

Contact information: e-mail: nat77demyanenko@gmail.com

Головко Наталія Іванівна – Україна, Київ, кандидат педагогічних наук, доцент кафедри педагогіки, Київський національний університет імені Тараса Шевченка.

Контактна інформація: +38 (067) 4983190; e-mail: Golovkonata@ukr.net

Балашова Світлана Пилипівна – Україна, м. Київ, кандидат педагогічних наук, доцент кафедри педагогіки, Київський національний університет імені Тараса Шевченка.

Контактна інформація: e-mail: sbalashova@ukr.net

Holovko Nataliya – Ukraine, Kyiv, Ph. D. (Pedagogical Sciences), Associate Professor, Taras Shevchenko National University of Kyiv.

Contact information: tel. +38 (067) 4983190; e-mail: Golovkonata@ukr.net

Balashova Svitlana – Ukraine, Kyiv, Ph. D. (Pedagogical Sciences), Associate Professor, Taras Shevchenko National University of Kyiv.

Contact information: e-mail: sbalashova@ukr.net

Голос Ганна Анатоліївна – Україна, Київ, аспірантка 3 курсу кафедри психології і педагогіки Київського національного лінгвістичного університету

Контактна інформація: тел. +38 (097) 6888088; e-mail: golos.anna@gmail.com

Holos Hanna – Ukraine, Kyiv, PhD student, psychology and education department, Kiev National Linguistic University.

Contact information: tel. +38 (097) 6888088; e-mail: golos.anna@gmail.com

Кошечко Наталія Василівна – Україна, Київ, кандидат педагогічних наук, доцент кафедри педагогіки Київський національний університет імені Тараса Шевченка.

Контактна інформація: e-mail: 5469010@ukr.net

Koshechko Nataliia – Ukraine, Kyiv, Ph. D. (Pedagogical Sciences), Associate Professor of Pedagogy Department of Psychology Faculty, Taras Shevchenko National University of Kyiv.

Contact information: e-mail: 5469010@ukr.net

Кузьменко Надія Михайлівна – Україна, Київ, доктор педагогічних наук, доцент кафедри педагогіки Київський національний університет імені Тараса Шевченка.

Контактна інформація: +38 (044) 5213513; e-mail: n2806@ukr.net

Kuzmenko Nadiia – Ukraine, Kyiv, Doctor of Pedagogical Sciences, Associate Professor, Professor of Pedagogy Department, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine.

Contact information: +38 (044) 5213513; e-mail: pedagogika@ukr.net

Левицька Людмила Анатоліївна – Україна, Київ, кандидат педагогічних наук, доцент кафедри педагогіки, факультету психології Київського національного університету імені Тараса Шевченка.

Контактна інформація: +38 (044) 5213513; e-mail: ludmbogd@ukr.net

Levytska Lyudmyla – Ukraine, Kyiv, Ph. D. (Pedagogical Sciences), Associate Professor at Taras Shevchenko National University of Kyiv, Kyiv, Ukraine.

Contact Information: +38 (044) 5213513; e-mail: ludmbogd@ukr.net

Маріуц Ілона Олександрівна – Україна, Київ; кандидат педагогічних наук, асистент кафедри педагогіки, факультету психології Київського національного університету імені Тараса Шевченка.

Контактна інформація: +38 (044) 5213513; e-mail: ilonamariuts@gmail.com

Mariuts Ilona – Ukraine, Kyiv, Ph. D. (Pedagogical Sciences), Assistant Professor at Taras Shevchenko National University of Kyiv, Kyiv, Ukraine.

Contact Information: +38 (044) 5213513; e-mail: ilonamariuts@gmail.com

Марушкевич Алла Адамівна – Україна, Київ, доктор педагогічних наук, професор, завідувач кафедри педагогіки, Київського національного університету імені Тараса Шевченка.

Контактна інформація: +38 (044) 5213513; pedagogika@ukr.net

Marushkevych Alla Adamivna – Ukraine, Kyiv, Doctor of Science (Pedagogics), Professor, Head of Pedagogics Department of Psychology Faculty of Taras Shevchenko National University of Kyiv.

