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FORMATION OF COMPETENCES OF FUTURE EDUCATORS FOR REQUIREMENTS EDUCATION FOR SUSTAINABLE DEVELOPMENT

OKSANA KON DUR, HALYNA MYKHAILYSHYN, NATALIYA RIDEI, OKSANA KAT SERO

Abstract. With the help of analysis the recommendations of major international conferences, treaties and conventions over the last two decades of reforming the education system for sustainable development have substantiated that the range of scholars interested in addressing the issues of progress towards sustainability has expanded from economists to scientists and economists. Businessmen, educators and representatives of governments, politicians, managers who are trying to bring sustainable development ideas into practice with all stakeholders. Attention is directed to finding new solutions to the problems of sustainability of the biosphere and society. The main solution to the problems is the formation of national educational systems for sustainable development, which should include environmental, social and economic, organizational and managerial aspects of shaping the quality of training of specialists and the quality of life of humankind, using formal, non-formal inclusive democratically oriented models of education and science. In all areas with public awareness, broad access to education and a reorientation of the entire education system to take into account sustainable issues of development.

Education for sustainable development should be at the forefront of the concepts and strategies for moving towards sustainability, which provided for the development of a National action plan for the implementation of the United Nations Strategy for education for sustainable development. It is established that activities to disseminate his ideas will help to improve the quality of education and to implement the principles of "Education for All". Sustainable development issues should be included more actively in higher education institutions (HEI) curricula and science, at all levels to promote the formation of a national education system for sustainable development, and to formulate five- and ten-year framework programs and National action plans for the implementation of the UN Strategy. Transformation of HEI curricula and curriculum, primarily those providing pedagogical education, to form sustainable development competencies for future and contemporary teachers (academics) should be a priority of the National Action Plan for the implementation of the Strategy. We describe the basic requirements for the preparation of a modern teacher who would possess communication managerial, qualitative competencies.

Keywords: competence, pedagogical education, education for sustainable development, professional training.

1. INTRODUCTION

The purpose of education is closely linked to the goals set by society in its development and the individual in the individual and social life. The life of the individual in particular and of society in

general is determined by education and upbringing. At the same time, education and upbringing affect social life. To understand the system of education and upbringing of a certain society means to understand the structure of its life and development strategies.

Education is the main prerequisite for achieving sustainable development. It is an effective tool for social, economic, environmental management and the development of democracy. The restructuring of education systems in each country should focus on promoting the development of creative thinking among the population, fostering tolerance, understanding democratic forms, making informed decisions and participating in the implementation of cross-cutting plans.

The importance of transitioning the world community to sustainability was first announced at the Earth Summit (1992). In this forum, education is recognized as a social mechanism and the main way of implementing the principles of sustainable development [1]. The modern concept of Education for Sustainable Development (ESD) is based on the "Agenda for the XXI-st century, adopted by the governments of the leading States in 1992 at the United Nations Conference on the Environment [8]. On the basis of this document, the formation of ESD is coordinated as a separate educational and scientific geotranscontinental socio-economic area [5]. Therefore, the training of future professionals in all industries should be based on the basic ideas of education for sustainable development.

2. ANALYSIS AND DISCUSSION

The importance of education in general for sustainable development in their scientific works are considered by V.M. Bogolyubov [3], L.G. Melnyk [21] N.N. Moiseyev [12], N.M. Ridey and Yu. A.Kucherenko [17], A. D. Ursul and A. L. Romanovich [26], and others. The scientific team under the guidance of M.Z. Zgurovsky developed in [22] a method for measuring the processes of sustainable development of Ukrainian regions, taking into account economic, social and environmental dimensions.

The 2005 ESD Regional Strategy for the United Nations Economic Commission for Europe (ESD) prioritized action to transform learning environments by integrating sustainable development principles into education and educational establishments. The ESD strategy envisages a transition from simple transfer of knowledge and skills to preparing people (especially managers) to systematic actions of the organization of socio-economic development planning, management decision-making and responsibility in maintaining the sustainability of social establishments. The main task of ESD education is the formation of noospheric consciousness of people, the need to ensure a coherent way of life with the principles of sustainable development (to be more *informed*, *moral* and *responsible* about the ability of future generations to please their needs, where the education is based on moral and ethical values .

Competences in the field of education for sustainable development were adopted at the sixth meeting of the United Nations Economic Commission for Europe (UNECE) in 2011 [24]. The role of the social component in shaping the strategy of transition of society to sustainable development is more important than the economic one.

The National Strategy for the Development of Education in *Ukraine* for the period to 2021 [10] declared the introduction of sustainable development aspects into the educational system of Ukraine. The content of education should focus on sustainable development goals. Therefore, it is necessary to increase the accessibility of quality, competitive education, innovativeness of transition of society to sustainable development and ensuring personal development of every citizen; integration of the modernized national education system into the world educational and scientific space. To achieve these goals the following steps are implied:

- reforming educational systems based on “human-centrism” as a strategy of national education and science;
- improving the quality of education and research on an innovative basis;
- ensuring the accessibility and continuity of education throughout life;
- implementing a competency-based approach to sustainability;

- creation of legal framework of educational and scientific systems;
- implementation of a variety of educational models, social and educational establishments;
- educational modeling of different types and forms of property, forms and means of obtaining education, as well as patriotism;
- development of scientific and innovative activity on condition of informatization of education.

The objectives for higher education are to establish a legal framework to motivate employers to cooperate with HEIs, to participate in the development of higher educational standards, to provide bases for students to pass internships and the first workplace for graduates; re-equipping the educational, scientific, methodological and material base of the HEIs through targeted financing.

The development of the educational system is also based on the recommendations of *of the New Strategic Program for European Cooperation "Education and Training 2020"*, aimed at building information-oriented European societies and lifelong learning and access for citizens [11]. The program prompted "the creation of regulatory, methodological, scientific, methodological, educational and technical support for the education system, which takes into account the assessment of the quality and effectiveness of educational and upbringing activities of educational establishments, counseling system, scientific expertise of specialists of NAS, NAPS of Ukraine, other scientific establishments"[13].

The UN General Assembly Sustainable Development Summit (New York, USA, 2015) adopted the New Goals [25]. Sustainable Development Goals National Report: Ukraine "[14] contains 17 sustainable development goals for Ukraine by 2030, including [23]:

- to bring to end global poverty through education and research,
- to ensure healthy lifestyles and quality of life for all categories through scientific research on the methodology for shaping quality of life and the environment).
- to guarantee quality management of educational systems and to promote lifelong learning and research by 2030;
- to achieve gender equality in ensuring the rights of girls and women in education and research in research, professional development, as well as self-realization and self-improvement throughout life;
- ensure sustainable economic growth, employment over a lifetime (including education and science workers);
- to promote infrastructure, sustainable industrialization and innovation (Ukraine has committed itself to achieving the goals of the education-science-production chain);
- "to strengthen the means of achieving sustainable development and to enhance the work of the Global Partnership Mechanisms for Sustainable Development" [25].

The model of civilization development of the III millennium is formed through the mechanism of education and science system for sustainable development. Education for sustainability is evolving on a geospheric, geopolitical, transboundary scale. In the light of the adoption of the new "transformative" Agenda for Sustainable Development by 2030 and the new UN and UNESCO Sustainable Development Education documents [6], including the Global Program for Action on *Sustainable Development Education* [18], it is important to understand their meaning and prospects. The fourth objective at the UN and UNESCO is recognized as the new conceptual paradigm of education and science, the quality of life of people through the promotion of education, its role as a driving force for development and in achieving other goals. The prioritization of this goal from the Sustainable Development Goals does not mean that others are not relevant to the subject area of education for sustainable development. The development of Education for Sustainable Development encourages the implementation of a new strategy for the global education process. In particular, the task is to significantly increase the number of qualified teachers, including through international cooperation in teacher training.

The overarching goal of the UN Strategy is to encourage States to integrate elements of sustainable development education into their formal and non-formal education systems within all relevant disciplines. This is also mentioned in the final document of the Rio +20 Summit. In order to achieve this goal, it is necessary to solve the problems of expanding the sphere of knowledge of future specialists, development of their special skills, intelligence, formation of active life position and moral and ethical

values, transition to sustainable development through directed modernization of formal and non-formal education.

On the basis of such global requirements for education, the need for *future educators* is justified and it is necessary to acquire knowledge that will enable them to integrate sustainable development issues into curricula and programs in different disciplines. The governments of countries should promote the availability of educational tools, teaching aids and textbooks for sustainable development to all who need them.

The concept of national education for sustainable development of Ukraine [3] is focused on fundamental principles, thematic programs and ways of solving problems of transition of society to sustainable development. It is based on interdisciplinary and multidisciplinary approaches, a systematic methodology for the integrity of learning, research, innovation and development, a balance of social, environmental, economic and engineering educational systems (various forms of basic and additional education, integrated network, distance).

The transition of society to sustainable development should be seen as a continuous process of learning and research, of transformation of all subjects of formal, non-formal and inclusive education. Therefore, appropriate qualitative changes are needed in the methodology for the formation of competencies in the field of sustainable development among leaders (civil servants and politicians), specialists and, first of all, teachers of educational establishments of all levels. In the Ukrainian education system, the following primary steps should be taken at all levels of the formal and non-formal education system [3]:

- introduce *in general educational institutions* teaching disciplines and programs incorporating aspects of education for sustainable development;

- at the level of *vocational education* to bring the issue of sustainable development to the industry standards, training and research programs,

- at the level of *higher education*, in the development and implementation of new standards, make mandatory general competences for sustainable development in the normative component with their corresponding filling of interdisciplinary content modules;

- to develop appropriate educational-methodological and scientific-methodical, information-reference, logistical, telecommunication support (training programs, textbooks and manuals on sustainable development) of educational, research, management processes;

- in the field of *training and advanced training* pedagogical and scientific-pedagogical staff on education for sustainable development to ensure the progress of the system of training and retraining of teachers, scientists and managers of all levels of categories in the field of sustainable development management, and to include its principles in the curriculum and scientific programs institutions of postgraduate (continuing adult education) pedagogical education;

- to scientifically substantiate the National Sustainable Development Strategy of Ukraine and to ensure its implementation at the legislative level in the field of *scientific research* and the development of international cooperation; to determine the formation of a national program of scientific research in the field of education management for sustainable development with the involvement of NAPE, HEI staff, teachers and public figures as one of the priority directions of the development of national science; to guarantee the state support of the system of scientific support of realization of the basic tasks in educational institutions.

The main task of education for sustainable development is the formation of a value-oriented personality (oriented towards socially and environmentally significant values). Therefore, in the process of developing a national action plan for the implementation of the UNECE Education Strategy for Sustainable Development, an axiological approach is of particular importance, which involves changing the structure of values of modern society, the connections of different values among themselves, between social and structural factors and human personality. Attention is drawn to the promotion of advocacy and the implementation of sustainable development ideas in social networks. In particular, there are many groups on facebook discussing the implementation of education ideas for sustainable development in different countries and in different types of educational institutions.

Among them, the most active are the Innovative Developmental Education groups, Sustainability Education Group, Education for Sustainable Development, SEAE Research Cluster (Sustainability, Environment & the Arts in Education), Education for Sustainable Development, Information Platform "Education for Sustainable Development", Early Childhood Education for Sustainability and others. These Sustainable Development Education Teams have been created by researchers from different countries. Their purpose is to exchange understanding, experience and resources that will help to integrate sustainable development goals into formal education.

The National Strategy for the Development of Education in Ukraine (until 2021) regulates the introduction of aspects of sustainable development into the educational system of Ukraine by orienting the content of education in accordance with the goals of sustainable development. The main goal is to ensure the availability of quality, competitive education, personal development of each citizen. Within the framework of the international project "Education for Sustainable Development in Action", a set of manuals and programs of "Lessons for Sustainable Development" courses have been developed for teachers and students of grades 1-10, for which the MESU was awarded [15].

The new higher education standards for the various fields and specialties provide for the priorities of the Strategy - with the mandatory inclusion of common multidisciplinary competencies in managing sustainability. The task of educational establishments, especially universities, is to form a new generation of specialists for the national and international economy. These should be people with an innovative type of thinking, an innovative kind of culture, ready to innovate. That is, the results of transformations in education should affect the development of the economy and society as a whole.

Experts in the field of education for sustainable development argue that teachers are extremely important drivers of change in the educational system as a whole, and in particular in the education system for sustainable development [20]. Therefore, the transformation of curricula and curriculum into HEIs that provide pedagogical education should be a priority of the National Action Plan for the implementation of the Strategy. The main initiators of such changes should be the professionally trained heads of faculties and pedagogical universities [13]. It is necessary for the formation of competences for sustainable development in future and modern teachers (scientists)

In general, under *pedagogical competence* will be understood as a synthesis of cognitive, visual, practical and personal experience. In the conditions of decentralization of education, increasing the level of autonomy of educational establishments, it is important to involve teachers in management processes in order to constantly improve the organization and content of the educational process. This should be taken into account when preparing pedagogical staff, namely: a student who obtains a pedagogical specialty must have modern theories and methods of management in educational systems, while clearly realizing that "management" equal to "responsibility".

The Sustainable Development Education Competency Model for Educators was formed in the Austrian research project Competences for ESD in Teacher Education. It is part of a large-scale project of the European Union. Education cannot be detached from society. The task of teachers is to shape the next generation so that they want and have the opportunity to participate in shaping society.

In [9], David Koonsley formulated the requirements for a pedagogical vision of education for sustainable development:

- *optimism*: based on sustainable development concepts, explaining complex facts to students and reinforcing the belief that problems can be solved. Sustainable development does not deny problems, but presents them as fundamentally managed. This will help to generate optimism for the youth in the future.

- *pluralism* though reality is complex and multifaceted, the pedagogical vision should not offer a one-sided view. Here, the concept of a regulatory idea is an appropriate benchmark for sustainable development.

- *integrity*: although the social perspective is shifting to the pedagogical level, education is only one dimension of sustainable development. It must be taken into account at the same time as political and social transformations.

Education for sustainable development is not aimed at changing people's lifestyles, but at “empowering and encouraging them to participate in sustainable development, to reflect on their actions in this field” [9, p. 30].

Future educators need to develop: general knowledge of the content of sustainable development (which they will then pass on to students) and education for sustainable development; ability to combine the content of different disciplines in terms of social and cultural context [19]. An educational provider must be able to explain to the educator that knowledge is a culture and a value, and to learn to overcome uncertainty. Students need to form critical thinking, ability to respond to different situations, resolve conflicts, work as a team, develop responsibility and autonomy, the tools of strategic thinking. After all, sustainable development is an optimistic concept. That is, it is important not only to identify and respond to the problems of today, but also to be able to anticipate.

The implementation of the reform of secondary education “Modern Ukrainian School” poses new requirements for the professional competence of teachers, which necessitates the improvement of the content of pedagogical education, in particular in filling it with modern educational management. Future educators should have communication and management skills. Planning and organization enable them to create favorable learning conditions in their educational institutions and to provide opportunities for students to study in out-of-school educational establishments. It will be a collaboration between education and the social environment.

Though quality is a hallmark of sustainable development, future educators also need to build qualitative competence to ensure the quality of the educational process at different educational levels. We described it in more detail in [2; 7].

3. CONCLUSIONS

Sustainable development is an important component of modern educational development. The education industry must develop skills for the young generation to create humans living conditions both locally and globally. To do this, the teacher must be able to form communication competences in youth, independence, self-determination, responsibility for oneself and society in general.

According to Rauch F. and Steiner R. in [16], education for sustainable development has various manifestations, such as “ecological education, civic education, global education, peaceful education, medical education, consumer education, and more,” and therefore, “sustainable future design can be linked to education”. What encourages future educators to form strategic, critical and innovative thinking, as well as communication, managerial and qualitative competences in their future education.

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Проведено аналіз рекомендацій головних міжнародних конференцій, договорів і конвенцій реформування системи освіти для сталого розвитку за останні два десятиліття. На основі нього обґрунтовано розширення стейкхолдерів у питанні поступу до сталості: від науковців-екологів та прогресивних економістів, бізнесменів, педагогів, представників урядів, політиків, управлінців. Всі вони намагаються об'єднати ідеї сталого розвитку на практиці. Найбільша увага спрямовується на пошук нових рішень проблем стійкості біосфери і суспільства. Одним із шляхів вирішення даної проблеми є формування національних систем освіти для сталого розвитку. Вони повинні включати екологічні, соціальні та економічні, організаційно-управлінські аспекти формування якості підготовки фахівців та якості безпеки життя людства. При цьому слід використовувати формальні, неформальні, інклюзивні, демократично орієнтовані моделі організації освіти та науки. Також забезпечувати доступ до освіти широких верств населення, орієнтувати системи освіти на врахування проблематики сталого розвитку. Тому освіта для сталого розвитку має посісти провідне місце в концепціях і стратегіях поступу до сталості. В українській освітній системі слід активніше включати проблематику зі сталого розвитку до навчальних та наукових програм ЗВО, на всіх рівнях сприяти формуванню національної системи освіти для сталого розвитку. Трансформація навчальних планів ЗВО і програм навчальних дисциплін, в першу чергу таких, що надають педагогічну освіту, для формування компетентностей зі сталого розвитку в майбутніх і сучасних викладачів (науковців) мають стати пріоритетом Національного плану дій з реалізації Стратегії ООН зі сталого розвитку. Нами описано основні вимоги до підготовки сучасного педагога відповідно до ключових завдань освіти для сталого розвитку. Адже завдання освітян полягає у формуванні наступних поколінь, які хотіли та мали можливість брати участь у побудові суспільства сталого розвитку. Тому майбутні педагоги повинні володіти комунікаційними та управлінськими навичками для співпраці освітньої галузі та соціального середовища.

Ключові слова: компетентність, педагогічна освіта, освіта для сталого розвитку, фахова підготовка.

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USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE INCLUSIVE PROCESS OF EDUCATIONAL INSTITUTIONS

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Abstract. The article substantiates the relevance of the problem of using information and communication technologies (ICT) to partially solve the problem of accessibility to education for certain categories of people with disabilities and improving the quality of educational services. The need for introducing open access repositories with educational and scientific content is emphasized, which will allow alternative ways of gaining knowledge despite time or space constraints. The advantages and disadvantages of using ICT in the inclusive process are outlined, and their main types are proposed which can be used to support inclusive education. The features of creating an effective computer-integrated learning environment in the inclusive process are identified, forms and methods of working with children with special needs using ICT are presented. The authors display the results of a survey of teachers regarding their attitude to this problem and their professional skills in using ICT in the educational process of a general secondary educational institution. The article focuses on the necessity to study and promote assistive technologies in inclusive learning, which are developed today in the world to enable people with disabilities to get education and their social integration. These technologies give people the opportunity to learn effectively, receive new information, communicate through devices to control computer equipment, including remotely; reading electrical signals, etc. The difficulties of implementing ICT in inclusive education of Ukraine are substantiated, among them: high cost of ICT, especially assistive technologies; lack of computer software at educational institutions, lack of powerful internet, especially in rural areas; low level of digital literacy of teachers, especially regarding the use of special training tools; often their conservative attitude to innovations, online communication with students with special educational needs; the lack of support for such students as for the use of specialized ICTs and others.

Keywords: inclusive education, ICT, children with disabilities, computer integrated learning environment, general secondary education.

1. INTRODUCTION

According to the World Health Organization, there are around one billion people with disabilities worldwide. In Europe and America, they are every fifth person. And because they are less likely to find work, the poverty rate among these people is twice as high as the average [2]. It is no coincidence that the problem of inclusive education for children in today's urban world is extremely urgent. This include the physical accessibility of educational institutions for children with special needs, and the

psychological adaptation of all participants in the educational process to the conditions of inclusion, educational and methodological support for inclusive learning [17; 12]. Thus, of 75 million children in the world who didn't attend school for various reasons, one third are children with disabilities. At the same time, there is a very high level of illiteracy among this category of persons. In particular, in developing countries, exclusion from the education system is much more significant for persons with psycho-physical development disorders, about 97% of them are neither able to read nor write [8]. The inability to get an education deprives persons with disabilities from getting a profession, decent wages and realization in society. The literacy rate among people with psycho-physical disorders (globally) is only 3% and unemployment is 80% [8].

For a partial solution to the problem of accessibility to education for certain categories of persons, improving the quality of education, incl. in distant format, it is advisable to use Information and Communication Technologies (ICT). For this purpose, according to Y. Nosenko, it is time to introduce open access repositories with educational and scientific content, which will allow alternative ways of obtaining knowledge despite time or space constraints. ICT can be a significant driver of positive changes, as their application makes it possible to attract more education participants at a lower cost, to meet the demands of social justice for all populations, it opens wide prospects for improving the quality of education and its accessibility for persons with disabilities, promoting equal access to information and educational services, full and fruitful social integration [12, p. 116–123].

The problem of inclusive education is reflected in scientific works of such domestic scientists as: V. Bondar, I. Kalinichenko A. Kolupaeva, Z. Leniv, V. Synov, O. Taranchenko A. Shevtsov, N. Shwed and others. Socio-pedagogical aspects of teaching children with special needs are partially covered in the studies of : O. Bezpalko, R. Vainola, A Kapskaya, N. Seiko, etc.; the use of ICT in an inclusive process: V. Bykov, Y. Nosenko, M. Mariotti, etc. The issues of organization and development of inclusive learning in different countries were studied by: B. Abery, V. Blândul, A. Bradea, D. Cameron, D. J. Chambers, N. Hui, L. Kincadec, S. Main, P. Sarah, M. Friend, L. Cook, D.A. Hurley-Chamberlain, C. Shamberger, R. Tichá, E. Vickery, J. Njelesani and other.

2. ANALYSIS AND DISCUSSION

In many countries, including Eastern Europe, there are some difficulties in reaching inclusion goals due to the inability of primary schools to take into account rapid changes: to introduce information and communication technologies, pedagogical innovations on the principles and content of the organization of training, new strategies of pedagogical interaction on the basis of personally oriented education, etc. In post-Soviet countries, where inclusive education has only begun to be actively implemented in the last decade, it is too difficult to overcome socio-pedagogical stereotypes [6]. After all, implementing an inclusive approach in education involves creating the right balance: providing people with disabilities with proper educational services and realizing personal importance in the school environment (Tichá, Abery, Kincadec) [16, p. 47].

To investigate the real situation of using ICT in inclusive education at Ukrainian schools we carried out a survey. According to the survey results, 99% of respondents answered yes to our question "Do you use ICT in the process of inclusive teaching" (103 out of 104 all educators). Most respondents think that the use of ICT in teaching children with special educational needs will increase the effectiveness of the educational process: 66.3% (69 persons) of the total number of respondents; 34 people (32.7%) answered that the technical means would partially increase the learning outcomes of the students, and only 1 teacher (1.0%) did not support this idea.

Results of teachers' responses to the question "What facilities do you consider most appropriate for teaching children with disabilities?" Given on Fig. 1.

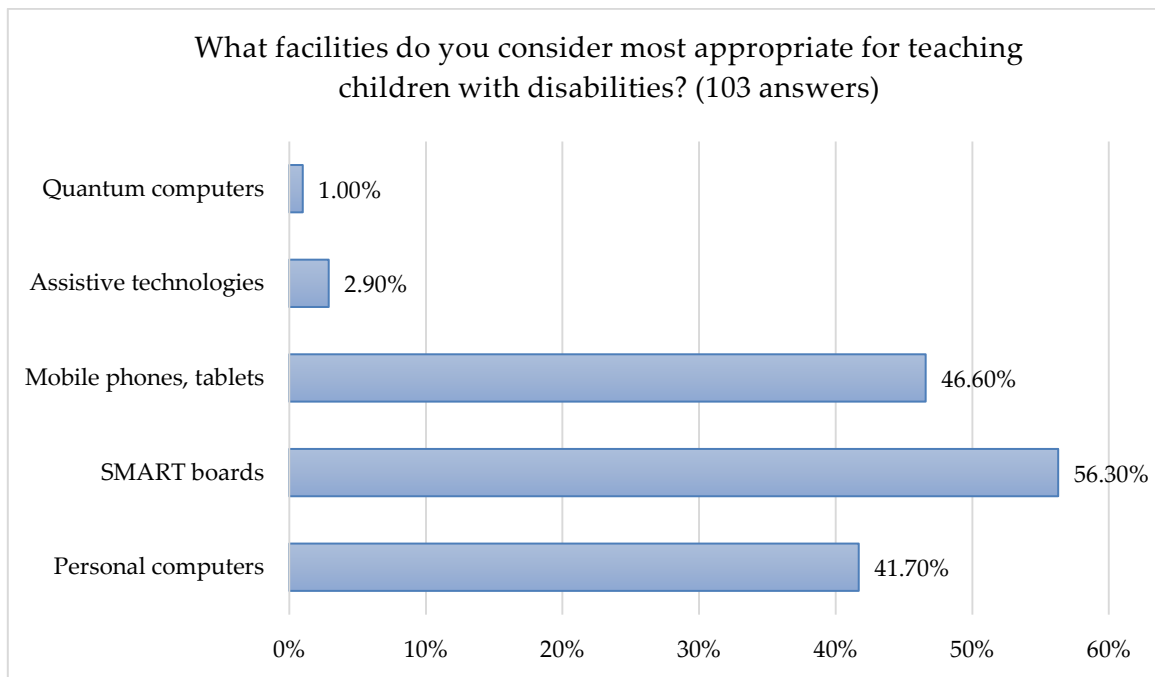


Fig. 1. Technical facilities for teaching children with special educational needs

Personal computers, SMART boards, the Internet today all serve as necessary tools in the teaching process. In addition, SMART technologies for people with special needs can more widely and fully unleash the creative potential of every child. For example, using a projector and an interactive whiteboard allows you to apply a variety of colors as a system of harmoniously interconnected shades of color. Touch tablets are necessary tools for stimulating tactile sensations, interaction with the environment and more.

Thus, among the main types of ICTs suitable for use as a means of supporting inclusive learning are the following:

- standard technologies;
- PCs (desktops, laptops (netbooks), tablets (etc.) with built-in configuration options for people with psycho-physical disorders;
- available data formats, or alternative formats, such as accessible HTML; DAISY
- standard digital format for recording digital audio books (digital talking books);
- braille printers, displays and language synthesizers, etc;
- assistive technologies – hearing aids, screen readers, accessibility keyboards, alternative communication systems, etc. [7].

Personalized Computer Integrated Learning Environment is an open computer integrated learning environment of pedagogical systems, which provides proper ICT infrastructure, (including virtual) targeting at individual information and communication, resource, operational and procedural needs of the participants of the educational process. [3]

Appropriately, a *computer-integrated learning environment in an inclusive process* is a computer-integrated learning environment in an educational institution, which created a proper ICT infrastructure, the Internet, and adapted educational content to meet the educational needs of students with psycho-physical disorders.

Modern scholars determine the benefits of using ICT in teaching children with disabilities [12, p. 28–29]: general benefits are: expanding student autonomy, overcoming communication barriers in the educational process, creating opportunities to identify and evaluate learning outcomes in a convenient way, taking into account individual characteristics of students and others.

At the same time, a well-integrated computer-based learning environment in an inclusive process has significant advantages, especially for students with disabilities:

- access to educational resources using ICT as a compensatory tool at their convenient time and place for individual home-based learning, incl. with parents (guardians);
- fulfillment of educational tasks taking into account peculiarities of their development, at their own pace; if necessary – repeated repetition of theoretical or practical material (experiments in virtual laboratories), etc. (in asynchronous mode);
- creation of conditions for personal self-realization, development of digital competence, communicative culture online, etc.;
- increasing students' learning motivation, their interest in mastering new material;
- opportunities for finding different educational information, messaging and multimedia data exchange, etc. It gives access to the following resources: educational, methodological, artistic and scientific texts, multimedia presentations, electronic manuals, computer programs, multimedia projects, test tasks, sound and music files, digital copies and author feature films, audio books, multimedia games and competitions, video master classes, graphic images, photos, tables, cartographic systems, references and more.

We consider the effective aim in pedagogical science and practice to use STEAM-education for teaching children with psychophysical disorders. Among them there are also gifted children who have certain inclinations for the appropriate activity. Today, there are enough IT professionals in the world with limited health options. Moreover, an effective aspect of inclusive education is the identification and recognition of the compensatory capacity of persons with disabilities who, contrary to nosology, have the abilities and inclinations, above all, to activities that require conscientious attitude, diligence, patience, etc. In fact, such is the research activity in the field of STEM education [5].

ICTs provide opportunities for co-operative learning for students with disabilities. We find it extremely important, because activities have a common goal - work together in groups to achieve it and to solve learning tasks. It has a positive effect. It is obvious especially for children with special needs, because they interact with others, feel themselves an inseparable part of the group, can share their knowledge, express their opinions, defend them, make joint decisions, learn to discuss, etc. "The idea of this model is to involve all students in teamwork for the implementation of a task through interdependent and cooperative collaboration. Studies suggest that the effects of cooperative learning proved to be an efficient tool to increase academic achievements of students with and without disabilities" [15].

Modern scientists (Armitage, Pihl, Ryberg) study theoretical, philosophical, pedagogical and aesthetical aspects of the contradictions and interactions between the collective and the individual in creative learning processes. This also applies largely inclusion. Today it is important to develop a student's creative personality, creativity in practical activity, regardless of differences or special needs. At the same time, we involve students with disabilities in partnerships in teams to solve specific learning tasks – Problem Based Learning (PBL). The question is: "In the design process there are always many ways and solutions to solve the same problem, so how can we be sure that we choose the right concept to finding the optimum solution to practical problems? What is the role of PBL in this context?" [1].

It may be important for a team of professionals researching inclusion to model Cooperative Learning in this way, to predict the development of the individual creative abilities of all students according to the purpose of the curriculum. As every child is unique in his or her own development and perception of the world, so two children with the same disorder will respond differently to the same situation, have different cognitive needs, and so on. Therefore, it is important to create an inclusive educational environment at school that encourages students to constructive, collaborative and contextual learning and self-improvement taking into account individual differences and developmental characteristics [6].

According to modern authors (V. Kovalenko, Y. Nosenko, A. Yatsyshyn) it is advisable to use ICT in educational and extracurricular work at practical lessons, in particular:

- search online information on a given topic (probably both individual and group performance, where each student is offered to collect data on some aspect of the object being studied, after which – together with a group to combine the data in a comprehensive description of objects);
- making speeches using presentation tools;
- making presentations using different multimedia (audio, video, animation, etc.);
- organization of thematic groups (for example, for joint implementation of a training project);
- creating a portfolio of your own works (completed creative tasks, educational projects, multimedia presentations, etc.);
- preparation and conducting of surveys on given topics;
- creation of multimedia greeting cards (for personal, professional and other holidays; with wishes for fast recovery to students who are ill, etc.) and their distribution;
- mutual evaluation of students' completed works, discussing them in the form of comments [10, p. 126].

The aim of M. Mariotti's study was to explore the potential of using weStories and iPads with students with autism. WeStories is a unique form of storytelling that helps teach students to tell stories while working on literacy, including reading, writing, communicating, and creating visual images. WeStories requires two or more students work in a group to write and create their own stories using technologies such as iPad [11]. This technology has been successfully implemented in the teaching of students with different abilities, as M. Mariotti notes. The essence of it is that students work in groups and create digital stories using iPads. Kids collaborate with one or more other students with special needs together to create weStories. This technology is especially effective for developing social and communicative skills of children with autism and children with typical development [the same source].

It is worth noting that in recent years, the attention of scholars has been focused on iPad as an effective tool for educating children with autistic disorders who have problems with social interaction and communication with their peers. This tool allows you to develop social skills effectively. For this aim the program "Hanging Out" was created. This program explains to students how to invite a friend for a walk and provides advice on how to communicate with friends [9].

In today's context, general secondary education teachers have some difficulties using ICT in inclusion. They were asked the question "What difficulties do you face while using ICT in inclusive education?" We got the following answers:

- insufficient educational and methodological support – 34 persons (30.1% of respondents);
- low level of training of pedagogical staff to use ICT in inclusion – 25 persons (24.3%);
- insufficient computer supply for schools – 23 persons (22.4%);
- lack of desire to use ICT in education for students with disabilities-17 persons (16.5%);
- lack of teaching motivation – 7 respondents (6.8%).

However, teachers are clearly aware of the benefits and feasibility of creating a computer-integrated learning environment in an inclusive process. This creates right conditions for professional growth, distant communication with colleagues and learning from their experience of implementing educational innovations; dissemination of own progressive teaching experience; participation and holding webinars; enhancement of digital competence, culture of work in the information space; improving ICT skills to support effective work with students with special educational needs; opportunities to stimulate students' cognitive interests; enhancing their motivation for learning by updating the content and methods of teaching; introduction of educational innovations using digital tools, etc. For example, according to Y. Nosenko, due to multimedia it is possible to carry out and correct influence on different sensory areas. Materials in electronic format are easier to adapt to students' needs (eg. large font, Braille, etc.) [12, p. 28–29].

Nowadays, there are some interesting technological innovations of improving educational access for people with disabilities and their social integration. Today, scientists around the world are working out assistive technologies that would enable persons with disabilities to study effectively, receive new information, and communicate through devices to control computer devices, including: distantly; reading electrical signals, etc.

For example, in 2011, Resource Center was established in Ukraine, the center of inclusive education for children and young people with profound visual anomalies. This Center provides methodological, technical, didactic, corrective, advisory and other practical assistance to secondary and higher education institutions, pedagogical staff, inclusive resource centers, parents of blind children, other interested persons. It is interesting that the Center staff has developed their own (Ukrainian) model of inclusive education for blind children, which is based on the experience of Scandinavia (primarily Sweden), partly Canada, as well as the experience of persons with severe visual impairments. This model is tested in various regions of the country by creating and distributing Braille literature, DAISY audio tutorials, video content with audio (animated and feature films), organizing audio courses for guides/actors, and inclusive education courses for general education educators, conducting corrective-developmental classes [14]. This helps blind children not only get elementary education, but also integrate into society.

We believe that the organizing of this Centers to assist different categories of persons with disabilities would greatly help, above all, to provide qualitative psychological and pedagogical support and to provide certain ICT materials for successful learning.

Answers to the question “What online resources do you consider to be the most effective in inclusive education?” are shown in Fig. 2.

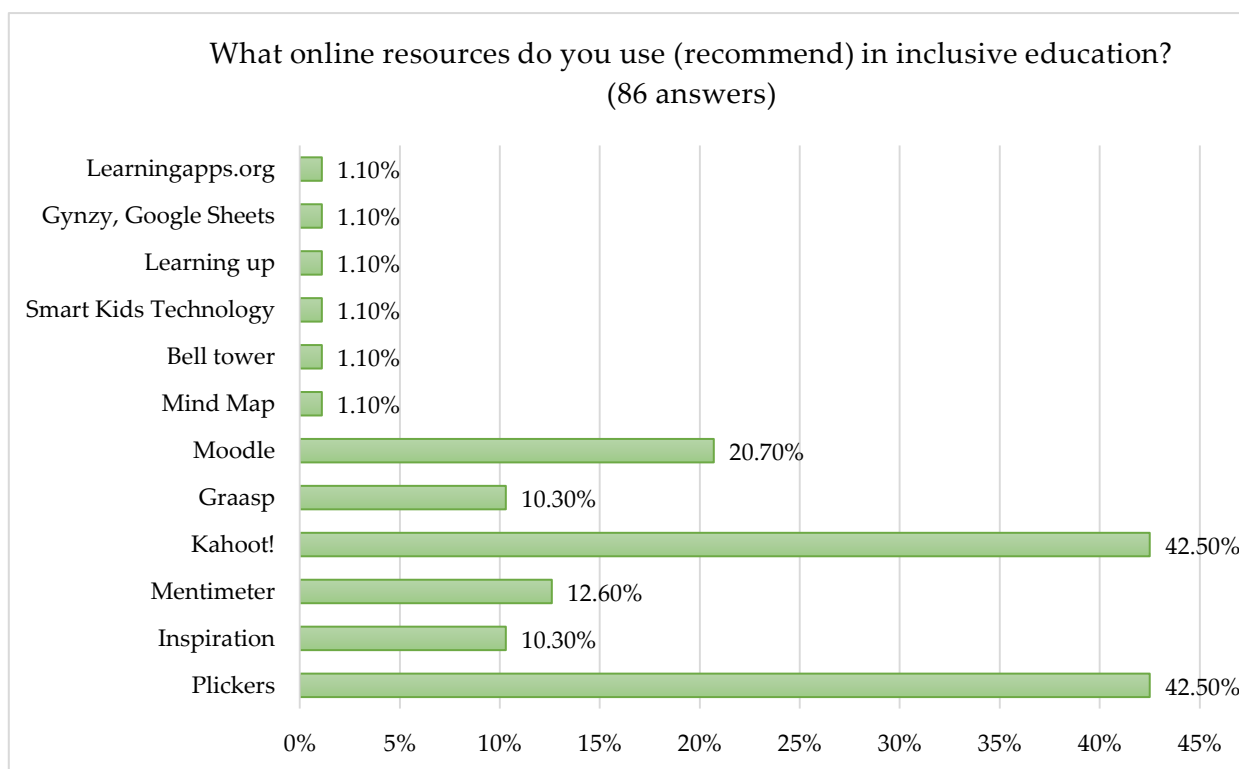


Fig. 2. Online resources that pedagogical staff recommend to use in inclusive children's education

As we can see, teachers mostly use digital tools like: Plickers (for formative assessment of learning outcomes) – 37 persons (42.5%) and as many educators chose Kahoot! (for audience feedback). Mind Map is also often used while working with students with special needs (one-third of the respondents – 32 persons (36.8%). Much less use: Inspiration, Mentimeter, Graasp, Moodle and others.

3. CONCLUSIONS

For some category of students with special educational needs, e-learning is the only way to acquire new knowledge, to meet their cognitive needs, to realize themselves in a personal or professional way, to gain access to communication online with other participants in the educational process in an

accessible and convenient way for them. At the same time, it is advisable to use ICT in the education of persons with disabilities in the following directions:

- as support for the educational process in educational establishments;
- in extracurricular educational work, non-formal education;
- as support for non-formal education and self-education of children and young people.

Among the main difficulties in implementing ICT in inclusive education in Ukraine are the following:

1) high cost and / or little supply of ICT, especially assistive technologies [13, p. 30]; lack of computers at general secondary education institutions, lack of powerful internet, especially in rural (mountainous) areas;

2) low level of digital competence of pedagogical staff regarding the use of ICT in inclusive education;

3) insufficient educational and methodological support for the formation and development of digital competence of pupils in the conditions of inclusion;

4) conservative teaching staff's attitude towards innovations, in particular regarding the use of ICT in the educational process, online communication with students with special educational needs;

5) insufficient support (or lack of support) of students with psychophysical disorders to use specialized ICT;

6) lack of educators' awareness of digital educational resources that should be used in an inclusive process, etc.

Therefore, the use of ICT in the educational process is a new social challenge, and inclusive learning is a necessity. Digital technologies and instruments provide access to a variety of educational resources as a compensatory tool for people with disabilities, as well as opportunities to study distantly at home; completing of tasks taking into account individual and psychological peculiarities of development; opportunities for online experiments in virtual (remote) laboratories; expanding autonomy while overcoming communication barriers in the educational process, creating opportunities to diversify ways to evaluate learning outcomes, and more. We believe that despite many difficulties, there are more benefits using ICT in teaching children with disabilities. Therefore, it is time to create a properly computer-integrated learning environment in an inclusive classroom at New Ukrainian School or University.

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Будник Олена, Котик Михайло. Використання інформаційно-комунікаційних технологій в інклюзивному процесі закладу освіти. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 15–23.

У статті обґрунтовано актуальність проблеми використання інформаційно-комунікаційних технологій (ІКТ) для часткового вирішення проблеми доступності до освіти для окремих категорій осіб з інвалідністю та підвищення якості надання освітніх послуг. Наголошено на потребі запровадження репозиторіїв відкритого доступу з освітнім і науковим контентом, що уможливить альтернативні шляхи отримання знань попри часові чи просторові обмеження. Висвітлено переваги та негативні сторони використання ІКТ в інклюзивному процесі, подано основні їх типи для використання як засобу підтримки інклюзивного навчання. Визначено особливості створення ефективного комп'ютерно інтегрованого навчального середовища в інклюзивному процесі, подано форми і методи роботи з дітьми з особливими потребами з використанням ІКТ. Авторами

представлено результати опитування педагогів щодо їхнього ставлення до цієї проблеми та професійної майстерності у використанні ІКТ в освітньому процесі закладу загальної середньої освіти. У статті акцентовано на потребі вивчення й популяризації допоміжних технологій в інклюзивному навчанні, які сьогодні розроблені у світі для поліпшення доступу людей з обмеженими можливостями до освіти та їх соціального інтегрування. Ці технології дають змогу особам з обмеженими можливостями ефективно навчатися, отримувати нову інформацію, комунікувати через прилади для керування комп'ютерним обладнанням, у т.ч. дистанційно; зчитування електричних сигналів і т.п. Обґрунтовано труднощі упровадження ІКТ в інклюзивній освіті України, серед яких: висока вартість ІКТ, особливо асистивних (допоміжних) технологій; недостатнє комп'ютерне забезпечення закладів освіти, відсутність потужного інтернету, передусім у сільській місцевості; низький рівень цифрової грамотності педагогів, особливо щодо використання спеціальних засобів навчання; часто їх консервативне ставлення до інновацій, онлайн комунікації з учнями з особливими освітніми потребами; недостатня підтримка таких учнів щодо використання спеціалізованих ІКТ та ін.

Ключові слова: інклюзивна освіта, ІКТ, діти з обмеженими можливостями, комп'ютерно інтегроване навчальне середовище, заклад загальної середньої освіти, інклюзивне навчання.



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TWILIGHT OF TEACHER'S SUBJECTIVITY?

KRZYSZTOF POLAK

Abstract. The author deals with issues of the subjectivity of the teacher he treated as an idea of the past, which today is not found in the educational realities. Subjectivity, being receptive to decision-making and willingness to bear responsibility, is understood by the author as the ability of the teacher to engage in dialogue with himself. The author characterizes the main features of such a dialogue, indicating its determinants (power, market, ideological illusions, conventions and school culture). He stresses the negative impact of transformations in the field of education, among which the prevalence of the economic-political model of the educational system nullifying the subjectivity of the teacher dominates.

Keywords: pedeuthology, subjectivity, illusion, power, school culture.

1. THE IDEA OF TEACHER SUBJECTIVITY DRIES UP

The idea of subjectivity of the teacher in the educational process is wandering around the meanders of school theory. It can be clearly seen how it slowly goes to the place where the highest products of cognitive penetration go: to the graveyard of thoughts that turned out to be cognitive illusions, a type of mythology, intended primarily to understand educational reality, to find meaning in it, and then to appoint a man - teacher a dominant place in the educational pyramid. Educated, intelligent, efficient, open to the world - such a teacher was to reflect the best qualities of the subject - the conscious perpetrator of his professional fate.

The idea of his subjectivity understood in this way is found in elite company. The idea of pedagogical progress takes its place close to it, next to the idea of de-schooling society, one can also see - so fascinating in its time - a strong group of anti-pedagogical ideas. A moderately talented educator can indicate many more. They all have one thing in common: each had its own time, that is, it became a product of faith that it can become real. It is a simple mechanism: the stronger the belief in an idea, the greater its truthfulness. The premises of any of them were noble every time. It has always been about limiting the effects of the defects of human nature.

Admittedly, this is a lofty and legitimate goal, but in reality, it is unrealistic and most often missed. Mentioned human nature is so diverse that it is impossible to deal with it. Although many have tried to do so. Teachers - idealists usually showed the inability to break the gap between thought and reality. Practitioners' pedagogues were generally not satisfied enough to change themselves and the world around them. The lack of faith in success and, consequently, the lack of desire for change, was complemented by the retort of the social environment of education (macro and micro politics, economy, local environment of educational institutions, ossified educational tradition). The great and

humanly attractive (because raising a man to the rank of homo creator) idea hung in a vacuum in confrontation with the substantive complexity of education: with its entanglement in politics, ideological turmoil around the concept of school and educational programs, enslavement by economics, unstable structure and loss of internal solidarity people involved in education.

This arrangement still causes the teacher's subjectivity idea to dry up and be thrown out of the margin of his needs, becoming a form of an archetypal vision, only occasionally fed by the life-giving substance of human resentment and the rebellion of educational madmen against those forces that generally seem immutable and omnipotent. Let's look at some of them.

2. THE SCHOOL FORTRESS, UNTIL RECENTLY POWERFUL AND PROUD OF ITS SOCIAL STRENGTH, IS WEAKENING, FALLING INTO RUIN AND ANYONE WHO WANTS CAN HIT IT AND CONQUER IT WITHOUT MUCH EFFORT

Authority

Authority enters school life loudly or quietly. Sometimes in a sophisticated manner, and sometimes more abrupt, it first creates a normative space for teaching activity, then controls it and accounts for the work done. Using the multitude of instruments, he possesses, he seeps through the school's social system, spills around the periphery of school territory to eventually reach teacher's awareness. The private (sometimes also intimate), family, "own" sphere of the teacher's life is controlled by the consciousness effectively poisoned and colonized by the actions of power. Thinking about the uncertain future, guilt for perpetual failure to achieve tasks, ambiguity and inconsistency of the professional role - all this contributes to the birth of learned helplessness. Even if the teacher tries to keep some distance to work, release from gloomy thoughts does not come. Anxiety has spread over him and effectively restrains him from a good night's sleep and willingness to act. In a personal emergency, he focuses on protecting himself. He also has a substantial package of funds. Meaning reversal, projection, aggression, symbolization, identification, conformism, masking, self-absolution, fake reactions - these are just some of the defence mechanisms that are within its potential capabilities.

At the same time, he is a slave to conventions that are beyond his control. Even if he finally rebels, he usually stays isolated with his views, desires, an individual vision of honest and authentic life. Authority, like the Orwellian Big Brother, is still looking at him. It is not known when and why he will want to be more interested in it. The school fortress, until recently powerful and proud of its social strength, is weakening, falling into ruin, and anyone who wants can hit it and conquer it without much effort. It was effectively deprived of her self-defence capability. It is not school which is oppressive today, but the oppressions penetrating it from the social environment, here they find their victims. Colonialists leaping across school rubble of various authority trying to find the remains of something that could still be appropriated. The social order is shaking, so the school is disintegrating. Social solidarity is crumbling, the carefully constructed structures of freedom and equality tremble over the years. This always happens when wisdom is replaced by loyalty and conflict instead of cooperation dominates in the system managed by orders. In education, stuffed with appearances and pretence, the idea of teaching subjectivity must collide with the reality of coercion and systemic subordination.

G. Deleuze has already proved that societies based on disciplining and interning individuals in subsequent institutions (family, school, army, hospital, prison) are gradually being pupated in a total control system. Travestying one of his thoughts, one can say that power is lust passing from the head of despot to the heads of his subjects. The greater the desire, the more prohibitions control collective life.

Teacher's professional instability, fear of losing his job, external programming of his role - all this has a very worrying effect: the teacher loses the opportunity and desire to protect the values on which the contemporary school was built with its humanistic roots. This is especially dangerous.

Supporting development, respecting the subjectivity of students and parents, dialogical communication, creativity - these are the values that create space for teacher subjectivity. They are an important leitmotif of his role, which is sometimes blurred in the rapid current of change. This current, sometimes taking the form of chaos, means that the teacher does not have the courage to look into the

eyes of personal independence and make the effort to fight for his subjectivity. Not only did he lose the ability to engage in dialogue with partners, but also with himself. In addition, it is the dialogue with oneself, combined with the redefinition of one's own role that is the condition of the restitution of teacher's subjectivity. Reaching the genesis of one's own behaviour, understanding one's motivations are the first steps on the long road to gaining self-knowledge. However, this knowledge counts in the full balance of life events only when it reaches the maturity of true insight and the foundations of its perception of the world.