Contact information: +38 (044) 5213513; e-mail: pedagogika@ukr.net

Плахотнік Ольга Василівна – Україна, Київ, доктор педагогічних наук, професор кафедри педагогіки Київського національного університету імені Тараса Шевченка.

Контактна інформація: +38 (044) 5213513; e-mail: olgaplakhotnik@mail.ru

Кондратюк Алла Леонтіївна – Україна, Київ, кандидат педагогічних наук, доцент кафедри іноземних мов Вінницького національного університету імені М.І. Пирогова.

Контактна інформація: +38 (0432) 570360; e-mail: allamaksimchuk53k@gmail.com

Plakhotnik Olga – Ukraine, Kyiv, Doctor of Pedagogical Sciences, Professor of Pedagogy Department of Faculty of Psychology at Taras Shevchenko National University of Kyiv.

Contact information: +38 (044) 5213513, e-mail: olgaplakhotnik@mail.ru

Kondratiuk Alla – Ukraine, Vinnytsya, Ph. D., Associate Professor, National Pirogov Memorial Medical University.

Contact information: +38 (0432) 570360; e-mail: allamaksimchuk53k@gmail.com

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 Viktorovna – Ukraine, Kiev, Ph. D. (Pedagogical Sciences), Associate Professor, Pedagogy Department, 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) 5213513; e-mail: pedagogika@ukr.net

Postoiuk Nataliia Valentynivna – Ukraine, Kyiv, Ph. D. (Pedagogical Sciences), Lecturer of Pedagogy Department of Faculty of Psychology at Taras Shevchenko National University of Kyiv.

Contact information: +38 (044) 5213513; e-mail: pedagogika@ukr.net

Спіцин Євгеній Сергійович – Україна, Київ, кандидат педагогічних наук, професор кафедри педагогіки факультету психології, Київський національний університет імені Тараса Шевченка.

Контактна інформація: +38 (044) 5213513; e-mail: pedagogika@ukr.net

Spitsyn Yevheniy – Ukraine, Kyiv, Doctor of Science (Pedagogics), Professor, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine.

Contact Information: +38 (044) 5213513; e-mail: pedagogika@ukr.net

Терлецька Любов Миколаївна – Україна, Київ, аспірантка, Київський національний університет імені Тараса Шевченка.

Контактна інформація: e-mail: terletskalm@ukr.net

Terletska Liubov – Ukraine, Kyiv, PhD, Taras Shevchenko National University of Kyiv.

Contact information: e-mail: terletskalm@ukr.net

Марица Травар – Боснія та Герцеговина, Сараєво, доцент, факультет освіти, Університет Східного Сараєво.

Контактна інформація: e-mail: marica.travar@pfb.ues.rs.ba

Travar Marica Žarko – Bosnia & Herzegovina, Bijeljina, Assistant Professor, Faculty of Education, University of East Sarajevo.

Contact information: e-mail: marica.travar@pfb.ues.rs.ba

Жиленко Микола Володимирович – Україна, Київ, кандидат педагогічних наук, доцент кафедри педагогіки Київського національного університету імені Тараса Шевченка.

Контактна інформація: +38 (067) 4561823; e-mail: zhylenko@knu.ua

Zhylenko Nikolay – Ukraine, Kyiv, Ph. D., Associate Professor at Pedagogy Department of Taras Shevchenko National University of Kyiv.

Contact information +38 (067) 4561823; 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) 6979907; e-mail: Iryna.Zvarych7@gmail.com

Zvarych Iryna Mykolaivna – 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) 6979907; e-mail: Iryna.Zvarych7@gmail.com

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Видавець і виготовлювач
Видавничо-поліграфічний центр "Київський університет"
01601, Київ, б-р Т. Шевченка, 14, кімн. 43
☎ (38044) 239 32 22; (38044) 239 31 72; тел./факс (38044) 239 31 28
e-mail: vpc@univ.kiev.ua
http: vpc.univ.kiev.ua
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