The previously unknown (or perhaps rather unaware) complexity of things appears here. Well, the subjectivity of a person (teacher) ceases to be a system of his features, such as the ability to make decisions, decide about himself, a sense of agency etc. Understood as the ability to engage in dialogue with oneself, it becomes a complex intellectual task for the teacher. Subjectivity has specific conditions and probably boundaries that should be recognized each time. Performing this task requires a critical reflection on - still present in many statements and settling social consciousness - the eighteenth century legacy of developing the idea of subjectivity, in which there is a belief in the primitive position of man towards nature and the social world and the special reasons due to him. This requires a rethinking of the power and access possibilities of every person, even marginalized, to the goods and values they desire. Only then can subjectivity defend itself.

The 18th century concept of subjectivity mentioned above is characterized by a kind of glorification of human self-sufficiency. I. Kant wrote about "a man coming out of minority, in which he fell through his own fault.

Minority is the inability to make use of one's understanding without direction of another. This minority is self-incurred when the cause of it lies not in the lack of understanding but of resolution and of courage to make use of it without direction of another."¹

Following this trail, it one can say that the Enlightenment thought promotes visions of such social reconstruction in which the good flows from human nature, capable of co-experiencing the suffering of others. J. J. Rousseau wrote about it in his "Social Agreement". Moreover, he did not mean at all an irrational escape from civilization and a return to some misty, archaic nature of man (and this is how his thought is sometimes read by his contemporaries), but about opposing hypocrisy and selfishness (which he failed in his private life.)² The result of these investigations was the introduction of compassion to the social debate by J. J. Rousseau. It was - according to the philosopher's intention - to become the foundation of our morality.

The Enlightenment vision of subjectivity, however, did not relinquish the fear of influences to which it is subject. This fear seems to be the result of such a reading of man's relationship with the world, which reduces him to the role of a being who wants to act rationally, aspiring to cope with life's adversities. What is most personal to man, his own identity, is not in him but in interaction. He is always in a relationship, always 'in between'. So here is the drama of his situation, which increases with the moment he falls into the trap he set: self-sufficiency turns out to be a myth, rationality - originally conceived as a force to reduce fear of the unknown world - this fear multiplies. It makes people aware of what they can lose with the loss of their national or cultural identity.

The vision of subjectivity with a more romantic provenance comes to the rescue. A man - a creator, is still afraid because he knows that he is influenced by strong, secret forces, among which authority is distinguished by special power. However, he wants to cope with these forces, he rebels, although sometimes it leads him to the edge of insanity. It is close to crossing the borders of heresy, and to heretics' power is particularly ruthless. Although, as a result, he does not do much to put his ideals into practice, he can be the prototype of the subject undertaking the effort of dialogue with himself. He defeated the fear of the world. One foot is already in the land of freedom of thought, from which subjectivity originates.

¹ I. Kant. An answer to the question: What is enlightenment? Penguin Books Ltd. 2009.

² On the one hand, compassion, on the other, putting his own children to the orphanage. Is this not an example of hypocrisy par excellence?

3. EVEN AN UNWANTED MARKET BECOMES FICTION, BECAUSE NO MARKET GAME IS APPLICABLE HERE

Market

The market is in fact the form of power mentioned above, but it is specific enough to be looked at separately. It penetrated education following the dissemination of the neoliberal vision of man, in which the dominance of values such as freedom, equality and rationality is emphasized. The thing is that - following the neoliberal path - these values would be realized in the conditions of a free market game in the field of educational services.

This process would be accomplished by expanding parents' decision-making competences and promoting inter-school competition and a specific struggle for the student by eliminating the regionalization, educational voucher programs and establishing social (private) schools.

The intention to introduce market values into education was clear: it was about improving the quality of education, desegregating and increasing the effectiveness of education, and promoting educational innovation. It turned out very soon, however, that these hopes proved futile. According to the OECD report, "all benefits in terms of improving student performance appear to be minimal at best."³ Further, the same authors, based on the results of research carried out in different countries, conclude⁴:

"The results of research on segregation as a derivative of market mechanisms indicate a potential risk of its deepening. Efficiency may increase or decrease, while it is unlikely to increase innovation. For all the phenomena discussed, the effect of diversity can be observed: specific groups of students and specific schools may experience the positive impact of market mechanisms, while others will experience negative effects."

Despite the fact that market mechanisms in education have exposed their weakness, there has been a shift in the social understanding of its essence, including the essence of the teacher's work. It gained market value, transforming into a product that has its price, its supplier and its clientele. The market, with its extraordinary sensory power, sets life goals. It sets standards, shows trends, awards prizes for the credentials accumulated in the course of man's education (certificates, diplomas, attestations, awards etc.). The market wants to treat education as an investment area in which the funds involved (read: money) should bring specific profits in some specific time perspective. A financial game is underway in this area subject to the supply and demand mechanism. So far belonging to the sphere of culture education (and with it the school), by the power of market forces transforms into an economic enterprise.

In such an oriented system subject to the institutionalization process, the hierarchy of structures (managers, contractors, controllers, technical support and staff of programmers) must appear over time and bureaucracy solidifies.

The question arises whether education thus understood is still able to create conditions for human development, provide him with the tools to understand the world and himself, so that he "knows where and how to strive, from which sources to enjoy the joy of life." Do market mechanisms in education allow, for example, to determine the rate of return on investment? Who will count what profit will bring education of seven-year-old Johnny, when he will be twenty-five-year-old John and enter professional life?

If we try to provide a relative balance between the educational offer of schools (supply) and the expectations of students and parents (demand) and it comes to us with difficulty, it is even worse in the delicate matter of interpersonal relations. Teacher autonomy and parental participation in school life are dominated by bureaucratic procedures. Here, even an unwanted market becomes fiction, because no market game finds its application.

The activities of all actors of the educational scene are recorded in the relevant legal acts imposing the obligation of universal compliance. Education clients (parents and students are so called in this convention, and in a sense also teachers) are subject to constant evaluation (tests, exams, questioning,

³ S.Waslander, C.Pater and M. van der Weide. Markets in Education: An Analytical Review of Empirical Research on Market Mechanisms in Education, OECD Education Working Papers, No. 52, p.23, 2010.

⁴ ibidem, p.24.

promotion internships etc.). It is the basis either for leaving them in the system and obtaining the competences expected from them at a given stage, or for eliminating them beyond the margin of the educational sphere. So where is the place for market mechanisms here? What supermarket chain would decide to examine its customers? In education it is everyday life resulting from the promotion of the economic model of the school and the misleading message about its marketization.

Among them, one of the most important is our educational tradition. It allows, at most, to state that the school operates in a quasi-commercial environment. It takes over some elements of management from the world of business but introduces changes in them so that they meet its needs and do not violate existing imponderables. In this tradition, especially in the current emerging from the roots of humanistic pedagogy, the parent and student are perceived as an active subject participating in the process of creating value. If today they become clients, they are increasingly aware of their rights and obligations, possibilities and limitations.

In such a situation, an important task for the school is to build joint relationships with them based on dialogue, aimed at quickly responding to changing expectations of the target market, providing information about the service and offered values, whose main carrier is education perceived as the final product.

4. AN ILLUSION CAN ARISE ONLY BECAUSE IT IS PRECEDED BY SOME TRUTH THAT IS RELATED TO IT

Ideological illusions

We treat illusion as something that needs to be dealt with, that is, unmask, show internal evil and find the truth that this illusion wants to cover. Such action makes us heroic heroes and sometimes gives birth to illusions whose existence we do not perceive ourselves. What's more, we do not even feel that the illusion is the property of our cognition. In the world of science, sometimes dominated by the hidden, but also naive belief about the superiority of matter over the spirit, the illusion is considered a mistake, and it is perhaps the most enduring warp of educational reality. Illusion always appears where the declared desire to discover the truth about the world encounters a lie. The relationship of truth and lies is an extremely cognitively appealing instrument for describing and explaining the intricacies of being in which education turns out to be a "pearl in the crown."

J.J.Rousseau, writing about upbringing, abandons his five children; S. Kierkegaard, leading a libertine life, creates religious texts; M. Foucault, praising the courage to proclaim the truth, keeps secret his AIDS disease; Simone de Beauvoir, posing as a leading feminist as the author of "The Second Sex," maintains submissive relations with her American lover writer Nelson Algren. The question is "why?"

Just as Heraclitan nature "likes to hide", so does the truth about education like to hide behind illusions of which it is usually some part, and which always carry some ideological version. Illusions remain at the service of educational ideologies. The desire to discover the truth satisfies the cognitive ambitions of educators as much as the desire to expose the illusion. The latter, perhaps more, given the double cipher concealing this truth. Illusion requires more determination and ruthlessness. If the truth is preceded by an illusion, then our effort to discover and tear it away is incomparably greater. The truth, covered by illusion, must be found again by the educator in the effort of a double course of thought: negation of illusion and exposing the truth. Although different, they are complementary goals. They are coupled together necessarily. An illusion can arise only because it is preceded by some truth that is related to it. The truth is usually the rejection of the illusion as "non-truth." Because this "not-truth" has its admirers questioning the first, both (truth and illusion) persist in a sisterly embrace in which it is in vain to seek mutual love. The Nietzschean relationship between the Apollonian and Dionysian element of reality is evident in education precisely in this clash of illusion and the truth about education. The rigid rules of pedagogical ideologies, their orderly set of assumptions, beliefs and program declarations conceal the Apollonian appearance that seduces with a handsome mask characterized by stability and an attractive vision of the future. Next to her, the Dionysian element of emotions pulsates, real emotions, fears and elation, successes and failures creating a real picture of the

pedagogical odyssey. Our hero - teacher - loses his subjectivity because - as I mentioned above - he loses the ability to conduct a dialogue with himself. This is a prerequisite for finding the truth about education, including school life. It is about contemplative thinking, directed directly towards the essential layers of school life in which the teacher moves. Dialogue with himself does not mean closing the world around him. On the contrary, it draws impulses that settle the content of his thinking about life, upbringing, other people, school, student, and finally about himself. When he undertakes a dialogue with himself, he begins a bold work: although he sometimes questions self-esteem, he greatly expands the field and depth of reflection.

It is a peculiar examination of conscience, the result of which can sometimes frighten, thrust into Jonah's complex.⁵ Our teacher conducting a dialogue with himself adopts a romantic attitude: he is no longer enough for who he is, but in the act of transgression he exceeds his limits. However, this liberation has its price. There is a kind of pressure on him that requires the de-construction of his self-knowledge. He really develops only when he realizes that falls usually hurt, and perfection is the product of fantasy.

Hubert Hermans' Dialogical Self Theory (DST)⁶ on the example of a teacher quite clearly finds its justification: various voices come to life inside him, becoming a partner of an internal conversation, the course of which maintains all the subtleties of close partners (Hermans calls it the positions of the self). Well, these partners (internal voices) value school events differently, reflect different types of discourse, build a kind of hierarchy, stuck only in the right perspective of perceiving things, reading intentions, interpreting experiences, etc. Acting in the epicentre of school life, a teacher acquires the ability to read different codes behind which meanings are hidden.

The multitude of internal voices (partners) is subject to arrangements by the subjective self. It keeps these internal voices in check, resulting in their fusion and thus ensuring an elementary level of internal integration. The subjective self has a very intimate relationship with partners. They interpenetrate each other in an endless journey of thoughts, meanings, suppositions or doubts. Internal voices are so well settled in the subjective self that they become its own element. This element feeds, immerses in it, succumbs to it and allows itself to be caught up in the stream of life, just to overwhelm it and dominate it thanks to a sense of its own coherence ("despite the variety of behaviours and features I am one") and continuity ("*despite life changes, I am still myself, I am the same subject.*").

5. CONVENTIONS, EVEN IF THEY CONFLICT WITH THE WORLD OF TEACHERS' VALUES, REQUIRE THEM TO OBEY

Conventions and school culture

This is another force effectively blocking the teacher's realization of his/her own professional visions and hindering breaking through the thicket of traps lurking at him in every phase of dialogue with himself/herself. The nature of this force is unique: they are primitive to education and are subject to legal and moral protection. Conventions are to regulate matters in education. The idea is glorious, but it also involves incapacitation or marginalization of educational innovators, whose conventionality usually hurts and whose incidental absurdity they clearly see. Because they do not want to live in an absurd reality and want to change it, they clash with school matter. Sometimes they manage to win, that is, break the current scheme and introduce some new (organizational, methodological, program). However, this does not change the fact that school conventions, even if they conflict with the world of teacher values, require them to obey. Sometimes it happens that their feeling of sense and moral responsibility forces them to oppose it. Then a more or less violent form of rebellion appears. They

⁵ Jonasz's complex is a kind of attitude characterized by escape and fear of taking on new duties, life roles, tasks that appear before a person in the flow of life changes. Jonah only becomes free when he begins to fulfill the task before him.

⁶ The leading thesis of the concept of Hermans is: "dialogical relations between individuals, groups and cultures cannot exist apart from the dialogical relations which man establishes with himself." H.J.M. Hermans, (2001a). The dialogical self: towards a theory of personal and cultural positioning. *Culture and Psychology*, 7(3), 243-281.

rebel against procedures for establishing rules of educational life, hierarchy of structures, excessive variability of education programs, ways of managing education, no wage increases, etc.

A dramatic situation is created when the teacher is stuck in the middle of a dispute between the forces of morality and convention. This drama is born of the fact that both (morality and convention), being one of the highest forms of influence on human behavior, often conflict with each other. They have their own dynamics, their sources and manifestations. Not everything that is inscribed in the conventions of educational reality gains a positive moral assessment of teachers. An example is the age-old dilemmas of the teaching profession: develop individuality or cultivate collectivity in school everyday life, cultivate discipline or prefer free development, introduce into the world of culture or rather cultivate individual interests and meet the child's personal needs, etc.

Each choice creates a different order and is embedded in a convention created by collective majority through the power of cultural supremacy. Sometimes it is difficult to compromise. Especially that on the foundation of the conventionality of behavior of all participants of educational life, the culture of the school arises, the content of which strongly determines the scope of the teacher's duties, ways of fulfilling his social role. I define school culture here as a set of values, behavior patterns, norms, school traditions and rituals, characteristic for a given institution. It has a lot of power. Teachers can be so shaped by the culture of the school that they do not require supervision on a daily basis. They internalized the values and norms co-creating this culture (e.g. values expressed in the slogan "student's good first and foremost", value of trust in relation to the student, the teaching team, school management) and, as a consequence, also norms related to responsibility for the effects of their work, preparation for classes, etc. School culture in this case becomes a derivative of a wider set of determinants and a variable dependent on the configuration of external factors of a socio-economic and organizational nature. It is also a mechanism that has been known for a long time and is used by school supervision or school heads (for example during trainings under the so-called "In-School Teacher Improvement"). In such situations, supervision uses a cultural form of regulating behavior. It is cheaper and generally more effective than long-lasting and burdensome bureaucratic and control forms. It is enough to invest in intensive teacher training, during which they undergo socialization, steering and shaping new values, behavior norms and daily habits. The result of using this method of regulation, and in fact re-educating teachers, may be, for example, their greater loyalty to school.

From these considerations, a rather tarnished picture of teaching subjectivity emerges. Being a composition of his sensitivity and self-knowledge, this image is the result of many overlapping processes. It shows the efforts of the teacher working on himself, but also reflects in the external world, whose impact reaches deeply into the private sphere, also determining daily professional behavior. Too often, the teacher's subjectivity - contrary to official declarations and written missions or visions - is an ideological slogan in the propaganda warp, and the culture of the school strengthens conformist type behaviors, becoming an instrument of destructive competition and a habitat of demoralizing all anti-values.

It is also often a brake on teachers' initiatives aimed at changing the school in a way that would make it a place of common life, a place of their own, with which they want to identify and in which important things happen. All this is due to the way of managing the educational system, which generates fear of dual power (government and local government agencies), which arouses teachers' guilt for the insufficient level of their achievements. If it lacks joy from joint action, if it lacks optimism, it must also lack elemental satisfaction from the successes achieved. It is difficult to find this joy in a situation where values such as exploring the world, development, responsibility, dialogue, feeling of sense, safety and subjectivity are transferred from the level of goals to the level of the means of school action, and the main motive of each participant's functioning becomes only survival.

In such a culture one can find many prejudices and words without coverage, one can see many behaviors testifying to contempt for partners, manifested not only in disrespect for different views, but often in a growing wave of aggressiveness. In relation to the educational process, it is more a culture of withdrawal from school life than a culture of participation, a culture more celebrating hierarchy than dialogue, a culture that imposes norms and enforces compliance. In the didactic sphere, it is mainly a

culture of searching for correct answers than asking questions, a culture of cataloging information, and not constructing knowledge.

If the question constituting the title of the text is justified, then in the light of the above considerations, the question mark should be dropped and replaced with an exclamation mark.

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У статті автор вивчає ідею суб'єктивності вчителя у навчальному процесі, яка, на його думку, блукає меандрами шкільної теорії. Доведено дослідником, що вона прямує до того місця, куди йдуть найвищі продукти пізнавального проникнення: на кладовище думок, що виявилися когнітивними ілюзіями, типом міфології, призначеної насамперед для розуміння навчальної реальності, пошуку сенсу, а потім характеризує людину – педагога та його домінуюче місце у навчальній піраміді. Автор розглядає суб'єктивність вчителя, яка трактується ним як мінута ідея, оскільки в сучасній освітній дійсності цій проблемі приділяється недостатньо уваги. Суб'єктивність до цього часу означає здатність приймати рішення та готовність брати на себе відповідальність, розуміється як здатність вести діалог із самим собою. Автор характеризує основні риси такого діалогу, вказуючи його детермінанти (влада, ринок, ідеологічні ілюзії, умовності та шкільна культура). У статті наголошено на негативному впливові трансформацій у сфері освіти, серед яких: розповсюдження економічної та політичної моделі освітньої системи, що домінує над суб'єктивністю вчителя. Таким чином складна ситуація постає, коли вчитель опиняється посеред суперечки між силами моралі та умовності, будучи однією з найвищих форм впливу на поведінку людини, вони часто конфліктують між собою. З цих міркувань автор показує зусилля вчителя, що працює над собою, але також відображає зовнішній світ, вплив якого глибоко потрапляє у приватну сферу, визначаючи також щоденну професійну поведінку. Автор робить висновок, що суб'єктивність вчителя - всупереч офіційним деклараціям та письмовим місіям чи баченням - є ідеологічним гаслом на пропагандистській основі, а культура школи зміцнює поведінку конформістського типу, стаючи інструментом руйнівної конкуренції та середовищем деморалізації всіх анти цінностей.

Ключові слова: педевтологія, суб'єктивність, ілюзія, влада, шкільна культура.

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PARADIGM SPACE OF MODERN HIGHER EDUCATION IN UKRAINE

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Abstract. The article analyzes the paradigm space of higher education in Ukraine. It is proved that the modern education paradigm has a synthetic character, is based on the polyparadigmality principles and is a synthesis of personally oriented ideas, semantic and cognitive paradigms of education. Their nature and characteristics are considered. The units of analysis selected certain components of the paradigm, namely: mission, goals, objectives, guiding values, content of education, basic didactic tools, teacher-student relationships, criteria, functions. It is proved that the situation of confrontation and contradiction of personally oriented, semantic and cognitive paradigms of education is unacceptable, since each of them has its positives and limitations. It was found that cognitive education provides significant potential for intellectual development of the individual, it is its apparent positive. Proved that the cognitive limitations of education lies in its normative and purely social utility, which not related to the unique personality implementation, which is a passive “object” of teacher pedagogical influence; informative cognitive priority led to its content and disciplinary overload, is a serious problem of modern education in higher education institutions. Proved that priority is individually oriented paradigm associated with the formation of free, individual initiative as the “subject” of his life and this education paradigm is reflexive oriented because its values are leading self-awareness, self-development and personal fulfilment future specialist. However, objective knowledge is sometimes overlooked, and this is a certain difficulty of personally oriented education. It is found out that the benefits of the education semantic paradigm are related to the value-semantic attitude formation towards future professional activity, with updating of personal semantic experience; with semantic choice, with development of future specialist semantic potential. The reflexive nature of the personally oriented, semantic and cognitive paradigms of education is substantiated, and it is proved that the modern paradigm of higher education space will constitute a polyparadigmatic synthesis of their ideas accumulated in the education reflexive paradigm. The polyparadigmality essence is revealed as a research methodology, which is a conceptual synthesis of several existing educational paradigms.

Keywords: education paradigm, polyparadigmality, personally oriented education paradigm, semantic education paradigm, cognitive education paradigm, reflexive education paradigm.

1. INTRODUCTION

The development of modern society is accompanied by a transformation of its economic, political, and educational innovation sectors towards globalization and European integration, that is, a modern democratic society with European values is being built, but given the national context. These objective

factors determine significant changes, that taking place in Ukrainian higher education system. Its modernization vector is aimed at ensuring the quality in accordance with the current European requirements for linking the education content to the demand of the labor market, to satisfy the interests and expectations of higher education applicants. The strategic positions of modern higher education in Ukraine are its axiological and human-centered priorities; competent orientation of education; realization of training on a research basis; promotion of academic mobility for all subjects of the educational process in higher education; implementation of ideas of academic integrity; interdisciplinary dimension of education; the idea implementation of andragogics for lifelong learning; soft skills development related to the critical thinking development of the individual, collaboration skills, life digitization; building of education partnership model on the basis of subject-subjective interaction between teacher and student, forming an individual educational trajectory of higher education applicants through academic mobility, non-formal education. Thus, a change of priorities of Ukrainian higher education needs to justify its new conceptual model based on a new educational paradigm. Since a particular paradigm sets the model of perception and world explanation, as well as the basis for choosing the methods of its exploration and transformation, paradigm is a fundamental principle of human interaction with the world, with others, and with himself. So paradigm space studying of modern higher education in Ukraine acquires relevance and feasibility.

The concept of “paradigm” emerged in the ancient world and comes from the Greek word “παράδειγμα”, which translates as an *example, model* [1, p. 193 - 194]. This concept was introduced in the modern scientific circulation by the American physics historian T. Kuhn, who interpreted the paradigm as recognized by all scientific achievements, which over a time period give to the scientific community a model of problem formulation and solution [2, p.11].

It is accepted to use such terms in pedagogy as “pedagogical paradigm”(G. Kornetov), “educational paradigm” (P. Denisenko, G. Kilyova, E. Pinchuk) or “paradigm of education” (I. Kolesnikova), “training paradigm” (I. Bech, O. Vozniuk, M. Levkivsky), or “paradigm of upbringing” (M. Rozov); “paradigm of the educational process” (N. Lavrychenko). Taking into account these conceptual variations of the paradigm phenomenon, in our study we will base on the “paradigm of education” concept introduced by I. Kolesnikova and defined by it as a conceptual model of education [3]. More detailed is the interpretation of the paradigm of education as enshrined in theoretical provisions, normative documents, traditions, human and material resources of a stable system of educational institutions activity (E. Hrykov) [4]. However, the author's interpretation of the outlined phenomenon linked to its definition as a combination of theoretical and methodological guidelines, ideas and approaches, strategies and education conceptual models that guide as a model for solving educational problems.

Thus, taking into account the starting positions, consider the paradigm of Ukrainian modern space of higher education.

2. ANALYSIS AND DISCUSSION

Educational paradigms have undergone a complex evolution of becoming. The dynamics of educational paradigms disclosed in detail in the A. Verbitsky studies, who identified the genesis of this educational paradigms:

- the “natural” educational paradigm of the pre-institutional period;
- the paradigm of civil education in ancient society;
- the Christian education paradigm, dogmatic type of learning in the Middle Ages;
- the classical (traditional) educational paradigm of capitalist production period;
- humanistic paradigm [5].

G. Ball modifies the latter as a rationale-humanistic paradigm [6].

Regarding the typology of educational paradigms on certain grounds most common are:

- authoritarian-imperative and humane (Sh. Amonashvili);
- cognitive and affective-emotional and volitional (or personal) (E. Yamburg)

- scientific-technocratic, humanitarian-phenomenological and traditional pedagogical paradigms (I. Kolesnikova);
- authoritarian, manipulative and maintenance (G. Kornetov);
- reflexive (I. Kolesnikova, I. Stetsenko);
- semantic (O. Dmitrieva; I. Abakumova, P. Ermakov, I. Rudakova);
- natural science, technocratic, esoteric, humanistic and polyphonic (O. Prikot);
- functionalist, humanistic and esoteric (B. Rodionov, A. Tatur);
- integrative (O. Vozniuk, O. Dubaseniuk);
- education system paradigm (Y. Karyakin).

There is a formation of a new educational paradigm in the modern period. The idea of human and its development through education in it are reflected in the following conceptual provisions:

- human is a complex system that develops holistically;
- the main mission of higher education - ensuring the conditions for personal fulfillment;
- focus on the implementation of the requests, needs and expectations of the individual;
- subject-subjective, dialogical format of teacher and students relationships;
- focus on the competent and competitive specialist training;
- creation of academic mobility conditions for subjects of educational process in higher education;
- development of scientific potential of the individual based on the implementation of training on a research basis.

We should note that the leading feature of the education modern paradigm is its synthetic nature. Polyparadigmatic integrity involves the strategic ideas of multiple educational paradigms. V. Ognevyuk argues that it is the situation of polyparadigmaticity in the educational space that is most favorable for the education development, since hypertrophy of one of the paradigms can adversely affect on the educational process subjects. The well-known scientist defines the current period of education in Ukraine as inter-paradigmatic [7].

Thus, taking into account the position of the theory of paradigm analysis of pedagogical reality (E. Bondarevska I. Kolesnikova), in particular, the position that the paradigm indicators of the teacher is his worldview, which determines the understanding of the personality nature and its development patterns; semantic dominant of professional being; targeted educational activities; orientation and sources of the system formation of professional and pedagogical values and criteria; the nature of the participants interaction in the pedagogical process [3], we analyze the paradigms that make up the polyparadigmatic integrity of the modern education paradigm. It should be noted that the unit of analysis chosen certain components of the paradigms, namely the mission, goals, objectives, key value, content of education, basic teaching tools, teacher and student relationship, criteria, functions.

Let us consider the essence of personality oriented education paradigm, which is the base of modern scientific and educational space and is connected with the education reorientation on the person. Its necessity and expediency grounded in methodological works of N. Alekseev, S. Amonashvili, D. Byeluhin, V. Davidov, V. Syerykov, I. Yakymanska, who have proposed the idea of dialogue, collaboration, co-creation, individual respect.

Thus, the purpose of individually oriented education is to develop the individual as a subject of life. The main objectives - promoting personal growth of the student, namely the formation of its value-semantic sphere, reflection, multidimensional consciousness, the ability to self-determination; organization of psychological and pedagogical support of these processes; creating a situation of free choice. The leading values of this education system are the personal dignity of everyone; freedom, creativity and individuality in the knowledge and values of self-development, self-education and self-realization. That is, the priority of development is obvious.

According to these features individually oriented educational content aimed at its personal development and individual educational trajectory building. In this case the student recognizes the right to participate in determining the direction of education, its contents and forms of organization. In individually oriented education every student has a vector of development that does not rush from teacher to student, but rather from student to teacher. We emphasize that individually oriented

education preferred dialogical forms of teaching and polylogue, built on the basis of equality teachers and students in the educational process. The role of the teacher is the fullest realization of requests, interests and needs, as well as taking into account individual characteristics of each student.

The relationship of teacher and student are based on humane treatment of student confidence, maintaining its identity, consistent attitude to the student as the subject of its own development. The relationships between the teacher and the student are “interpersonal” and based on the principle of equality, dialogue, coexistence, freedom, unity, acceptance.

The main criteria for the effectiveness of education are the personal growth of the student, satisfaction of his educational, spiritual, cultural and vital needs.

The key features of the personality oriented education is such as:

1) conditions creation for creative individuality self-development and revealing of personality spiritual potentialities;

2) cultivation of various forms of creative activity of the teacher and the student;

3) implementation of assistance strategy, support and respect for the student;

4) creating of conditions for free choice areas involving social and cultural values.

Personality paradigm of education is the basis for the new methodological system emergence, namely the education “semantic paradigm” (in the terminology of A. Asmolova). This process is justified because the very meaning is the basis of the organizing attitudes of the “core of the personality”, the criterion component that determines the boundary of the personal, impersonal and non-personal, and in turn, meaning formation is the dominant vector of education. We have previously reported that one of the essential features of personality oriented education paradigm is the realization of the individual free choice. The person chooses in what he or she sees meaning, that is, he or she makes a “value-meaning choice” (N. Mironenkov's term). So, personal and semantic paradigm are interrelated and interdependent.

In the modern educational space of higher education institutions the ideas realization of the semantic paradigm of education is connected with the introduction of semantic pedagogy (O. Asmolov), “semantic didactics” (I. Abakumova, P. Ermakov, V. Fomenko), human education (V. Klochko).

Let us dwell on the leading features of the semantic education paradigm. Its initial idea is the provision of the subject-personal involvement of the student in the educational process by means of activation and pedagogical support of the mechanisms of meaning formation.

Thus, a leading semantic paradigm of education mission is to provide the conditions for the implementation of mechanisms of professional and personal sense. Its aim is to develop professionally significant personal meanings of the future specialist. Tasks of education semantic paradigm: realization of education value-semantic context; forming a meaningful attitude to the future profession, a meaningful setting; actualization of the student's personal semantic experience; forming the ability to express their value and meaning; development of semantic potential. The key values of this paradigm are personality, its free choice of life and professional path on the basis of certain semantic orientations. It is obvious that the priorities of the education semantic paradigm are related to the professional and personal future specialist meaning.

It should be noted that the core of the education content in the semantic paradigm is the introduction, along with the normative, integrated courses aimed at the implementation of educational meaningful context, group meaningful context, and the integration of socio-cultural context of the profession and student context and personal self-determination. That is, meaning “saturation” of education. Implementation of these educational contexts associated with the formation of “semantic field” within which there is directed broadcasting sense, of sense that initiates, directs semantic sphere of students in a particular vector in the learning process. The content of training is perceived as a personal value that has personal meaning.

In the semantic education paradigm, the meaning-oriented methods and teaching forms of dialogical orientation that initiate the meaning formation of future specialists in the educational process are leading. These include meaning-actualizing dialogue (L. Kagermazova), multicultural dialogue

(E. Belyakova), interpersonal dialogue, polylogist. Thus, it is meaningful dialogic communication contribute to the enrichment of personal meaning through their interaction with the cultural content of personal meaning participants in the dialogue.

The relationship of teacher and student are built on the "semantic interaction" grounds, "synchronize" their semantic fields "value-semantic equality" of all the subjects of the educational process that allows everyone to exercise their choice according to their own life purport orientations. In the semantic paradigm, the teacher acts as a "facilitator" of sense actualization.

The main criteria for the training effectiveness are the value-semantic attitude to the future profession, the content of personal meanings, purport design.

The functions of meaning-oriented education are: 1) implementation of the education semantic context, the creation of conditions for a value-semantic sphere of the future specialist personality; 2) meaning "saturation" of learning content; 3) finding out the meaning-building potential of the disciplines; 4) cultivation of meaning-oriented forms of learning related to meaningful communication, as well as techniques of meaning-making of the future specialist personality.

Consequently, there is no doubt that individually oriented and semantic paradigm of education have much in common. They are interrelated and interdependent and focused on the value-semantic sphere development of the individual as "subject" of their lives. The ideas of the cognitive paradigm of education sometimes ignore in today's educational environment of higher education institutions, which is impossible because it has certain priorities that are appropriate for modern higher education. It is well known that the cognitive paradigm (imperative, traditional) links education to the cognition process through memory and certain operations of thinking. Its mission is to fulfill the social order on future specialists training with pre-defined quality of life and work. The aim of cognitive education is to develop the knowledge and skills of the educational process implementation. The main tasks of cognitive education is the development of mental abilities, formation of thinking operations necessary for the educational activities implementation. Consequently, the core values of cognitive learning are normativity and manageability.

There is natural that they are reflected in the content of cognitive education that aims to provide individual information. The subjects are a reflection of a certain science, and the educational material is a didactically interpreted scientific knowledge of universal curricula, which does not always coincide with the actual interests and needs of the student and is not his personal choice. As a result of such approaches the student is not able to use this knowledge in practice.

An obvious feature of cognitive education is the monologic forms of learning preponderance. Knowledge is transmitted as a monologue of the teacher, where he is the main acting force, leading a student who only needs to keep up with the teacher, adjust to the pace, individual characteristics and current status of the teacher. That is, there is an exaggeration of the teacher initiative, and the student has a predominantly passive role. He is the object of the mastering process a certain system of knowledge and skills and their support. It is clear that the result of this format of teaching is to build the relationship between the teacher and the student on the basis of absolute normativity on a "subject-object basis", the teacher takes a pedagogical position "over" the student. In this communication between the teacher and the student occurs through the content, forms, methods, learning tools. At all levels of cognitive learning student is a passive "*object*". In this education model, the skills development of reasoned, logically correct thinking, the ability to think independently and critically, creatively and contextually, remains unaddressed. Personality training aspects confined to the formation of cognitive motivation and cognitive skills and to gain experience meaningful, valuable and emotional evaluations of their behavior and others. The task of comprehensive personality development is a "byproduct" of training activities.

Leading performance criteria are learning the knowledge, skills and abilities that define the qualitative and quantitative dimensions assimilated information.

Therefore, the leading functions of cognitive education are related to the implementation of such traditional educational functions as: 1) broadcasting of information in the form of ready knowledge and

skills; 2) control of students' activities; 3) fixing role of the teacher as a subject of educational activities and student - as the object of his influence.

As we can see, the personal aspects of learning are minimized in the cognitive paradigm of pedagogical education.

We found that each of the described paradigm has its positives and limitations. Consider them.

Cognitive education provides significant potential for the individual intellectual development, and it is its apparent positive. However, the cognitive education limitation lies in its normativity, a purely social expediency, which is unrelated to the realization of the individual uniqueness, which is a passive "object" of the teacher pedagogical influence. That is, the direct (imperative) style of managing students' educational activity is used. The teacher and the student activities are not reflective, as traditional teaching methods do not involve the personality reflection realization. The priority of informative cognitive education has led to its substantive and disciplinary overload, which is a serious problem of modern education in higher education institutions.

The priorities of a person-centered paradigm are related to the formation of a free, initiative personality as a "subject" of one's life. This education paradigm is reflexively oriented, as its leading values are self-awareness, self-development and self-realization of the future specialist personality. The leading criterion is "personal dimension". Sometimes objective knowledge is overlooked, and this is a certain difficulty of personally-oriented education.

Semantic paradigm of education centered on the development of students personal-semantic sphere. Its advantages are connected with formation of value-semantic attitude to the future professional activity, with updating of personal semantic experience; with semantic choice, with development of semantic potential of future specialist. These personal constructs of the future specialist are reflective. Education becomes reflexively predetermined and acquires value and meaning for the individual.

Thus, given the nature of the outlined paradigms, as well as their reflexive nature, we believe that the modern paradigmatic space of higher education will be a polyparadigmatic synthesis of ideas of personally oriented, semantic and cognitive paradigms of education, which are accumulated in the reflexes. Polyparadigmaticity is understood as a research methodology, which is a conceptual synthesis of several existing educational paradigms.

So, consider carefully the nature of reflexive paradigm of education. It is not new. The founders of the reflexive-humanistic approach are D. Rogers, A. Maslow, I. Semenov, S. Stepanov.

Reflective paradigm of education was proposed in the 90's XX century by M. Lipman, Professor of Harvard University. Leading her thesis he considered education focus on scientific research. He saw the purpose of reflective education in "teaching young people reasonableness so that they can later become smart citizens, clever partners, smart parents"[8, p. 10]. The scientist focused on the development of skills of rational thinking and behavior, not on the accumulation of knowledge.

The central concept of this paradigm, according to M. Lipman, is the "community of researchers", which is an informal group of people who seek the truth in "socratic dialogue". The scientist emphasized the importance of sound reasoning and considered it serious, complex cognitive work, which involves overcoming the resistance, which manifests itself in the form of logic, fallacy of reasoning, unwillingness to compromise, disrespect for another thought [8, p.13].

M. Lipman proved the benefits of the reflexive paradigm of education. He noted that "the whole chasm lies between a situation where a student is asked a question that is known and a situation where he or she is confronted with a question that is not answered or rather controversial"[Right there, p.13]. That is, in the second case refers to the problematic situation.

Our scientific understanding of reflexive paradigm associated with the review of a synthesis of positive concepts of cognitive, personality-oriented and semantic paradigm of education.

We see the leading mission of the reflexive paradigm of education in creating a certain environment for the self-knowledge, self-awareness and self-disclosure of the future specialist personality. Its aim is to develop future professional reflective constructs, namely professional competence as reflective of significant quality and personality constructs associated with it, that is the motivation, value-semantic

and subjective sphere. The tasks of the reflexive paradigm of education are the orientation of professional self-awareness in the direction of analysis, evaluation and correction of pedagogical concepts, own activity, perception by others, value-semantic awareness of the future profession (methodological reflection); forming the skills of grounded, reasoned, logically correct thinking (intellectual reflection); knowledge of role structure, positional organization of collective interaction with students (cooperative reflection); ideas about the other person's inner world and the causes of their actions (communicative reflection); forming an image of one's self, as well as the ability to analyze one's actions (personal reflection). The values and priorities of the reflexive paradigm are related to self-knowledge and self-awareness of the individual. It is a valid tenet that knowledge can be complete only if it is included in its assimilation of semantic structures and self-consciousness.

We emphasize that the content of reflective education aimed at creating a reflective environment within which is the formation of reflective competence as an important professional qualities of future specialist, namely: value attitude to introspection, knowledge of personal and interpersonal knowledge and skills of reflective analysis, design, modeling, individual personality development.

Teaching methods and forms that are predominantly based on one's own reflective experience, on shared reflective experience with a compulsory division of responsibilities, and on the "dialogue of reflections" of the teacher and the student are leading in the reflective paradigm of education. These are the following methods and forms of learning: analyzing your own activities as well as other people's actions in accordance with specific programs; fixation of events of own professional life; reflexive hearing; reflexively directed videos; simulation games; analysis of pedagogical situations and solving professional and pedagogical tasks.

Teacher-student relationships are built on the basis of the equality of positions of the subjects of the educational process, namely their interpersonal interaction, cooperation and co-creation, which provide for the accessibility of the teacher's experience for students and openness of students' experience for others. The position of the teacher is open until the error is acknowledged. Thus, the core of this relationship is the acceptance and empathy. In this case, the teacher acts as an assistant and consultant.

The criteria reflexive oriented education are: problematic and critical thinking, openness to dialogue, respect other opinions, empathy, flexibility in solving problems, tolerance and variation in communication, personal involvement in reflective activities.

Reflective paradigm functions are: 1) reflexive orientation of education, that is, the creation of a certain educational environment for the formation of the reflective sphere of personality of the future specialist; 2) elucidating the reflective potential of the disciplines; "reflexive saturation" of learning content; 3) introduction in educational process of reflective technologies that relate to the pedagogical reflection and reflective predefined constructs personality of the future specialist.

So reflexive education oriented paradigm has several obvious advantages:

- it is based on the awareness of the subjects of education of the semantic features of professional activity;
- aimed at forming a self-actualized personality, that is, the personality as the "subject" of one's life;
- can develop skills of grounded, reasoned logically correct thinking;
- creates the ability to think independently and critically.

3. CONCLUSIONS

Based on the analysis of personally oriented, semantic, cognitive paradigms of education, which are most widespread in the modern educational space in Ukraine, it is proved that the situation of their confrontation and negation is unacceptable, since each of them has both positives and limitations. We insist on the expediency of using in modern higher education in Ukraine positive concepts of each of these paradigms of education. That is, in our opinion, modern higher education in Ukraine should be poly-paradigmatic.

According to the provisions of modern pedagogical methodology, we understand polyparadigmality as the coexistence of several methodological systems within which a holistic model

of the educational process is created. We argue that such a poly-paradigmatic integrity is a reflexive paradigm of education, which is a synthesis of positive concepts of cognitive, personality-oriented and semantic paradigms of education.

We see the leading mission of the reflexive education paradigm in the creation of a specific environment for the future specialist's self-awareness, self-awareness and self-disclosure; purpose - in the formation of reflective competence as a professional quality, as well as personal constructs that are associated with it, namely: the motivational, value-meaning and subject area of the future specialist.

Analytical review of these paradigms of education made it possible to ensure that the different paradigms not interpret reality in a new way. They interpret the same phenomenon it somehow transformed and detailed under certain scientific approaches. We understand the scientific approach as a way of conceptualizing knowledge, defined certain idea, concept and based on several basic categories. We believe that the poly-paradigm of modern education correlates with its poly-suitability. This aspect of the study will be grounded in the following scientific exploration.

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Желанова Вікторія. Парадигмальний простір сучасної вищої освіти в Україні. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 32–40.

У статті проаналізовано парадигмальний простір вищої освіти в Україні. Доведено, що сучасна парадигма освіти має синтетичний характер, базується на принципі поліпарадигмальності і є синтезом ідей особистісно зорієнтованої, смислової та когнітивної парадигм освіти. Розглянуто їх сутність та особливості. Одиницями аналізу обрано певні компоненти парадигм, а саме: місія, цілі, завдання, провідні цінності, зміст освіти, основні дидактичні засоби, взаємини викладача й студента, критерії, функції. Доведено, що ситуація протистояння та взаємозаперечення особистісно зорієнтованої, смислової та когнітивної парадигм освіти є неприпустимою, оскільки кожна з них має

свої позитиви і обмеження. З'ясовано, що когнітивна освіта містить значний потенціал щодо інтелектуального розвитку особистості, це є її очевидним позитивом. Обґрунтовано, що обмеженість когнітивної освіти полягає в її нормативності, суто соціальній доцільності, яка не пов'язана з реалізацією унікальності особистості, що є пасивним "об'єктом" педагогічного впливу викладача; пріоритетність інформативності когнітивної освіти призвела до її змістовного та дисциплінарного перевантаження, що є серйозною проблемою сучасної освіти в ЗВО. Доведено, що пріоритети ж особистісно зорієнтованої парадигми пов'язані з формуванням вільної, ініціативної особистості як "суб'єкта" свого життя й ця парадигма освіти є рефлексивно орієнтованою, оскільки провідними її цінностями є самоусвідомлення, саморозвиток та самореалізація особистості майбутнього фахівця. Проте інколи поза увагою залишається об'єктивне знання, і це є певною складністю особистісно зорієнтованої освіти. З'ясовано, що переваги смислової парадигми освіти пов'язані з формуванням ціннісно-смислового ставлення до майбутньої професійної діяльності, з актуалізацією особистісного смислового досвіду; зі смисловим вибором, з розвитком смислового потенціалу майбутнього фахівця. Обґрунтована рефлексивна природа особистісно зорієнтованої, смислової та когнітивної парадигми освіти й доведено, що сучасний парадигмальний простір вищої освіти буде складати поліпарадигмальний синтез їх ідей, що акумулюються в рефлексивній парадигмі освіти. Розкрито сутність поліпарадигмальності як дослідницьку методологію, що є концептуальним синтезом кількох існуючих освітніх парадигм.

Ключові слова: парадигма освіти, поліпарадигмальність, особистісно зорієнтована парадигма освіти, смислова парадигма освіти, когнітивна парадигма освіти, рефлексивна парадигма освіти.

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PROFESSIONAL SELF-DEVELOPMENT OF A TEACHER OF A HIGHER EDUCATION INSTITUTION: INTERDISCIPLINARY ASPECT

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Abstract. This article deals with the urgent problem of teacher's professional self-development at a higher educational institution, based on normative and acmeological aspects. In the process of achieving this goal – which is the study of the peculiarities of professional self-development in the terms of Ukrainian higher education in its cultural and historical context – the analysis of such problems, as the transformation of forms of consciousness into educational interactions; professional archetype of a teacher; the transformation of the content of professional self-development, was conducted. The given problem has practical meaning. It means that there are a number of objective factors, which influence the essence of a teacher's professional self-development, as a process, connected with the concept of lifelong education, and turn it into a component of the creation of professional identity.

We came to the following conclusions: firstly, concerning the dual nature of professional and personal identity (real and imaginary, virtual), which is objectified in the cultural and educational space of the university; secondly, studying the peculiarities of the teacher's self-development, special attention should be paid to appropriate archetypes as culturally conditioned generalized patterns; thirdly, a change in the type of teacher's professional self-development is caused by both the transformation of the character of the person's identity and the change of archetype.

Keywords: professional self-development, teacher, identity, archetype, higher education.

1. INTRODUCTION

The problem of teacher's professional self-development in the Ukrainian realities is much more complicated than it may seem at first superficial sight, due to which it is possible to reveal its normative, deontological and acmeological preconditions.

The actualization of the problem of professional self-development is first of all facilitated by the concept of continuing education, lifelong learning as a general approach to all professions, which is reflected particularly in the branch Concept of development of continuous pedagogical education [6]. "The order of professional development of pedagogical and scientific-pedagogical workers" [15] in section 2 it obliges teachers to improve their professional skills. In the next section (p. 3), the content of professional development is clarified, in addition to professional competencies, it is necessary to perform additional tasks and duties, as well as digital, managerial, communication, media, inclusive speech and other competencies. Among the types of advanced training, in addition to training

according to appropriate programs, internship and participation in seminars, workshops, trainings, self-education and other activities “that were conducted beyond the educational establishment's advanced training plan” are also allowed. Thus, the professional self-development of Ukrainian teachers has already received regulatory support.

The next, and not less significant, step in enhancing the value of professional self-development, not only as a self-initiated activity of a certain individual, but also it is an attempt to relate teachers' self-development work to the level of his or her income. In particular, there is a discussion about the rejection the tariff grid for teachers and the formation of transparent approaches to evaluating the results of their work instead, including achievements in self-development [1]. Self-education, which is in logical unity with informal education, and is recognized as one of the possible kinds of education [7, art. 8, paragraphs. 4, 5], gets to the same level as the formal one, so its results can have impact both on the quality of life of a particular specialist and on the quality of his professional activity, as well as on the quality of education both within the internal system and a system as a whole.

The acmeological content of the problem of professional self-development of a teacher consists not only in the continuous work on oneself as a way to achieve higher levels of professionalism, but also as a universal approach to increasing the level of professionalism in all the spheres.

2. ANALYSIS AND DISCUSSION

Despite the number of prerequisites, which have already been formed, self-education (self-development) of Ukrainian teacher remains additional, secondary to the main, actually teaching, activity. This is due to the fact that some specific Ukrainian problems have not been solved yet, so the purpose of this article will be to research them as well as to find ways to overcome them.

Therefore, we consider that there are the following key issues concerning of teacher's professional self-development:

1. transformation of forms of consciousness in educational interactions;
2. change of professional archetype of teacher;
3. transformation of the content of professional self-development.

2.1. TRANSFORMATION OF FORMS OF CONSCIOUSNESS IN EDUCATIONAL INTERACTIONS

The problem of changing forms of consciousness in educational interactions is interdisciplinary. Consciousness is a category both philosophical and psychological, at the same time, it is difficult to overestimate its importance in pedagogy, in particular - higher education [2; 11]

Forms of consciousness, such as science, religion, law, morality, and others are undergoing significant changes that is the result of the introduction of the fifth technological stage [8]. Its duration, as well as others, is determined by the theory of K-cycles (K-waves) M. Kondratieva [4], according to which the phase of fluctuation of economic indicators changes every 50 (with a deviation of 10) years. Thus, the fifth technological stage has continued since 1980. It is characterized by the predominance of information, telecommunication technologies, micro- and optical-fiber technologies, the development of artificial intelligence and biotechnologies. The end of the large cycle, which is lasting now, is accompanied by a phase of decline. It arises because of the retard of social changes from technological and economic demands and results in crisis and depressive phenomena and difficulties that predetermine the necessity of changes.

Hence, objectively changes of the forms of consciousness can be justified by a change of the technological stage (C. Perez [8]) and wave theory (M. Kondratiev [4]). From the philosophical point of view, U. Sevastianiv deals with the way of the transformation of forms of consciousness with regard to the forms of religiosity. Analyzing the phenomenon of virtuality, the researcher emphasizes a Baudrillard approach, among others, according to which “...” a virtual illusion “... strives for cloning itself, and then for destruction of the reality by its double” [10, p. 70–71], which, accordingly, leads to the crisis of identity in the aspect of the problem of consciousness (self-consciousness). Moreover, U. Sevastianiv also defines a Deleuze approach, due to which the existence of an original and a copy at the

same time: "There is no more choice [selection possible] between real and unreal, between true and false" [Quotation 10, p. 68]. Thus, the author concludes, "since we cannot get rid of them in modern conditions, it is necessary to admit their existence and learn to co-exist with them" [10, p. 69]. This thesis is closely interrelated with N. Scotna approach [13], according to which a person feels different influences in a split civilization, his or her value orientations (including the professional sphere) are formed and developed in a situation of constant difficult choice, while consciousness and actions are constantly corrected because of complex objective and subjective circumstances. In this regard, N. Scotna says that self-determination act is an act, which acquires characteristics of moral choice and becomes culturally significant.

Thereby, consciousness (self-consciousness), professional and personal identity, forms of their manifestation in modern education (especially higher) are poly-conditioned, so they lose their integrity, have a dual character (real and imaginary at the same time). There is much criticism now both in relation to higher education institutions and teachers, students on the occasion that higher education is becoming a simulacrum, however, based on the above, it can be considered as an evidence of the existence of the original, namely higher education in Ukraine and the performance of its subjects.

Another result of the above made analysis is that both teaching and learning as activities dramatically change their character from linear activity (even poly-motivated) into a methodological, represented by a number of mutually agreed decisions of the subjects of educational activity. One of such decisions is the decision of teacher's professional self-development as the way to ensure the professional development and the projection of future professional development of a modern student. Ultimately, the teacher's professional self-development as reality is virtualized and later is objectified in the cultural and educational space of higher educational institution [14], as a conscious choice of the environment made by a student for his or her self-development. Conversations with high school entrants and their parents show an increasing interest in scientific schools that exist at universities and it is obviously one of the effects of the objectification, which was described above.

2.2. THE CHANGE OF PROFESSIONAL ARCHETYPE OF A TEACHER: SEARCH MODELS

In order to compare the quality of content transformation and form of teacher's professional self-development, a fixed professional "image" should be chosen. The examples could be taken from internal systemic background (the best teachers, contest winners, historical personalities among teachers, founders of leading pedagogical / scientific schools, etc.). The temporal factor may be contradictory to this model category, because they can be either contemporaries or not, so as a result, the comparison will be complicated by the separation of the time influence from the professional system itself. Concerning contemporaries, the charisma of a particular person can possibly have influence, which may cause the biased choice of a specimen for comparison, for the purpose to imitate.

The collective image of a teacher from abroad can be a standard model for comparison. Currently this model is actively promoted through internships, distance courses, TED conferences: Ideas worth spreading conferences [16], and lecturers from abroad. However, in order to determine, and moreover, to compare changes in the content and form of professional self-development of a common Ukrainian teacher of higher educational institution, such standards are aimed at the future, so, apparently, they are more suitable for prognostication than for clarifying the essence of changes that have already happened or should happen in the nearest future.

Another contrasting model, which is specific to Ukrainian realities, is the type of Soviet teacher of a higher educational institution. It is also rather heterogeneous image, as the processes in the formation of universities that took place in the previous period (mid 90s – early 2000s) transformed the former institutes and academies into universities, whereas the teaching staff remained the same, often lacking the experience of university teaching, without understanding the universal essence of science and university pedagogy. In fact, the existence of the latter is still a matter of debate both on the level of personal conversations (one of conversations took place between one of the authors of this article O. Smolinska and Professor O. Vyshnevskiy) and in scientific discourse.

For better understanding of this theme, we consider it appropriate to compare the stylistics of professional self-development of Ukrainian and Soviet teacher as, firstly, this type of a teacher preceded the modern one on our terrains, and, secondly, he was a mentor of the modern generation of Ukrainian teachers.

In this connection, in order to avoid concretization and therefore subjectivization, it is appropriate to refer to the comparison of archetypes as culturally stipulated generalized models [5].

2.3. TRANSFORMATION OF THE CONTENT AND FORM OF THE TEACHER'S PROFESSIONAL SELF-DEVELOPMENT

There were many attempts to classify teachers in the psychology of higher education: according to the style of decision-making, according to the type of communication, according to the process or result orientation, etc. There were also attempts to compile "professional portraits" within the surveys framework "Teacher through the eyes of the student" [3; 9]. They combined not only the elements of evaluation, but also planned the promotion of "desirable" and overcoming "undesirable" features. Particularly these researches were actively conducted during the period of numerous transformations of institutes, academies into universities. Obviously, it was caused by the crisis of identification, the search of the new content of the professional competence of the teacher. Nowadays, such studies are less popular because the search of identity has shifted to the level of institutions: universities have to specify their own image, find out the value system.

Returning to the problem of self-development: a standard Soviet teacher had clear parameters of professional self-improvement, they included appropriate programs for improvement, its frequency, forms of reporting, and documents. All these elements are still present in the system of formal (institutionalized) professional development. The expansion of forms that was mentioned above includes short-term training and single educational actions, as well as the combination of scientific and pedagogical professional development through internships. The internal mobility of teachers should be added, as it will soon become much more active and may also be characterized as a form of professional development.

However, the need for the implementation of "additional functions" and the formation of meta-professional competencies (communicative, digital and others) also causes significant changes in the type of personality. If only a typical Soviet teacher with a scientific degree had the right to change 30 % of the content of the lecture (from the experience of conversations with the older generation of teachers - author.)! The modern educator defines it independently, considering the content of the program, which is also often personally compiled, focusing on educational and/or professional standards (if they are available). Thus, the teacher uses his own professional, scientific and pedagogical experience, the quality of which depends directly on the efforts put into his self-development.

The next parameter is scientific work, the thematic choice of which was clearly regulated during the Soviet period and did not comprise the component of individual scientific interest. Modern extremely rapid growth of the amount of scientific information is due to the influence of the factor of scientific interest.

Therefore, the two main areas of professional development are more or less retaining their form, although their content is changing.

However, the professionalism of a modern teacher also includes: the knowledge of foreign languages, information and communication technologies skills, ability to inspire, leadership abilities, communicative competence, stress resistance, emotional intelligence, ability to recognize and overcome the effects of professional burnout, etc. All of these characteristics can be formed only in the process of self-development as purposeful, consistent and systematic work of the person himself. These needs could be partially met at the expense of the university's internal resources, namely: organized courses, trainings, workshops, engaging teachers in arts activities, promoting and encouraging the development of their physical culture, holding events aimed at the formation of organizational culture. A special role should be given to the work of the social-psychological service and trade union. In spite of a formal

self-government and autonomy, both universities and teachers, accordingly, are dependent on vertical power decisions. It means that the archetype of the Soviet teacher, dependent on the will of the "higher" authorities, is still vital and it is a significant obstacle for the formation of individual self-development programs.

Social and philosophical aspect, which is equally significant in the professional self-development of the modern Ukrainian teacher is the weakness of his own (and at the university level) sense of dignity, consequently - low social responsibility, inability to widen professional vision and problems with professional identification. It results in the decline of the authority of a teacher, and the intensification of attacks on the profession as a whole and its representatives in particular. In this regard, one of the pathologically inadequate defensive responses, that are clearly demonstrated, is self-discredit in order to minimize harm from an external attack. T. Shevchenko in his lines: "Good, brother. But who, then, are you? "- "We don't know - Let the German speak! "- clearly reflects the blurring of identity and further uncertainty in self-educational actions:

And so you read Kollar, too,
 With all your might and main,
 Safarik as well, and Hanka,
 Full-tilt you push away
 Into the Slavophils, all tongues
 Of the Slavonic race
 You know full well, but of your own
 Nothing! "There'll come a day
 When we can parley in our own
 When the German teaches,
 And, what is more, our history
 Explains to us and preaches,
 Then we will set about it all!" [12]

Finding effective ways of protection against communicative attacks, as well as ways of strengthening own social positions remains the subject of self-improvement.

At present a model image of the modern Ukrainian teacher is still characterized by uncertainty about the leading features, narrow professional competence is stimulated, best specialist is considered to be either the most effective scientist, or the best producer, a teacher or another (administrator, organizer, compiler of educational and methodical documentation, etc.). Accordingly, the purpose of the self-improvement program is deformed; its key component is lost: that is focusing on the professional needs of a particular personality.

3. CONCLUSIONS

To sum up, the problem of professional self-improvement of a modern teacher at higher educational institution is complex and interdisciplinary. It comprises philosophical, psychological, legal, ethical, economic, social and other aspects, which were partially described in the article. Its solution is not easy or instantaneous to find because it is not a homogeneous or even a professional group united by common interests. The professional self-development of a teacher should follow the same direction as the development of the cultural and educational space of a particular institution of higher education, in such a way it will contribute to improving the quality of education, the implementation of strategic tasks, and the development of the professional community. Moreover, purposeful educational policy should be one of the conditions of the teacher's professional self-development as well as clear requirements to the teacher; another one is assertion of his dignity, increase of the authority of the profession, leveling of professional simulacrum and the limitation of amateurism.

The prospect of the research consists in the study of the teachers' self-educational intentions, development of personally oriented programs of their professional self-development, clarifying the content of the necessary psychological and pedagogical support.

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Смолінська Олеся, Дзюбинська Христина. Професійний саморозвиток викладача закладу вищої освіти: міждисциплінарний аспект. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 41–47.

У статті розглянута актуальна проблема професійного саморозвитку викладача закладу вищої освіти на основі врахування нормативних та акмеологічних аспектів. В ході досягнення поставленої мети – дослідження особливостей професійного саморозвитку в умовах української вищої освіти в її культурно-історичному контексті – проведено аналіз таких проблем, як: перетворення форм свідомості в освітніх взаємодіях; архетип викладача-професіонала; трансформація змісту професійного саморозвитку. Окреслена проблема має практичний зміст. Він полягає в тому, що існує низка об'єктивних чинників, які впливають на сутність професійного саморозвитку викладача як процес, співзвучний концепції неперервної освіти, перетворюють його на складник творення професійної ідентичності. Однією з форм професійного саморозвитку науково-педагогічних працівників визнано мобільність, завдяки чому вдосконалюється знання іноземних мов, навички володіння інформаційно-комунікаційними технологіями, комунікативна компетентність, емоційний інтелект, здатність розпізнавати та долати наслідки професійного вигорання і т.п. Всі ці характеристики можуть формуватися лише в процесі саморозвитку як цілеспрямована, послідовна і систематична робота самої людини задля підвищення професійної майстерності.

Основними висновками автори вважають: по-перше, подвійний характер професійно-особистісної ідентичності (реальний та уявний, віртуальний), що об'єктивується в культурно-освітньому просторі університету; по-друге, у дослідженні особливостей саморозвитку викладача варто враховувати відповідні архетипи як культурообумовлені узагальнені взірці; по-третє, зміна типу професійного саморозвитку викладача обумовлена як перетворенням характеру ідентичності особистості, так і зміною архетипу.

Ключові слова: професійний саморозвиток, педагог, ідентичність, архетип, вища освіта.

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UNSUPERVISED USE OF GADGETS AS A CAUSE OF CYBERBULLYING AMONG PRIMARY SCHOOLCHILDREN

TETYANA BLYZNYUK

Abstract. The article substantiates the relevance of the problem and the consequences of the popularity of modern gadgets (smartphones, laptops, smart TVs, game consoles, health trackers, smart watches, webcams, iPads and tablets, earphones) among primary school students during and beyond the educational process. The author lists the advantages of using innovative digital technologies in the classroom for both the student and the teacher: considerable interest and motivation for learning activities, better opportunities for implementation of the individual learning principle, formation and improvement of necessary life skills and competences, etc. The author presents the results of a survey conducted with HEI academic staff regarding their attitude to the problem and their awareness of the most effective gadgets for the enhancement of educational process. The study also proves the failings of the uncontrolled use of modern technologies among younger students, which has apparently become one of the major reasons for the spread of cyberbullying and aggression in the school environment. The purpose of this paper is to draw attention to this issue and to suggest some ways of addressing it in four stages: family and friends, school, local community and regional-national level, characterized by specific procedures and actions. Among the results of the study, there is an increase in the number of scientific publications, both domestic and foreign, which shows the considerable interest among scientists and the urgent need in the context of searching ways of preventing and combatting cyberbullying among primary school students.

Keywords: cyberbullying, gadgets and electronic devices, primary school students, advantages and disadvantages of using technology, school environment.

1. INTRODUCTION

Gadgets have become an integral part of our lives, no matter, be it a smart phone, laptop, iPod or iPad. Today, humanity is on the edge of another technological revolution where the generation of digital children - Alpha generation who emerged after 2010, has to cope with it. Today's children have access to far more information than all previous generations at their age had before. In other world countries and in Ukraine in particular, there are growing pragmatists who want to express themselves or even earn from the youngest age on their own hobbies, interests, everyday achievements and more. Their main idea is freedom and self-expression where gadgets are not simple entertainment but a means to get the goal. While for some schoolers that actually means that they are learning computer languages, creating websites or contents, and even building robots, most others simply use today's

technology to watch videos on YouTube, play games or just chat on their cell phones and send text messages.

Children get addicted very quickly and easily to various gadgets and engaged with social media. They are so used to electronic devices that when we observe kids somewhere, like the dentist's office, bus station, cafe or airport, they all are on them. To tell the truth, if we analyze ourselves, adults (educators, psychologists, celebrities, politicians, etc.), so are we...showing our children not the best example. Parents and teachers do tell children (6 and 11 years) not to use tablets or smartphones too much but often we just cannot tell them to stop doing it, it is often beyond our control. The children of the generation Alpha do not remember the world without gadgets - smartphones, tablets, e-readers and laptops.

The problem of advantages and disadvantages of ICT in the process of operating general secondary education institutions is highlighted in scientific and advisory works of such contemporary domestic scientists as: T. Blyznyuk, O. Budnyk, M. Gladun, O. Fedorenko, V. Kalinin, V. Kovalenko, Ju. Matvienko, N. Morze, L. Naidionova, Y. Nosenko, O. Ovarchuk, S. Vasylenko, A. Volosiuk, I. Vorotnykova, A. Yatsyshyn and others.

2. RESULTS AND DISCUSSION

Gadgets really prove to be extremely useful at times. In an increasingly digital world, technology serves as an incredibly powerful tool to educate and shape young minds. For some of us, this generation of digital natives in using technology in collaborative and social ways that will revolutionize learning and increase efficiency of education process. Among numerous educational advantages of gadgets for primary school students include the ability to take notes quickly and efficiently to store information, the opportunity to collaborate with others peers using numerous Apps or similar platforms, access interesting and useful educational information available online and use visualization like concept mapping or mind mapping software. Moreover, gadgets sometimes is the only access to education for people in remote areas or those with special educational needs and disabilities. There are many benefits for teachers in implementing gadgets usage at the lessons as well. Firstly, nowadays teachers can find a wide variety of highly developed electronic education resources, which are able to bring fresh view to improve teaching. Secondly, they enhance the traditional ways of teaching and to keep students more engaged in learning. Thirdly, educators update the process of formative assessment by using trusted tools and enhance collaboration activities in the classroom, and knowledge sharing between teachers aimed at experience and best teaching practices exchange. Finally, the popularity and confident use of electronic devices have become even more apparent since the time when Ukraine introduced national quarantine due to the spread of coronavirus in the world. In order not to create a big gap in students' knowledge that teachers use numerous on line learning platforms and tools to keep them busy during those tough times of the pandemic.

Students can learn useful life skills and competences through technology. By using technology in the classroom, for instance, both teachers and students can develop skills crucial for the 21st century representative. Students can gain the skills they will need to be successful, and, what is more important, competitive in the future. Modern learning is about collaborating, solving complex problems, critical thinking development, improving communication and leadership skills, and increasing motivation, adaptation and productivity. What is more, gadgets can help develop many practical skills, necessary for everyday life, including creating presentations, learning to trust sources on the Internet, maintaining proper online respect behaviour, and writing emails.

Taking into account different points of view that exist today among educators of different levels from the preschool to the higher education institution, we decided to learn the current situation of using electronic devices in education at Ukrainian schools and carried out a survey among the PNU academic staff who train future pedagogues for New Ukrainian School. (See Figure 1).

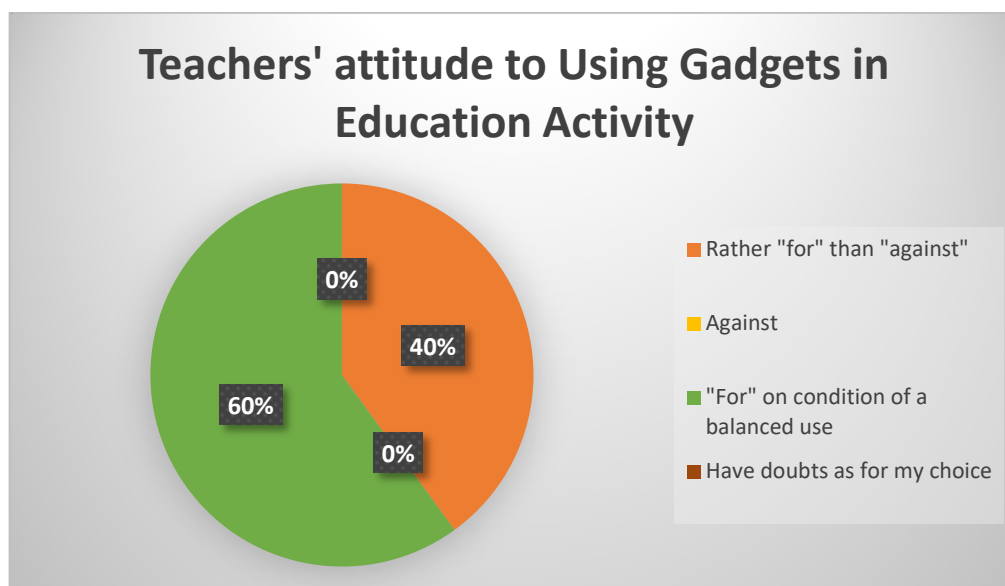


Fig. 1. Teacher's attitude to using gadgets in education activity

According to the results, 100% of respondents support the idea of using innovative technologies, namely electronic devices in education activity, however their opinions separated the greater part of them approve of using gadgets only if it is balanced with other education activities. (15 out of 25 educators). The other respondents consider they are rather "for" than "against" and believe that the use of ICT in teaching will increase the efficiency of the education process. There appeared none of the respondents who was totally against or hesitated on the issue of using gadgets in education activities.

The results of teachers' responses to the question "What gadgets do you consider the most efficient in teaching" are given in Figure 2. Most of the respondents find a tablet the most appropriate for education purposes, and then go smartphones, laptops, smart boards, games consoles, cameras, iPads, headsets and headphones, TVs, and even flash cards. Now the question of our further survey will be how well the teachers are familiar with the possibilities of various electronic devices in teaching/learning process.



Fig. 2. Gadgets efficient in education activities

Multitasking is another hallmark of the Alpha generation. Digital children will not be able to survive without this quality in the world of the future, where they will have to compete with developed artificial intelligence, and even live in a changing and poorly predicted time. The representatives of

Alpha generation actively fight for environmental protection, and have an active civic position. Greta Thunberg, the teenage climate change activist, is a perfect example what children can do with the help of gadgets. In the future children can do even much more with technology than inspire millions of young people around the world to go to the streets of the global cities and demand action on climate change.

On the other hand, it is obvious that younger children's ownership and access to technologies is increasing, and as such, they are exposed not only to the undeniable benefits but also to abundant risks associated with their use. Primary schoolchildren and youth use 4-5 times more of the recommended amount of technology and social media, which often has very serious and life threatening consequences (Kaiser Foundation 2010, Active Healthy Kids Canada 2012). Unfortunately, many of the things kids do online and with their gadgets can lead to a lot of trouble if they are not monitored or supervised. New technologies often arise new problems. Handheld devices (cell phones, tablets, electronic game consoles) modern media technologies have dramatically increased the accessibility to different kinds of information, causing unsupervised pastime of children. In our research, we do not intend to stop or substantiate numerous physical health problems it may cause. However, we should attempt to draw adults' attention to the problem that violent media content is the reason for children's aggression and offer some ways of how to reduce or partially solve the issue.

Many researchers assume that "the average age of the aggressor is usually similar to that of the victim (Ballesteros, 2017), a period of transition from childhood to adolescence. Added to this is that the star gift in the first communion of children is a smartphone, being an aggravating factor in these cases, since the computer and mobile phone are the channels through which such actions are perpetrated" [2, p. 116]. Today, the question of fostering tolerance of primary school students in the educational process of the modern Ukrainian school is extremely urgent. Among the key factors behind it are increase in aggression, intolerance in society, the phenomenon of bullying, outsourcing and harassment in teams among children; implementation of inclusive education. Educating tolerance in children is a challenge for parents, preschool teachers, and other educators. Particularly relevant is the search for new methods and approaches that would be helpful in the process of fostering tolerance in junior students.

The extensive use of smartphones and the Internet have even lead to new ways for kids to be bullied—cyberbullying. The OECD research [Organisation for Economic Co-operation and Development. The Protection of Children Online: Recommendations of the OECD Council: Report on Risks Faced by Children Online and Policies to Protect Them; OECD: Paris, France, 2012.] found that in Europe, up to 31 per cent of children aged 6–14 years had encountered cyberbullying as measured across various periods, which was dependent on the scale incorporated in the studies. Such researches demonstrate a need to investigate cyberbullying issues with young children. It is an international issue for schools, young people and their families.

The problem of cyberbullying is mostly studied by researchers dealing with teenagers (M. Anderson, Ju. Barlińska, A. Szuster, M. Winiewski, A. Denise E.; M. Rathe, C. Jacobson, A. Bailin, R. Milanaik, A. Adesman, J.W. Patchin, S. Hinduja and others). The issue is also highlighted by Ukrainian researchers: S Kutsenko tried to find the ways of how to protect schoolchildren from cyberbullying; L. Naidionova stressed the cyberbullying is a new problem of Internet [9]; O. Mikheeva, M. Kornienko studied the problem in the social and pedagogical context [8]; K. Dzufer considered cyberbullying as a threat of the XXI century and understood it as a relatively new kind of persecution children that occurs through virtual communications.. Since, there is limited research dedicated to the problem of cyberbullying among the younger age groups, primary schoolchildren. This is particularly relevant as these kids are now accessing more devices, earlier and more frequently.

We consider it important to realize the concept of "cyberbullying" in theory of modern scientific researches: to highlight the multidimensionality of its phenomenon. Analyzing the issue, we found out that foreign and domestic scientists have different approaches to its interpretation. Thus, P. Smith treats cyberbullying as aggressive, deliberate actions taken by a group or an individual using electronic forms of communication against a victim who cannot protect oneself [3, 13]. Another researcher S. Monks

believes that cyberbullying is a violent, threatening act by one child to another by electronic means of communication, such as cell phones, websites, social networking, online groups and others [7].

After generalizing different approaches of scientists in this context, we have concluded that cyberbullying or Internet mobbing is a modern form of aggression that has become widespread with the popularity of gadgets, mostly mobile phones, and the Internet. All its forms intend to provoke, harm, or humiliate a child remotely, normally without physical violence (as opposed to bullying), decrease one's self-esteem. Social networks, chats, smartphones and more are the "weapons" of the buller [2; 4; 5; 12; 14].

Contemporary cyberspace has some unpleasant features: the buller is anonymous and can hide behind false identities. Such uncertainty heightens the child's anxiety, the victim may begin to visualize of the power and strength of the aggressor and in this regard – about one's own defenselessness and vulnerability, relying on (perhaps) personal past life experiences. The buller often refers to wide audience, and innumerable invisible witnesses. Besides, the aggressor has a constant, unlimited by time and place, access to the victim through electronic devices. Continuity and no feedback in cyberbullying can be especially dangerous for children and adolescents, having or experiencing traumatic experiences, isolation and misunderstanding within the family or friends.

Kids have always had their virtual imaginary worlds, their games and their secrets from adults. The mystery of the modern generation is predictable and, for the most part, not obvious to adults. Younger children require different methods of engagement. As educators, we need to be specifically aware of cyberbullying. Therefore, primary school teachers should be trained to identify the child that may suffer from cyberbullying, deal with the problem, but what is more significant, foresee it by creating favorable friendly classroom environment.

The American scientist D. Nolte emphasized the importance of creating a caring pedagogical climate in which there would be no chaos and oppression, and on the contrary, the conditions for successful development of important personality traits would be created. At the same time, according to the scientist, it is necessary to be guided by certain rules of education, to observe pedagogical commandments, formulated in a kind of code "Children learn how to live" accordingly:

- if children are surrounded by constant criticism, they learn to condemn.
- if children live in hostility, they learn from violence.
- if children live in tolerance, they learn tolerance.
- if children are supported, they learn to be confident.
- if children live in fairness, they learn to be fair.
- if children live in safety, they learn to trust.
- if children are treated with approval, they learn and raise self-esteem.
- if children live recognized, they learn friendship. They learn to find love on Earth" [11].

We attempt to suggest dealing with cyberbullying on four levels: family and friends, school, local community and regional-national. Each of them is characterized by specific procedures and actions.

Throwing the light on the family or/and friends level, we must admit it is one of the highest importance as no one knows the child better than dear close people. Together family can consider what to do to cope with the problem and at the very least give a child emotional support during this difficult time. However, relatives apt to underestimate their role here and mostly delegate personal responsibility on somebody else, schoolteachers, for instance.

Definitely, there are many things schools can do to address the issue of cyberbullying at their level. Firstly, to promote a culture of mutual respect and tolerance or appreciation for diversity. We find it urgent to note that the problem of fostering tolerant behaviour is the deliberate creation of conditions that require interaction with and respect for others. After all, the purpose of fostering tolerance in the context of preventing cyberbullying in modern school is to educate young people's needs and readiness for constructive interaction with different people, regardless of their national, social identity, way of thinking, appearance, behavior, worldview and other views, etc.

We can do a few more things as educators to prevent curtail cyberbullying in schools.

Bring up Digitally Competent Citizens. Cyberbullying has no gender, it - is impersonal in nature. It is urgent to explain children that there are rules, which should be applied both inside and outside the digital setting. Teachers have to inform young students how to be cyber safe. To our mind, the best idea is not moralizing and prohibiting but inviting an expert who might clearly provide some tips and even disseminate free handouts to teach students how to be safe online. By incorporating technology in the classroom, teachers can focus on the ethical use of technology. Prohibiting technology often makes the problem even worse. Teaching students how to use technology appropriately is better than having unsupervised. Microsoft representatives in Ukrainian cities and towns can be invited to the classroom for a meeting and provide a free instructional program to teach digital citizenship and ethical use of technology.

Promote Understanding and Awareness. Knowledge is power. It changes social perceptions. Instead of creating panic over technology use or spread misunderstandings between adults (parents and teachers) and schoolers, awareness gives way to a positive atmosphere and friendly relations. Educators should speak about cyberbullying in their classrooms, see what kids know about it, how they treat it, etc. It is a good idea to teach students about physical, psychological and legal consequences. Researchers, in-service teachers, student-teachers should explore the problems like technology risks, cyber safety and positive online communities; talk about possible cases of cyberbullying and their resolution. A perfect way to highlight the benefits of technologies is to emphasize how children can use it for creating a managed space for classmates to compliment each other on school achievements or work together on a class project.

Openness to Speak About Aggression. Children must trust the teachers and have to realize that they should expose online aggression. Most kids feel fear, shame before peers or anxiety to be punished by parents and lose freedom in using gadgets. Thus, they prefer to not inform of the problem and often believe that adults have no ideas to resolve the situation. It is important for educators/parents to break the silence surrounding cyberbullying. In our opinion, we should let children know that we do not blame technology for the problem, but irresponsible use of it. Help kids trust us. They need to know whom and where they can go to before a problem occurs. An anonymous box (a secret box) in the classroom to report cases can be a good example, so that children know they can feel safe to report information anonymously. It may also prevent aggressors from engaging in bad behavior. Research suggests that a parenting style that is emotionally warm with clear limits best creates resiliency in regards to digital aggression. Teachers can follow the same example: be clear, empathetic, and communicate openly with students.

Miriam Clifford, a freelance education writer holds a Bachelor in Science from Cornell University and a Masters in Teaching with Honors from City University of Seattle, recommends using a 5-R method (the 5 R's) when addressing cyberbullying situations. That is *Respond* always, *Research* facts of the situation, *Record* documentation, *Report* findings, and *Revisit* the issue to make sure it is resolved.

Another advice to create solid relations in the classroom is practicing *Team Building Activities or Collaborative Work*. Collaboration is a powerful way to get children to behave cohesively. The purpose of such activities is to make all classmates work together towards a common goal. They had to use all of their individual strengths and realize each person's abilities were necessary to complete the task. Teachers might consider having a weekly, monthly class projects or similar activities; organize events that might involve primary school students to socialize with others who they are not normally engage with.

Pedagogy of Partnership against Cyberbullying. It is relevant to promote education for teachers, administrators, and parents. Cyberbullying problems frequently change due to the changing nature of technology. It is important to stay up to date. Universities or other non-profit organizations arrange seminars, webinars, round tables and workshops aimed to educate teachers and parents; provide free multimedia training resources specializing in this field. Parents may often be unaware of cyberbullying, as they did not experience such an issue during their school years. It just did not occur! That is why it is important to report what is happening so that they can intervene at home. Educators might suggest parents buy filtering software or special phones for younger children.

Cyberbullying must be taken seriously. Authorities on local community and regional-national levels might suggest appropriate programs on monthly basis or organize annual events. A good move in this context is the event held every year on the second Tuesday of February when people celebrate World Internet Security Day. The activities of this day are aimed at spreading knowledge about the safe and responsible use of the latest information and communication technologies. Thus, February 11, 2020, many world countries marked the World Safer Internet Day with the slogan "Together for the Best of the Internet". This day intended to engage everyone who participates in creating a better Internet for all, including the youngest users. Moreover, many people of different ages and profession take part in online communication for the sake of providing the best digital experiences. Ukraine, of course, has become an active member of such an event and taken an advantage of this unique opportunity for online security activities with the world. For instance, students and academic staff of the Precarpathian National University joined the widespread action towards safety on the Internet.

Since January 2019, the law against bullying came into force in Ukraine. Accordingly, any psychological, physical, economic or sexual abuse, including the use of electronic communications, is punishable by penalties. Primary school children should also be acquainted with the basics of law restrictions in this context and understand the consequences of their misbehaviour. Teachers should make students realize since the early age that bullying of any kind, including cyberbullying is unacceptable. There are many ways how to teach students about being responsible citizens who are accept individual differences. Observing and caring teacher makes sure that groupings in the classroom allow students to work with different people thus they try to create activities to build on strengths, to show students how each person has something unique to contribute to. Responsible technology use teaches tolerance and respect for diversity. Finally, it is important for educators to remember our duty is to protect students' human rights.

3. CONCLUSIONS

After the research conducted, we conclude frequency of online activities put primary school children in high risk of developing pathological Internet use. Our findings indicate that Internet activities with the help of gadgets are becoming more popular among younger schoolers, changing the age profile of Internet users. The role of family and friends, school and community is becoming extremely important in preventing the potential threats by providing guidance on how to use Internet safely and forming digitally competent citizens, but also in detecting pathological behaviors at early stages. School-based engagement in Internet use for both screening and surveillance might be a part of a multifaceted strategy for reducing child pathological Internet use. The current study provides important information that could be useful in formulating age-specific health policies in Internet safety. Finally, it provides evidence that the need for training for safe gadget use should start at the very first stages of school life, since this is when both Internet usage and the exposure to Internet risks begin. Going through a cyberbullying incident is very difficult.

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Тетяна Близнюк. Некероване використання гаджетів як причина кібербулінгу серед учнів початкової школи. *Журнал Прикарпатського університету імені Василя Стефаника*, **7** (1) (2020), 48–56.

У статті обґрунтовано актуальність проблеми та наслідки популярності сучасних гаджетів (смартфонів, ноутбуків, смарт-телевізорів, ігрових приставок, трекерів здоров'я, смарт-годинників, вебкамер, айпедів та планшетів) серед учнів початкової школи під час освітнього процесу та за його межами. Автор перелічує переваги використання індивідуалізації цифрових технологій у класі як для учня, так і для вчителя: значний інтерес та мотивація до навчальної діяльності, кращі можливості для імплементації принципу навчання, формування й удосконалення необхідних життєвих навичок і компетентностей тощо. Авторкою представлено результати проведеного опитування викладачів закладів вищої освіти на предмет їхнього ставлення до цієї проблеми та обізнаності щодо найефективніших гаджетів у освітньому процесі. У дослідженні також обґрунтовані недоліки

некерованого використання сучасних технологій серед молодших школярів, що стало однією з вагомих причин поширення кібербулінгу та агресивного поведіння у шкільному середовищі. Мета статті – привернути увагу до цього питання та запропонувати деякі шляхи його вирішення на чотирьох етапах: сім'ї та друзів, школи, місцевої громади та регіонально-національного рівня, які характеризуються конкретними процедурами та діями. Наголошено на збільшенні кількості наукових публікацій як вітчизняних, так і зарубіжних, що є свідченням його зацікавлення серед науковців і нагальну потребу у пошуку шляхів запобігання кібербулінгу серед учнів початкової школи.

Ключові слова: кібер-залякування, гаджети та електронні пристрої, учні початкових класів, переваги та недоліки використання технологій, шкільне середовище.



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THE PARADIGM OF ZAKARPATYA GREEK CATHOLIC CHURCH OF UKRAINIAN NATIONAL CONSCIOUSNESS DEVELOPMENT (1771–1867)

GALYNA ROZLUTSKA, MARIANA SOKOL

Abstract. Nowadays under the influence of external dynamic factors, the gap between Ukrainians and the spiritual traditions of the Ukrainian nation is widening. Globalization, internationalization and technologicalization are contributing to the spread of alien ideologies in the Ukrainian society that give rise to the formation of a mercantile-pragmatic outlook in the younger generations. The need for constructive-critical rethinking of the experience of the past and creative interpretation of its positive achievements in the construction of qualitatively new strategies for the spiritual healing of the Ukrainian nation is exacerbated. The aim of the article is to link the influence of the Greek Catholic Church on the formation of the national consciousness of the population of Transcarpathia between 1771 and 1867; identify the socio-historical factors behind the formation of the Greek Catholic Church in Transcarpathia in the context of nationalization; to analyze the cultural, educational and organizational-pedagogical activities of the Greek Catholic clergy.

To achieve this goal, the following methods have been used: analytical and synthetic methods to analyze the source of the study; the problem-chronological method for the coverage of historical events and processes in the ontogenetic development of the ideology of the Greek Catholic Church; comparative-historical method for comparing historical facts and phenomena, revealing their characteristic features; manifestations in the cultural-educational, pedagogical activity of the Greek Catholic clergy.

The scientific novelty of the obtained results is that the socio-political and socio-cultural conditions of the Greek Catholic Church in Transcarpathia in 1771–1867 have been revealed. The leading role of the Greek Catholic Church in national consciousness formation of Transcarpathian Ukrainians, which was structured due to the institutional design of the church, has been identified. The main ideological and political transformations of the Greek Catholic clergy in search of their national nature have been analyzed. On the basis of the analysis of historical events of the period from 1771 till 1867 in the development of the Greek Catholic Church in Transcarpathia it can be outlined the main results of the study such as the isolation of positive features, in particular, the canonization of Mukachevo and Prešov Dioceses, the increasing number of parishes and believers and the falls and negative aspects like manifestations of madyarization. It has been proved that the institutional registration of the church became an effective mechanism of self-identification of Transcarpathian Ukrainians through the preservation of the Church Slavonic language in liturgical services and its support in Hungarian environment. It has been found that national ideas crystallized in the environment of patriotic priests, which, under the pressure of socio-political influences of that era, sought to find their nationality in various ideological directions: Moscow, Austrophil, etc. The conducted research makes it possible to conclude that the institutional design of the Greek Catholic Church in Transcarpathia is conditioned by socio-historical influences, the canonization of Mukachevo and Prešov Dioceses, the increase in the number of parishes and parishioners in the period 1771–1867.

Keywords: education, the Greek Catholic Church, national consciousness, Transcarpathia, madyarization.

1. INTRODUCTION

European integration processes contribute to the spread of alien ideological denominations in Ukrainian society, along with mercantile-pragmatic axiological priorities. A new generation of Ukrainians is growing up, for whom the main values in life are: material benefits, technological trends, psychotropic substances, etc. At the same time, the gap with the spiritual traditions of the Ukrainian nation is growing. The historical experience, the activities of the Greek Catholic Church in Transcarpathia, which for centuries has been the leader of spiritual, national, moral, cultural values, expression of national self-identification of Ukrainians has been a point of interest in today's realities.

The analysis of recent studies and publications that initiated the study of this problem shows that the diverse activities of the Greek Catholic Church in Transcarpathia require interdisciplinary research. Historical researches of foreign and domestic scientists A. Godynka, F. Molnar, I. Udvari, V. Phenyck, A. Shtefan give an opportunity to understand the ethnogenesis of Transcarpathian Ukrainians in historical retrospect. Theological studies of researchers A. Baran, M. Lelecach, A. Pekar reproduce the process of hierarchical registration of the Greek Catholic Church in Transcarpathia. However, the role of the church in the national consciousness formation of Ukrainians remains insufficiently disclosed and requires objective study.

The aim of the article is to explore the role of the Greek Catholic Church in national consciousness shaping of Transcarpathia population since 1771 until 1867. According to the aim, the following tasks have been defined: to characterize the influence of social and historical conditions of the Greek Catholic Church formation in Transcarpathia in the context of national formation; to analyze the cultural, educational, organizational, and pedagogical activities of Mukachevo Greek Catholic bishops.

2. RESULTS AND DISCUSSION

The hierarchical design of the Greek Catholic Church of Transcarpathia has been expressed by the creation of Mukachevo Greek Catholic Diocese according to the Bulla of Pope Clement XIV, "Eximia Regalium Principium", dated September 19, 1771 [6, p. 70]. The first canonical bishop of the Diocese of Mukachevo was I. Bradach (1768 - 1772), who continued the work of his predecessor, Bishop M. Olszavski, on the construction of the Mukachevo Theological School. During the episcopacy of I. Bradach, teaching at the school lasted up to four years, and its academic level increased significantly due to the involvement of four theology professors [7, p. 137]. I. Bradach personally developed the rules of the internal order of the school [3, p. 16]. It should be emphasized that these rules have been written in the Rus (Ukrainian) language of those days and translated into Latin.

Some historians consider Bishop Bradach to be the author of "Bukvar" and the "Collection of Church Prayers" published in 1770 in the Viennese typography of Kurtzbek [9, p. 59]. During his activity, I. Bradach published a circular (1762), which emphasized the importance of parochial education and upbringing of Rus children and stated the responsibilities of a half-teacher and parents of children attending school [9, p. 72-73]. From this document it is followed that the bishop emphasized the need for systematic teaching and Christian education of children; instructed the priest-teachers to monitor school attendance of children; considered to provide outreach to parents who should consciously approach their children's education and upbringing; ordered the sons of the priests to continue their studies at Mukachevo Theological School. In another letter from the circular of 1769, I. Bradach outlined a program for the education of children in parish schools, in which he saw the driving force behind the development of the Rus (Ukrainian) people, their way out of the darkness [4, p. 14].

The famous bishop A. Bachynskiy (1772 - 1809) played an important role in the unification of Mukachevo Diocese lands, the formation of new vicariates, as well as in the cultural and educational development of the Transcarpathian region. Starting from the reforms of Maria Theresa and thanks to the activity of A. Bachynskiy, the clergy of Mukachevo Diocese turned into a separate privileged state, and the believers were able to understand the content of the liturgical rites and to communicate in their native language. According to various statistics, the bishops' authority of the Bishop of Mukachevo Bachynskiy extended to the territory of 13 of the 45 committees / county of Hungary with a total area of 49 074 km². As of 1804, 541,963 people have been Greek Catholics of Mukachevo Diocese, representing 7.87% of the whole population [8, p. 130].

During the reign of A. Bachynskiy, Ukrainian ethnic lands have been united under the jurisdiction of Mukachevo Diocese [1, p. 50-51]. The bishop took care of the education of the local population, so he developed his own program of organizing school education in Hungarian Rus and invited Empress Maria Theresa to participate in its implementation. The committees governments of Abaoui, Bereg, Borshod, Gemer, Zemplin, Maramorosh, Sabolch, Satmar, Spish, Torn, Ugocha, Ung, Sharish and landowners's have been obliged to promote the organization of primary schools for believers of the Eastern rite. In order to provide Greek-Catholic parishes with books in understandable language for parishioners, a list of books necessary for different age categories in Rus (Ukrainian) has been defined. The Catechism of the Italian Cardinal Bellarmin, the Kiev and Nacho poems and books, Greek and Russian clerks published in Lviv have been approved as a model for printing [1, p. 24-25]. During the time of A. Bachynskiy there was a rapid development of national education of the region. At his initiative, public schools were established at Greek Catholic churches in which Rus (Ukrainian) has been the language of teaching. Theological school has been moved to Uzhgorod Castle near the residence of Mukachevo Diocese and reorganized into a powerful multi-stage educational complex. Along with theological training, teacher education has been organized, later first three-month teacher training courses have been organized in the Parish of Koritanya, and then a teacher's seminary has been established. Postgraduate education has been founded, the so-called "home for the Presbyterians", in which graduated theologians with foreign language training studied Church Slavonic liturgical languages and rituals [7, p. 138-139]. Educational and methodological support for native schools has been organized. In 1790, the bishop announced the transfer of 3,000 books to the Diocesan administration in Uzhgorod.

Thus, the organizational and pedagogical activity of A. Bachynskiy has been aimed at the development of public education in Transcarpathia, the introduction of the native language into the educational process of not only elementary but also professional schools, the approximation of the language of religious rites to the traditions of the autochthonous culture of the Transcarpathians. Thus, during the episcopacy of A. Bachynskiy, the national-religious self-awareness of the Transcarpathian Rusyns (Ukrainians) as a separate nationality in multinational Hungary have been occurred, which, at the same time, has been closely related to the Eastern Slavs living abroad.

In the early nineteenth century. The Austrian government began to support the interests of national minorities in order to control the national-state aspirations of people who inhabited the territories of the Hungarian Kingdom. In their turn, the Hungarians sought to weaken the unity of national minorities and therefore fragmented them administratively, politically, economically, even culturally. Whereas, the creation of Mukachevo Diocese testified to the support of the Habsburg court and gave rise to a religious and almost homogeneous ethnically speaking monolith, which accumulated ideas of spirituality, education, catholicity and convincingly expressed the national priorities of Transcarpathians.

In an effort to divide and assimilate the community of Christians of the Eastern Rite, united in Mukachevo Diocese, the Roman Catholic Church hierarchy and Hungarian officials have been engaged in intrigue. Thus, it has been decided to separate the part of Mukachevo Diocese, which formed the ethnic core - the Prešov Region. The Papa's bulla "Relata Semper" of 1818 legalized the creation of the Diocese of Prešov and subordinate to the Metropolitan Authority of the Archbishop of Ostrigue, the Primate of Hungary. The Apostolic See granted the emperor the right of nomination by virtue of his

patronage over the whole of Hungary, as the "apostolic king". However, before accepting episcopal consecrations, the nominee bishop had to obtain consent from Rome. Each year, Bishop undertook to make a confession of faith, certified by two canons, which was then sent to Vienna by the Apostolic Nuncio. Thus, Prešov Independent Diocese has been under scrutiny by the ecclesiastical administrators of Rome, Vienna, Ostrogoth and, as a subsidiary diocese of Mukachevo Greek Catholic Diocese, always looked to the decisions of the Mukachevo lords.

The successor to Bishop J. Gaganets (1842 - 1875) succeeded in achieving the organization of Prešov Greek Catholic Diocese. The administrative capacity of the bishop helped to raise the material level of the clergy, with funds from the diocesan fund have been taken on a monthly basis - *Congrua* (the lowest state-guaranteed clergy fee). Recognizing European values, which were combined with patriotism, Bishop J. Gaganets began to form a new generation of Greek-Catholic clergy, ready to lead believers in new socio-political conditions [6, p. 87].

Because of the canonization of Mukachevo and mainly Prešov diocese, not only the status of the Uniate clergy has been changed through material support and the introduction of compulsory education, but also the status of the Greek Catholic Church itself, formally equated with other denominations and thus introduced into the system of national life of the empire. All this allowed the clergy to perform not only pastoral functions, but also social responsibilities, which gave him the opportunity to occupy a leading position in the socio-political and cultural-educational processes in Transcarpathia.

In particular, A. Bachynskiy's successors A. Povchiy and V. Popovich were able to organize around themselves a whole galaxy of highly educated church intellectuals (A. Baludianskyi, V. Dovgovich, M. Grigashiy, G. Krychfalushiy, M. Luchkay, I. Fogarashi, I. Churgovich etc.), which influenced the socio-political and cultural-educational management of the Transcarpathian region. At the same time, the Greek Catholic clergy, in the eyes of the faithful, represented the social elite, because the peasants only considered priests their masters and identified them with the intelligentsia.

After the Congress of Vienna in 1815, the Habsburg monarchy, frightened by national awakening under the influence of the Napoleonic wars of the Slavic peoples, began to curtail the policy of liberalization among the Slavic population. First, this has been reflected in the introduction of Hungarian as a state language in administrative, military institutions and schools. However, contrary to the processes of forced madyarization, from the 20's of the XIX century Slavic revival influences are actively spreading in the region. The cultural and educational intelligentsia of the Czech Republic, Slovakia, the Dnieper Ukraine, and Poland became the transmitter of the ideas of revival, which resulted in the elements of dynastic loyalty in the mind of the Ruthenian intelligentsia to be combined with new ideas of European romanticism, which stimulated interest in the problems of folk culture, culture.

The rector of the seminary in Uzhgorod, and later in Vienna, I. Fogarash, became the influential figure of the Transcarpathian revival. Under the influence of romantic ideas, I. Fogarash studied the history of the Rusyn language. M. Luchkay holds a leading position among Transcarpathian alarmists. As an inspector of the Uzhgorod school district, he has done much to open rural schools. He composed the first grammar of Rusyn literary language in the Western Ukrainian lands – "Slavic-Rusyn Grammar" (published in Latin in 1830). He is the author of one of the first works in the history of Transcarpathia - the six-volume "History of the Carpathian Rusyns".

The cohort of brilliant Transcarpathian intellectuals of the alarmists of this period also included the famous physicist, mathematician, dean and rector of Lviv University Ivan Zemanchyk, professor of Lviv, Cracow and St. Petersburg Universities Peter Lodiy, economist and lawyer by profession, first rector of St. Petersburg, Riga University Lyceum Ivan Orlay, a famous Slavic scholar, writer, and publicist Yuri Gutz-Venelin.

The revolution of 1848-1849 stopped the actualization of national ideas in Transcarpathia and Greek Catholic priests have been the main carriers of such ideas. Thus, the Diocesan Synod, convened by Bishop of the Prešov Diocese J. Gaganets in June 1848, was the beginning of a religious and national revival of not only Prešov Region but also of the whole Transcarpathia. The ideas of J. Gaganets have

been expressed in the activities of the episcopal secretary, the canonist Alexander Duchnovich, and subsequently took shape in a social movement, which became known in the history as "Buddhism." Like in Galicia, its inception has been stimulated by the reform policies of the Viennese government. The driving force behind this process was also the Church intellectuals who has been influenced by the ideology of Enlightenment and Romanticism.

At the same time, "Spring of the Peoples" for the Transcarpathian Greek-Catholic clergy has been a turning point in view of the need to choose national and political orientations: to remain loyal to the Habsburg policy, which promoted their privileged position in the country or to stand on the side of the Hungarian movement, which distinguished itself by its nationalism. In this context, it should be noted that L. Koshut's government, by abolishing the privileges of the Catholic Church and proclaiming the equality of all denominations in the territory of the Hungarian Kingdom, was unfriendly to Greek Catholics. The Hungarians considered the Greek Catholic Church to be an inferior religious structure, since it was directly dependent on the Catholic Church. In addition to the above benchmarks, V. Fenich highlights another trend in the views of the Transcarpathian spiritual elite. It is a "view of the East to the Slavic brothers in general and more to the political grandeur of Russia in particular. However, church figures limited themselves to literary and linguistic issues of "affinity" with the Great Russian people" [10, p. 70]. It is obvious that the revolution of 1848-1849 played a key role in the split of the clergy of the Greek Catholic Church in Transcarpathia, their choice of political landmarks.

Under the pressure of socio-political events of the day, the Transcarpathian Greek-Catholic clergy split into two multi-vector ideological camps - the Muscophilic and the Austrophilic. The representatives of the Muscophilic movement - I. Orlay, Y. Dukhnovych, I. Rakovsky, Y. Hutsa-Venelin professed the idea of cultural federalism of the Slavic peoples, led by Russia. The views of Slavic scholars J. Dobrovsky, J. Jungman, P. Shafarik have been the ideological backgrounds of this concept, they believed that all the Slavic peoples should unite under the branch of the "mighty old oak of Russia" [3, p. 226]. The peculiarity of the concept was that the unification of the Slavic peoples has been seen not as a political rally around Russia but as a "process of cultural unity of the Slavs", the creation of a "literary free Slavic state". Muscophiles builders saw in Russia a guarantor and defender of the rights of the Slavic peoples, and therefore gladly met the Russian army abandoned by Nicholas I to suppress the Hungarian Revolution in Transcarpathia and Hungary.

Under the slogan of the struggle against Hungary and Hungarian influences, the opposite (Austrophilic) camp of Transcarpathian alarmists has been formed. Adolf Dobriansky, who upheld the principle of "Austrian federalism", envisaging the unification of Transcarpathia and Eastern Galicia (which at that time was part of Northern Bukovina) into a separate crown region called "Russian Voivodeship", headed it. However, the Polish aristocrats, who had influence at the Viennese court, strongly opposed the division of Galicia into Ukrainian and Polish parts, and their position has been supported by the Hungarian and Romanian ruling circles. Thus, the ideas of the alarmists did not come to fruition in the public life of Transcarpathia at that time [2, p. 140-143].

The revolutionary events of 1848-1849 revealed that part of the Greek Catholics in Hungary had, if not clearly political but obvious cultural Russian (Moscow) sympathy. This allowed the Hungarian Calvinists to accuse the Rusyn-Ukrainians of promoting the Russian language and culture and the territories of the Hungarian Kingdom. As a result, the Hungarians began to call the Transcarpathian Rusyns by humiliating word - "oroszók" (Russian) [11, p. 84].

The creation of the dualistic Austro-Hungarian monarchy in 1867 had a negative impact on the Greek Catholic Church and the national movement in Transcarpathia. Because of the agreement of Austrian and Hungarian governments, the lands of Transcarpathia, Transylvania, Croatia and Slovenia have been removed to the Hungarian crown. Each empire state, both Austrian and Hungarian, had its own parliament and government. Therefore, Hungary's internal sovereignty allowed it to pursue an assimilation policy towards non-titular nations. Thus, the Law on Equality of All Nationalities of December 6, 1868 stated, "all citizens of Hungary constitute one nation, one indivisible Hungarian nation" [5, p. 39].

The Hungarian authorities have been interested in church affairs of Transcarpathia only in the context that the clergy was promoting Hungarian ideas among the common people, seeing in it an effective mechanism for the Madyarization of the Rusyn population. After 1867, the appointment of the Greek Catholic bishops took place through mediation of Hungarian authorities. They elected bishops who obeyed Hungary and promoted the marginalization of the region [6, p. 99]. It is worth to say that in the history of the Greek Catholic Church of Transcarpathia, the period of domination of Austria-Hungary has been called as “Dark Ages”.

3. CONCLUSIONS

In 1771–1867, the Greek Catholic Church in Transcarpathia experienced an upswing (the canonization of the Mukachevo and Prešov Dioceses, an increasing number of parishes and parishioners) and falls (the initial stage of its madyarization). However, it was the institutional design of the Greek Catholic Church that became the clearest manifestation of the national consciousness of Transcarpathian Ukrainians.

The establishment of a mother tongue in religious ceremonies, science and education has been the positive consequence of the confrontation between spiritual leaders and Mukachevo lords in the attempts to denationalize Ukrainians. At the same time, a further scientific interest is a comprehensive study of the development and formation of a system of Greek Catholic schools in Transcarpathia.

The Transcarpathian Greek-Catholic clergy has been an expression of the cultural, educational and socio-political needs of the local population. Moreover, the conservation of the Eastern rite, the use of the Church Slavonic language, the preaching of the vernacular, the creation of a network of parish and monastic schools, the catechization of children, youth and adults created a basis for preserving the features of Russian (Ukrainian) national identity of the Transcarpathian intercarpathian, (the Ukrainians) and the Hungarians, saving them from complete madrization.

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Розлуцька Галина, Сокол Мар'яна. Парадигма Греко-Католицької Церкви у формуванні національної свідомості закарпатців. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 57–63.

Під впливом зовнішніх динамічних чинників поглиблюється розрив українців із духовними традиціями української нації. Глобалізація, інтернаціоналізація, технологізація сприяють поширенню в українському суспільстві чужих ідеологій, які породжують формування меркантильно-прагматичного світогляду у підростаючих поколіннях. Загострюється потреба конструктивно-критичного переосмислення досвіду минулого і творчої інтерпретації його позитивних здобутків у побудові якісно нових стратегій духовного оздоровлення української нації. Метою дослідження є з'ясувати вплив Греко-Католицької Церкви на формування національної самосвідомості населення Закарпаття у період між 1771 та 1867 роками; виявити суспільно-історичні чинники становлення Греко-Католицької Церкви на Закарпатті у контексті націєтворення; проаналізувати культурно-освітню та організаційно-педагогічну діяльність греко-католицького духовенства.

Для досягнення поставленої мети нами використано аналітико-синтетичні методи для аналізу джерельної бази дослідження; проблемно-хронологічний метод для висвітлення історичних подій та процесів в онтогенетичному розвитку ідеології греко-католицької церкви; порівняльно-історичний метод для порівняння історичних фактів та явищ, виявлення їх характерних ознак, проявів у культурно-освітній, педагогічній діяльності греко-католицького духовенства.

Наукова новизна одержаних результатів полягає у тому, що розкрито суспільно-політичні та соціокультурні умови злету греко-католицької церкви на Закарпатті у 1771 – 1867 рр. Визначено провідну роль греко-католицької церкви у формуванні національної свідомості українців Закарпаття, яка структурувалась саме завдяки інституційному оформленню церкви. Проаналізовано основні ідеологічно-політичні трансформації греко-католицького духовенства у пошуках свого національного ества. Основними результатами проведеного дослідження є виокремлення на підставі аналізу історичних подій періоду з 1771 – 1867 рр. у розвитку Греко-Католицької церкви на Закарпатті, позитивних особливостей, зокрема, канонізації Мукачівської та Пряшівської єпархій, збільшення кількості парафій та вірників і падіння та негативних – прояви мадяризації. Доведено, що інституційне оформлення церкви стало дієвим механізмом самоідентифікації закарпатських українців через збереження у богослужіннях церковнослов'янської мови, обстоювання її в угорському середовищі. З'ясовано, що національні ідеї кристалізувались у середовищі патріотів-священиків, які під тиском суспільно-політичних впливів тієї доби шукало своє національне ество у різновекторних ідеологічних напрямках: московфільських, австрофільських, тощо. Проведене дослідження уможливує висновки, інституційне оформлення Греко-Католицької Церкви на Закарпатті зумовлене суспільно-історичними впливами. Канонізація Мукачівської та Пряшівської єпархій, збільшення кількості парафій та вірників у період з 1771 по 1867 рр. Водночас Греко-Католицька Церква на Закарпатті актуалізувала спроби мадяризації. Позитивним наслідком протистояння духовних лідерів, мукачівських владик спробам денационалізації українців стало утвердження рідної мови у релігійних обрядах, науці та освіті. Водночас подальший науковий інтерес становить всебічне дослідження розвитку і становлення системи греко-католицьких шкіл на Закарпатті.

Ключові слова: освіта, Греко-Католицька Церква, національна самосвідомість, Закарпаття, мадяризація.

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CORRECTIVE AND DEVELOPMENT WORK OF TEACHERS WITH YOUNG CHILDREN WITH DISORDERS OF SPEECH IN THE PROCESS OF FORMING THEIR COMMUNICATIVE SKILLS

NATALIIA MATVEIEVA

Abstract. The article describes the peculiarities of the teacher's activity in the process of correction of speech disorders of younger students and their overall development. Various approaches of scientists to the content of communicative activity of a person are described, its components are defined, the stages and components of the process of formation of communicative skills of younger students with speech disorders are outlined. Emphasis is placed on the need to differentiate the concepts of "communicative competence". The author states that the development of communication skills of younger students with speech impairment is the main task not only of speech therapist, school psychologist, but also of the team of specialists of the educational institution. It is substantiated that the development of communication, speaking and communication skills is one of the prerequisites for comprehensive personality development.

Keywords: speech, communication, development, disturbance, speech therapist, correction, development environment, skills.

1. INTRODUCTION

Communicative competence as an important component of vital competence is considered the ability to communicate and assert self-realization of the individual, and is an indicator of his intellectual, cultural, moral, ethical, and social development. The development of language, the formation of communication skills of a person should start from childhood, when the foundations of character are laid, traits and qualities are formed, which will further regulate the behavior. In the communication process the person must have the appropriate vocabulary, be able to properly build expressions, ask questions, and listen. Being an active participant in speech, activities and communication, people enrich with new knowledge acquire fixed skills of interaction with others, learn to adapt to unusual situations, make decisions and so on. This means that the primary school should pay attention to this aspect, as successful education, upbringing and development of younger students depend on it. This is emphasized by the normative documents on education, namely: Laws of Ukraine "On Education", "On General Secondary Education", State Standard of Primary Education, Concept of the New Ukrainian School and others. The State National Education Program (Ukraine of the 21st Century), as well as the concepts of language education, presuppose the formation and development of

a person who has a good command of the native language, skillfully uses languages as means in the process of perception or expression.

The main task under the State National Program "Education" is the formation of a linguistic personality. This will open up opportunities to unleash its makings, gifts, creativity, and talents. The updated program of the New Ukrainian School, requirements of the State standard of primary education focus on formation of those skills that are updated not only in training activities, but also during personal development, further life, choosing a career and achieving professional success etc. This demonstrates the importance of skills of communicative interaction, because such skills and abilities as to read, work with books and other sources of information, search information, think critically, work in a team or independently, solve problems and more, which are acquired in primary school - are vital to humans.

2. ANALYSIS AND DISCUSSION

The problem is not new and has always been relevant, as evidenced by a large number of works of philosophers, literary critics, educators, psychologists, linguists, sociologists, etc. It was studied in various aspects, namely the features of formation of linguistic identity (A. Bohush, M. Vashulenko, T. Kotyk, L. Matsko, M. Pentylyuk, M. Muravytska, L. Palamar, O. Smolinska, N. Shumarova); problems of formation of students' reading skills (L. Ivanova, G. Koval, M. Naumchuk, etc.); factors influencing the increase of readership (M. Bakhtin, L. Vygotsky, M. Vashulenko, N. Voloshina, T. Donchenko, E. Pasichnyk, B. Stepanyshyn, V. Sukhomlinsky, N. Skrypchenko, V. Ostrogorsky, K. Ushynsky etc.). Theoretical principles of competence approach in the process of forming communicative competence studied V. Bidenko, S. Dubovik, I. Zimnya, L. Karpova, M. Krikun, A. Markova, O. Pometun, V. Slastionin, L. Khoruzha, A. Khutorsky and others. Psychological aspects of the problem of speech competence formation were discussed by M. Vasylik, L. Vygotsky, O. Leontev, L. Matsko, I. Synytsya, L. Sherba and more. The problem in the process of implementation in the educational field of inclusion - education and upbringing of children with different types of violations was discovered by I. Brushnevska, N. Ilyana, Z. Leniv, A. Kolupayeva, I. Martynenko, S. Sofiy, V. Tishchenko, S. Shakhovska.

An analysis of the psychological and pedagogical sources of this problem indicates that concepts such as "communicative competence" and "communicative competency" should be distinguished, where competence acts as an awareness of a person with certain concepts, phenomena, objects, and competence - a property with a value competent, that is, characterized by an appropriate level of knowledge in the process of communication and interaction with other people. The term "competence" (lat. *competere* - to be capable of anything) defines the ability to perform the speech activity of the individual and was initiated by the American linguist D. Hymes (1972). According to the scientist, the culture of communication of personality is an indicator of the level of awareness of certain linguistic rules, as well as the presence of other knowledge, which testify to socio-cultural competence [1, p. 98]. However, language skills reflect the level of communication action and are a criterion for advanced human speech, and make up its communicative competency.

According to the State standard of primary education, communicative competence of the student is considered as formation of appropriate knowledge and skills, allowing to communicate and interact with others; independency and capability to solve main tasks in the process of learning, communication and interaction. The communicative competence of a person implies knowledge of the state and foreign languages; ability to express verbally and in writing form one's own thoughts and feelings; ability to respond in language to surrounding events and phenomena; ability to communicate. The scientist Y. Karpenko states that "mastering the norms of literary language ... is a sign of culture ..." [6, p. 44]. Language provides the needs of society in communication, familiarization with the outside world, norms of interaction between people. In the socio-psychological aspect, the person is a biological being, an individual with inherent natural inclinations, the highest social value, and a bearer of social relations. And this indicates that the level of linguistic culture, vocabulary richness should be in line

with the heritage of the Ukrainian nation and people. However, the issue of forming communication and of equal abilities and skills of children with speech disorders deserves special attention. This gives grounds for highlighting the main issues that need immediate resolution.

Development of communicative skills is one of the main tasks of the modern school, since students in the process of learning, playing, interacting with other students must be able to communicate, have a clear motive for sharing information in a society full of different information means. Interesting, in our opinion, is the perspective of the scientist F. Batsevych that communication is an exchange of information, experience and skills between people, whole communities, classes or groups that interact with each other. Scientists believe that communication is a part of information called bonds rights, during which the exchange of information, learning experiences, communication and other values, learning ways of communication activities [3, p. 27].

Corrective and developmental activities of the teacher - aimed at correcting existing disorders in the development of the child, pointing to the right direction, taking into account all the capabilities of the individual, natural inclinations and abilities, interests, and skills. Corrective work with students with speech disorders is a systematic logopedic correction aimed at overcoming speaking problems develop in verbal communication skills. It involves the corrective and psychological influence of the speech therapist, psychologist and teacher on the personality in combination with other positive influences by involving parents, other family members and specialists in this activity. In general, this process includes:

- 1) psychological correction and developmental influence on students for the purpose of development of their language and speech;
- 2) raising the level of knowledge of students' parents about this type of abuse and providing them with the help of specialists;
- 3) improving the skills of the teachers themselves in the process of working with this category of students in order to provide children with a full range of educational, developmental, correctional and other services.

The process of corrective and developmental activity of teachers with younger students who have speech impairments should be based on the tools, forms, methods of work that are necessary for the general, cultural, and mental development of students. In general, the activity of the teacher involves practical work, based on respect for the individual and its uniqueness; expanding the circle of communication of students, enriching their vocabulary (inclusion in communication with peers in the classroom, during holidays and more); involvement of students with speech impairments in various activities. The main tasks of the teaching staff of the school with younger students with speech impairment are:

1. creation of conditions for general, mental, speech development of students;
2. increasing the level of motivation of younger students to improve their own language, speech;
3. deepening students' knowledge of speech and language norms, enriching the experience of correctional educators;
4. expanding the understanding of the role of non-verbal and verbal communicative means of communication, developing speech based on non-verbal children's skills;
5. development of the individual qualities of younger students that are important in the communication process;
6. consolidation of cooperation skills, mutual support, positive attitude to different language situations;
7. development of exercises and tasks, the use of techniques and methods that are most effective in developing the skills and communication skills of children with speech disorders;
8. stimulation of all forms of communication activity of students and other [5, p. 19].

The essence of the teacher's activity lies in the development of all components of the communicative activity of the student's personality, facilitating the conditions of its adaptation and socialization, and promoting the comprehensive development. Achieving this goal is possible through the joint work of a team of specialists who develop a unified program of communication development

of the student with speech disorders, assist in the process of socialization and communication development, correction.

The content of the development work of teachers with primary school students with speech impairment is to fill lessons, additional and corrective classes, educational activities with different techniques, methods and forms of work that allow activating the speech of children, including them in various types of communication activities. At the same time, it is necessary to use the latest technologies, non-traditional forms, game methods and situations, which are aimed at activating and consolidating communication skills, forming the necessary traits and qualities of a person for complete communication.

Noteworthy are the techniques of working with younger students, which allow you to simulate communication situations (watching movies, presentations, play-dramatization, game situations, virtual tours and more), expand the vocabulary of students and enrich their communicative experience. That is why the educational institution needs to create a developmental communication environment in which it will be comfortable to communicate with each other without exception to the students. In this context, it is necessary to organize the environment with different types of games (didactic, developmental, communicative, motor, musical, stage plays, dramatization games, etc.). That creates a relaxed atmosphere of communication and understanding between students; to put into practice the use of psychological gymnastics to train students' ability to communicate and express their opinions correctly; to organize and hold conversations, consultations. It is equally important to conduct psychological training for schoolchildren by a school psychologist with the support of teachers and parents of students. These trainings allow to get to know the children themselves, reveal their inner world and desires, help identify the students' opportunities, inclinations and abilities.

All activities of the pedagogical staff of the school in the process of developmental work with younger students with speech disorders should be based on the following basic principles, namely:

- principle of individualization of correctional and developmental work - taking into account the individual capabilities, abilities, interests of students with speech disorders; allowing to identify typical features of children with various speech disorders;
- principle of consistency and systematicity - each subsequent stage of the teacher's corrective-developmental activity is the next step of the previous work;
- principle of the communicative approach is to develop skills necessary for communication and interaction of the individual with speech disorders, painless adaptation and socialization in the environment of peers;
- principle of activity approach - taking into account the structure of communicative activity of students with speech disorders in the course of correction and development work with them;
- principle of integrative approach - consolidation of the acquired knowledge, formed abilities and skills of speech of students in different spheres of their life activity (in the process of studying, participation in different types of activities, extra-curricular work);
- principle of semiotic specialization of communication - designed to develop communication skills of students with reliance on their non-verbal communication abilities;
- cognitive-behavioral principle - development of complex communication skills of students (a combination of all possible means, techniques, forms, methods of correction and development work, expanding the communication experience);
- principle of modeling - alternation of models of psychological and correction influence on formation of communication skills of younger students, etc.

Involvement of younger students in various forms of communication (conversations, dialogue, reading and translation of books, play activities) aims to increase the interest of younger students in communicative interaction with other students and teachers, to satisfy their needs for communication and realization one's own ideas through verbal expression. Conducting dialogue, maintaining conversation, seeking and reproducing information serve not only to develop communication skills of younger students with speech disorders, but also to enhance their communication experience, unlock potential, and develop self-actualization skills. The process of developing students' communicative

competence with all its components is difficult and involves diagnosing a person's level of willingness to communicate, developing skills for interaction, interest in communication and expanding the circle of communication. It includes the study of the students' inner world, establishment of their educational opportunities, communication skills, natural abilities. Therefore, the system of correction and development work with this category of students occurs in several stages (Fig. 1):

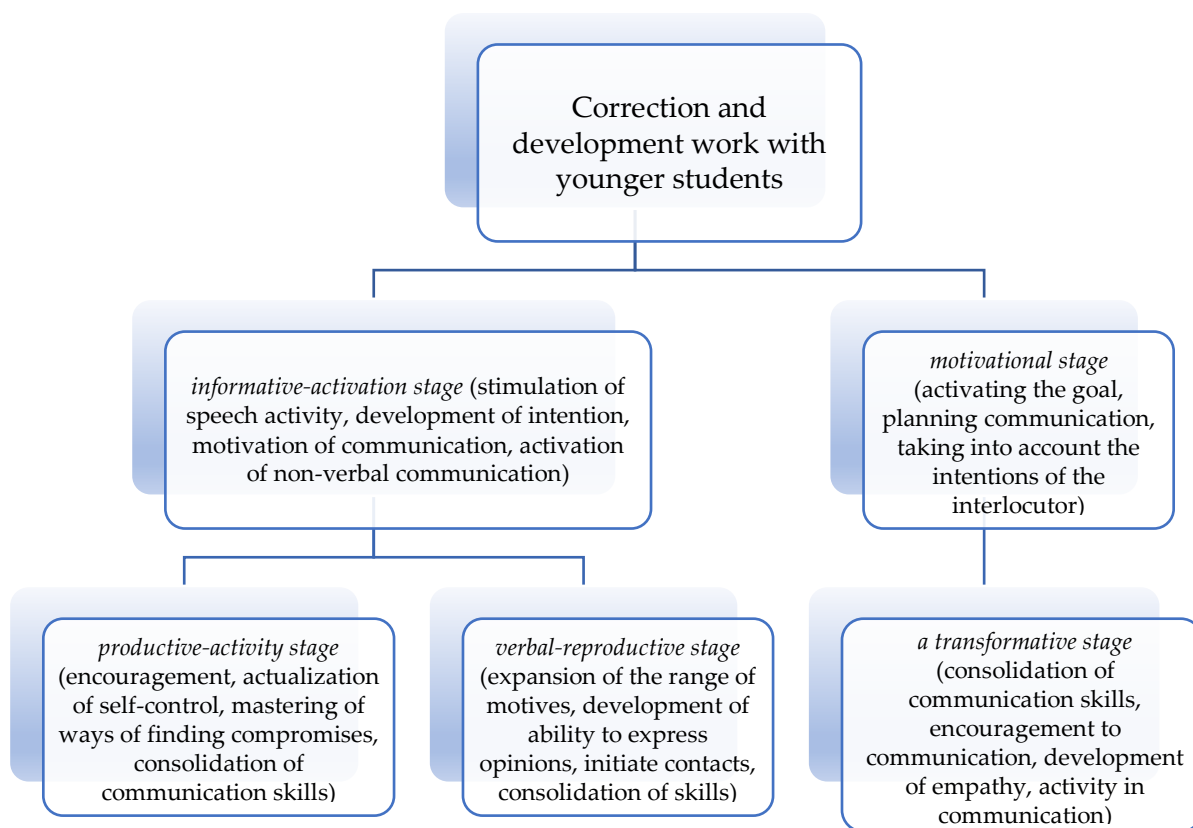


Fig. 1. The main stages of correction and developmental work of teachers with younger students with speech disorders

Each of the above stages has its own purpose and task, which allows to clearly define the techniques and content of working with students, to highlight the main shortcomings in their speech development, to outline ways to eliminate speech disorders. This is also explained by the fact that communication is a complex system that includes the needs, motives, skills and communicative actions of the individual. Since the personality in the process of communication forms its own traits and qualities, mental properties, in the absence or underdevelopment of one of the components is a decrease in the quality of communication activities, difficulties in communication, complications of socialization of personality. According to the scientist O. Losev, language performs a number of functions; serves as a means of social adaptation and social experience; reflects the norms, values and beliefs of a person [7]. A person thinks, talks, influences certain events and phenomena (people) by means of words, speech, communication, and therefore, certain disorders of speech development do not allow full development, self-realization, self-affirmation.

In terms of psychology, language and speech are means of social communication. Through speech in the process of communication can reveal the wealth of thoughts and feelings of a person. Scientist I. Bonko emphasizes that communicative competence acts as a set of personal properties, knowledge, skills that allow you to successfully implement ideas, solve problems, communicate, and act creatively. Foreign and domestic scholars, linguists, psychologists M. Vashulenko, L. Vygotsky, G. Kostyuk, J. Piaget, T. Pototska emphasize the need to develop the ability and use of all the possibilities of the word to convey one's own feelings and thoughts. Likewise, the researcher N. Didur attributes communicative competence to the socio-cultural competence of the individual and determines that it

represents the ability to use verbal and non-verbal means of communication in different situations and social groups [4, p. 59]. As we can see, language, communication competence, social adaptation and the formation of social interaction skills are closely interrelated and influence one another. That is why the development of communication skills of students with speech impairment is one of the main tasks in the process of corrective and developmental work with them.

3. CONCLUSIONS

Our research has shown that speech disorders of primary school students create unfavorable conditions in the process of both their adaptation to school life and learning, and their overall development. Difficulties in learning, emergence of barriers to communication and the creation of friendly relationships, inability to put into practice what is desirable are a small list of what can be the result of indifference to speech disorders of students, avoiding their overcoming in school practice. Corrective and developmental work with younger students with speech impairments involves replacing lost communication opportunities, replacing them with others, restoring language opportunities, and correcting students' speech and communication errors. The teacher's activity system includes a number of measures aimed at solving the basic tasks of communicative personality development; alternation of different activities, techniques, methods and forms of work of teachers and students, which will result in the achievement of the didactic goal.

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Матвеева Наталія. Корекційно-розвивальна робота учителів з молодшими школярами з порушеннями мовлення у процесі формування їх комунікативних умінь і навичок. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 64–70.

У статті розкрито особливості діяльності вчителя у процесі корекції мовленнєвих порушень молодших школярів та педагогічного супроводу їх загального розвитку. Описано різні підходи науковців до змісту комунікативної діяльності особистості, визначено її складові, окреслено етапи та складові процесу формування комунікативних умінь та навичок у молодших школярів з мовленнєвими порушеннями. Акцентовано на необхідності диференціації понять “комунікативна компетенція” та “комунікативна компетентність”. Автор стверджує, що формування комунікативних умінь і навичок молодших школярів із порушеннями мовлення є основним завданням не лише вчителя-логопеда, шкільного психолога, а й команди фахівців закладу освіти. Обґрунтовано, що розвиток умінь та навичок комунікації, мовлення та спілкування складає одну з передумов всебічного розвитку особистості. Автором доведено, що порушення мовлення в учнів початкової школи створюють також несприятливі умови у процесі їх адаптації до умов шкільного життя. Труднощі в навчанні, виникнення бар’єрів у спілкуванні та налагодження належних взаємин, діалогічне навчання, неможливість повною мірою втілити в практику освітні цілі – все це наслідки байдужості, нехтування чи небажання здійснювати психолого-педагогічний супровід, корекційно-розвивальну роботу щодо виправлення мовних розладів учнів. Йдеться не лише про відновлення так званих мовних можливостей та виправлення комунікативних помилок школярів, а про системну діяльність вчителя, що включає низку заходів, спрямованих на вирішення основних завдань комунікативного розвитку особистості; зміну різних видів діяльності, прийомів, методів і форм роботи заради створення розвивального освітнього середовища в закладі загальної середньої освіти.

Ключові слова: мовлення, комунікація, спілкування, розвиток, порушення, логопед, корекція, розвивальне середовище, уміння, навички.

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ISSUES OF INCLUSION AND SPECIAL EDUCATION IN THE CREATIVE HERITAGE OF SOFIA RUSOVA

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Abstract. The article analyzes the issues of inclusion and special education in the creative heritage of Sofia Rusova – teacher, citizen, politician, state maker, who considered them in the context of world scientific achievements of the interwar period of the XX century. Inclusion, as a process of increasing the participation of all citizens in society, including those with physical or mental disabilities, involves the development and implementation of specific solutions that will allow each person to participate equally in academic and public life. The evolution of the idea of inclusion and the birth of special education S. Rusova closely linked with the understanding and interpretation of the leading principles of pedagogy, general and social psychology, sociology, philosophy of education, historical and pedagogical searches of the late XIX - early XX century.

Perhaps the most important source of new pedagogical ideas of S. Rusova, embodied in the writings of the interwar period (“New School of Social Education”, “Education and Sociology of Durkheim”, “Social Education: Its Importance in Public Life”, “Public Issues of Education” became acquainted with the latest trends in Western European pedagogy, which allowed her to keep up with the times, psychologize pedagogy. Extensive education, fluency in the leading European languages (first and foremost, French) made it possible for S. Rusova to access the original literature - works by J. Dewey, E. Claapared, G. Kerschensteiner, V. Lai, E. Meiman, and G. Spencer with the most prominent pedagogical figures of the 1920s and 1930s, including O. Decroly and M. Montessori, and studying the experience of their practical work. Guided by the statement that “development of the child is influenced by three main factors: education, heritage, and environment”, based on the experiments of foreign (German, Belgian, Czech) researches, the scientist revealed the specifics of social and educational impact of the environment, preparing the groundwork inclusion as a set of conditions, methods and means of their implementation for joint learning, education and development of the educational recipients, taking into account their needs and opportunities. At the same time, I emphasize the shaft that no child “is passively influenced by the environment: it takes from it what its individuality seeks.” The issue of special education, in particular, the psychological and pedagogical principles of working with children with intellectual disabilities, is most fully revealed in S. Rusova's work, “Something about defective children in school”. It clearly traces the idea that children of all walks of life are necessarily subject to process education and training. According to S. Rusova, children with deviant behavior (in particular, “child offenders”), for whom the conditions for education as a factor of their re-education should be created, and for the needs of such schools, should not be left out of the educational influence in order to organize teacher training “with a deep psychological understanding of their sick students, with a heart warmed with love for them, and with a certain understanding of their social and pedagogical task: to return these children to citizenship ...”. Summarizing the above, it can be argued that the issues of inclusion, studying, education of children and young people with special educational needs, as represented by the property of Sofia Rusova are a significant contribution to

Ukrainian and world pedagogical thought, an important factor in the revival of national educational systems in the teaching experiences of the past.

Keywords: inclusion, special education, socialization, personality, child, vocational (professional) training, creative heritage, Sofia Rusova.

1. INTRODUCTION

Inclusion, as a process of increasing participation of all the citizens in society, including those with physical or mental disabilities, involves development and implementation of specific solutions that will allow each person to participate equally in academic and public life.

It should be noted that the concept of "inclusive education" in modern interpretation is a system of educational services based on the principle of ensuring the basic right of persons to education and the right to obtain it at the place of residence, which provides for the education of a child with special educational needs in the setting of a general educational establishment [1]. . It is a process in which an establishment tries to respond to the needs of all participants in the educational process by making necessary changes to the curriculum and resources to ensure equal opportunities for all persons, regardless of their psychophysical status. The Law of Ukraine "On Education" treats inclusion as "the set of conditions, methods and means of their realization for joint learning, education and development of educational recipients with regard to their needs and opportunities" [2]. The term "people with special educational needs" is most often referring to children with some disabilities. Although the law clearly states that it is "a person who needs additional permanent or temporary support in the educational process to secure his or her right to education." That means that the focus shifts: from the violation itself to the support. Accordingly, "inclusive education" is "a system of state-guaranteed educational services based on the principles of non-discrimination, respect for human diversity, effective involvement and inclusion of all its participants in the educational process" [2].

At the same time, this interpretation of the concepts is conditioned by the long development and evolution of human civilization, which attests to a clear pattern: society and education determine one another.

2. ANALYSIS AND DISCUSSION

Sophia Rusova - the representative of the second wave of Ukrainian emigration - a teacher, citizen, politician, statesman considered the issue of inclusion and special education in the context of world scientific achievements of the interwar period of the XX century. It is closely connected with understanding and interpretation of the leading principles of pedagogy, general and social psychology, sociology, philosophy of education, historical and pedagogical searches of the late XIX and the beginning of XX centuries and special pedagogy (special education, defectology, collector pedagogy).

Perhaps the most important source of new pedagogical ideas of S. Rusova, embodied in the writings of the interwar period, became acquaintance with the latest trends in Western European pedagogy, which allowed her to go "on an equal footing with all that is now the best what appeared on the West" on [19, p. 107]. Extensive education, fluency in the leading European languages (first and foremost, French) made it possible for S. Rusova to access the original literature - works by J. Dewey, E. Klapared, G. Kerschensteiner, V. Lai, E. Meiman, and G. Spencer with the most prominent pedagogical figures of the 1920s and 1930s, including O. Decroly and M. Montessori, and studying the experience of their practical work. Using the opinions of her foreign colleagues, S. Rusova, on the one hand, "kept the Ukrainian pedagogical world up to date on what was new and better in other countries in the field of education and upbringing", on the other - it aroused "native pedagogical thought for life, movement and progress "[19, p. 107]. That is, the purpose of her appeal to foreign pedagogical experience was to build the Ukrainian national pedagogy and school on the progressive pedagogical heritage of the world.

Taking into account the latest provisions of the creative achievements of foreign scientists, for example, the "Program on the theory of education and training", prepared by Sofia Rusova in 1924 - 1925 for students of M. Drahomanov Ukrainian Higher Pedagogical Institute in Prague. The program envisaged the study of the provisions of M. Montessori's pedagogical system ("Education of the child's meanings, their role for intellectual development"), O. Decroli's methods, "Dalton plan", the theory of labor school and civic education of G. Kerschensteiner [21, p. 10]. The opinions of foreign educators, psychologists, sociologists of the interwar period, designed by S. Rusova and adapted to the needs of the Ukrainian national school, to the peculiarities of the mentality of the Ukrainian child, were reflected in the works "Global Method in the National Schools of Czechoslovakia", "Once and Now", "Once and Now" education in public schools in Belgium", "O. Decroli", "Social education: Its significance in public life", "The state of modern education in the fringe corners of the world", "Modern trends in new pedagogy" and others. [20].

Opportunities for Sofia Rusova's enrichment of the world pedagogical experience were opened by participation in international educational congresses (meetings), which resulted in correspondence, articles "Two international congresses", "To Rome for two congresses", "Congress of the World Union of Educational Societies", "Congress of Educational Societies", "Idealist-educator Adolf Ferrier" [20].

While actively working on the issues of preschool education, in the last decades of her life, Sophia Rusova has been gradually focusing on the universal and national aspects of education in general. She was most interested in the social aspects of education and its latest trends. According to the teacher, education as the most important social function is able to "transform within certain limits" people's attitude, become one of the factors of his national self-determination [1, p. 7]. It should cover not only pre-school and school-age children, but also all young people, all adults, and be provided by all social institutions. This thought is a priority in many of the pedagogical works of S. Rusova in the 1920s-1930s.

S. Rusova focused on the theoretical substantiation of the need for universal education and its role in the moral and social formation of the young generation, preparing it for conscious work "for their native land, for the liberation of their native people from the chains of darkness and enslavement, for improvement of their social and political conditions life".

An important feature of the works of Sofia Rusova in the war period is the priority in them of new, foreign pedagogical ideas, caused by the expansion of international educational ties of the scientist. From the works of this period she emerges as a deep connoisseur of the leading positions of the creative heritage of Western European scholars of the early XX century. Sharing many of their ideas regarding the national character of the school, the socialization and individualization of teaching and upbringing, the use of experimental research in working with children, she opposed the blind copying of other pedagogical systems, the thoughtless transfer of foreign educational and teaching methods to the Ukrainian background. Thus, analyzing the systems of primary education and training of Maria Montessori and Ovid Decroly, who in the 1920s-1930s pp. XX century were dominant in the countries of Western Europe, S. Rusova concluded that the methods of both educators should take what is most relevant to the temperament of the Ukrainian child and promote its intellectual development; in her opinion, it is "highly desirable" for these systems to be "nationalized ... and to give our very capable, vulnerable children the best education and interesting method and material" for working with them [10, p. 21].

Sophia Rusova was interested in social aspects of education and training, efforts of foreign scientists of the late XIX - the first decades of the XX century on development of social pedagogy as a science. This is confirmed by her individual works ("New School of Social Education"), articles ("Durkheim's Education and Sociology", "Social Education: Its Importance in Public Life", "Public Education Issues"), reviews of foreign publications ("I. Guyau Education et Heredite. Etude Sociologiguc", "Souriau. Notions de Sociologie, Appliquei a la Morale et a L'Education. Deuxieme annee des Scoles Normales"). In accordance with the pedagogical thought of our time in the inheritance of S. Rusova's emigration period, we see the desire to "psychologize" pedagogy. In particular, in the scientific exploration of "Modern trends in new pedagogy", she stated that "... pedagogy ... should use

the scientific guidance of psychology, sociology and social psychology”, and education and training – “to rely on deep psychological research, as an individual student and the whole circle, the collective of children, as well as their environment” [15, p. 2].

Considering pedagogy as a theory of education of a comprehensively developed personality, Sofia Rusova paid considerable attention to the development of scientific foundations of pedagogical activity. Even before the pre-emigration period, she turned to the search for the answer to two questions: “1) what is the child for whom we have to create the appropriate atmosphere for her and 2) ... how to treat her so that the education has the best consequences [6, p. 307]. A thorough understanding of these global problems has led the scientist to understand that in order to solve the first question, pedagogy “must use the scientific guidance of psychology, sociology and social psychology in its theoretical study and in practical implementation” [15, p. 2]. The pedagogue analyzed the psychological basis of education of a person “adapted to the new needs of life” in separate sections of the fundamental works of the emigration period (“New School of Social Education”, “New Methods of Preschool Education”, “Contemporary Currents in New Pedagogy”, “Theory and Pre-school upbringing”) and in a number of research and articles. In them, she argues that psychology “looks deeply into the soul of the individual and struggles to understand his whole conscious and unconscious nature” [13, p. 4]. Hence, her firm conviction “for the upbringing of the child, as well as for its teaching, it is absolutely necessary to know the child, to understand its spiritual inclinations, its temperament, the physical composition of the organism”, since “the psychological experiences of recent years have convinced all educators that the child is completely separate physical and spiritual organism” [16, p. 3]. Among the ways to “understand the child”, the methods of experimental research of her inner world, S. Rusova identified and comprehensively characterized observations, diaries, questionnaires; teacher's memories of his own childhood; representation of “oneself in the position of the child”; collecting “products of children's creativity”, especially drawings, etc. [8, p. 10]. From the experience of psychology, she derives the most important for all times and epochs the law of love for the child: “the child's soul needs affection, sympathy, love and not general, but personal; every child needs someone to love her the most; it cannot develop normally without maternal love and affection ...” [13, p. 8]. According to Sofia Rusova, her current psychology has “deepened” the psychological development of young children in detail. At the same time, she failed to give “almost no specific experiences ... about ... the young man's state of mind, nor instructions on his best upbringing” [8, p. 2].

Considering that the harmonious education of a person requires understanding not only the psychology of the individual, but also “that social psychology, which clarifies the relationship of the individual to the collective and the collective to the individual”, Sofia Rusova emphasized the importance of social psychology for pedagogical activity [9, p. 8–9]. In the work “The value of social psychology for education” the thinker revealed the essence of the young, but one that “has very significant scientific experience”, science - social psychology, as it was understood by American scientists F. Olport, C. Ellwood, J. Bernard et al. On this basis, it was concluded that social psychology is a part of the psychology of the “individual”, which examines his behavior “in the sector of ... social environment”, that is, gives “understanding of the relationship” of the person with the social environment, without which education is impossible [9, p. 11].

In search of an answer to the question that has a greater impact on the development of civilization - the mind or emotions, and what stimulus the social environment responds to, S. Rusova tends to think that the progress of civilization relies more on emotions, sympathy than on the mind. In the process of “continuous development of the individual”, the primary role belongs to the language, the knowledge of which enables to understand the behavior of other people, serves “by imitation”, “adaptation” to the environment that promotes the development of the individual [9, p. 86]. The scientist agrees with the findings of her current psychologists that art is a kind of bridge between “imitation of people real” and symbolic images of literature and abstract social values (courage, nobility, heroism). A great role in satisfying the human race to progress, to the new ideals assigns to the persons of “original thought and strong willpower”, especially in times of social change, radical reforms. In her opinion, all “high labor of civilization is a result of the work of inspired pioneers”, “brilliant figures”, who were made by

nature, environment, social center [9, p. 87-88]. In the analyzed article, Sophia Rusova examines the psychological motives that encourage "the race to unite, to find one common purpose for fulfillment." The opinion of a number of foreign psychologists that they are selfish desire of the person to ensure their own interests or "desire to protect the younger members of the family", the thinker considered such that "do not have a certain scientific field" [9, p. 128].

Following German scientists M. Mayer, E. Maiman, she argued that "human groups" are formed on the basis of the cooperation of their members. S. Rusova analyzed in detail the problem of interaction and mutual influence of the individual and the group (collective) and the "unorganized crowd". On this basis, it was concluded about the social value of each individual, who "adds, though small, but his own part of the influence to the whole environment in which he lives, works" [9, p. 128-131].

With regard to the relationship between pedagogy and sociology, S. Rusova noted: sociology "is most interested in the position of a person in the community, in social relations, in duties" [13, p. 4]. Agreeing with the views on this problem scientists and practitioners of the late XIX - early XX centuries (E. Durkheim, A. Ferriere) noted that sociology, supported by biology and psychology, gives "certain directions for education", along with these sciences is the key to understanding life [12, p. 253]. Not being able to give "the very tools for pedagogical practice" to our hands, it "gives us a whole range of thoughts that should become the soul of pedagogical practice, guide it and give the whole education some meaning without which all pedagogical activity would not have the desired consequences" [4, p. 141]. Answering the question of how to provide the scientific foundations for the effectiveness of education, Sofia Rusova linked not only theoretical and methodological provisions of pedagogy and psychology, but also a philosophy that alone "can only illuminate a secret question - what should our pupil lead to, where to find for him the surest path to the ultimate world truth" [5, p. 307]. That is, the scientist's understanding of global pedagogical problems led her to consider the issues of philosophy of education. According to the contemporary researchers of the creative heritage of S. Rusova, in this field "she was a pioneer", since she was the first to translate from English into Ukrainian and put into practice the basic ideas of the work of the American philosopher and teacher G. Horn "The Philosophy of Education" ("Philosophy of Education"), outlining them in the extensive article "Some of the Philosophy of Education" as early as 1917. Sharing the scientist's thoughts, she wrote: only "a philosophical understanding of life will give a clear direction to our activity and to clarify the importance of education for the universal human progress ..." [5, p. 307]. At the same time, the thinker believed that her current pedagogy had not yet put forward "any broad philosophical thought that would guide education, would lay the ground for all practical methods and means ..." [5, p. 307]. However, it sufficiently traces the "social direction" represented by scientific researches of J. Dewey, G. Kerschensteiner, M. Montessori, P. Natorp. Therefore, in determining the essence of education, S. Rusova proceeded from the understanding of him as "one of the strongest factors in the social life of every people" [4, p. 142].

According to her, education "a nation of its youth is connected with political and social ideas, its family and social customs and world outlook" [7, p. 7]. Its purpose is closely linked to the "determination of the higher values of life", to the highest humane ideal, "ruling at that time in citizenship" [7, p. 162]. The educated person, as she asserted, is "able-bodied, socially conscious, useful in every society, in every citizenship, with exalted love for his native land and with respect for other peoples" [15, p. 2].

As it can be seen from the above, S. Rusova considered pedagogy a social science. She was one of the educators who spread the ideas of "one of the main" (in her words) representatives of the "sociological direction of education" - German philosopher and teacher, creator of social pedagogy as a separate branch of P. Natorp's knowledge [15, p. 129]. "Man becomes a man only in unity with citizenship" - this statement by P. Natorp is the basis of S. Rusova's social and pedagogical views. Among the main social and pedagogical ideas that can be traced in her writings are: the influence of living conditions (social environment) on education; dependence of the purpose and nature of education and learning on social relations and vice versa - their impact on social life, the interdependence of society and the individual. The scientist's publications answer the question of what

should be the ideal of a socially protected child, what should be the social and educational responsibilities of the state, etc. Back in 1918 she wrote: "The most precious treasure of every nation is its children, its youth, and citizenship is made more consciously, then it is given more attention to the upbringing of children, to providing them with the best living conditions" [3, p. 34]. At the same time, it should be noted that social pedagogy as a science in the early XX century was only at the stage of its formation (the first work "Social Pedagogy" by P. Natorp was published in 1899). Therefore, S. Rusova, analyzing the social aspects of education, emphasized that "what we call social pedagogy is not some separate field of pedagogy that is opposed to the individual, it is only a concrete realization in the education of the principle that a child can only develop fully in socially organized cell" [15, p. 129]. Therefore, pedagogy, according to her, "should be put on the social ground, it educates for life, because it itself is a manifestation, a part of life" [15, p. 6].

This interpretation did not prevent a scientist one of the first in Ukrainian pedagogy to characterize such socio-pedagogical concepts as socialization of personality, social education, social environment, which modern science has identified as the leading categories of a new branch of pedagogical knowledge for Ukraine - social pedagogy. They are most fully outlined in her work, *The New School of Social Education*, which, according to S. Siropolka's definition, "gives the basic concepts of social education and introduces the means that lead to the development of the child's social instinct" [18, p. 277], in the scientific researches "Modern trends in new pedagogy", "Social education: its importance in public life" and in the article "Public issues of education".

In tracing the genesis of pedagogy as a social science, looking at "the main manifestations of new pedagogy", Sophia Rusova formulated the following general requirements for education: it must, firstly, be individualized, secondly, socialized, thirdly, industrialized, to cause the greatest creative activity in the student [15, p. 2]. At the same time, the "true apostle of individualism" in pedagogy was considered by J. J. Rousseau, the socialization of education - by J.G. Pestalozzi, who owes his assertion to this principle in pedagogy. It was put into practice by F. Frebel [15, p. 3].

The need to socialize the scientist derived from the social instinct of children, who at school age "becomes a controlling factor" in their upbringing and behavior, manifests in the desire for various forms of their "grouping", the need for friendship, personal sympathy, the desire to "achieve public praise" [15, p. 7-8]. According to her, "all harmony of human relations depends on socialization" [9, p. 49]. Seeking to give a "good direction" to socialization, S. Rusova identified her ways and means, in particular: "1) From the first year, to teach a child to strangers, to surround them with such relationships, so that she grows up with the feeling that people and the environment give only pleasant impressions, and they should be welcomed ... 3) At the earliest opportunity ... to establish a social environment for the child ... to ensure that the child is not miserable in the community, to treat the company with sincere grace, with equal respect. 4) ... as early as possible, to give the child the social responsibilities appropriate to his or her development and development: to serve breakfast, to clean the house, to help the younger companions to dress, to wash, etc. 5) ... to demand from the child a conscious actions to help someone else, but we learned that she is in need. 6) Not only individual works, but also collective ones should be organized, where everyone unites their creative thought, their shared impressions for the benefit of not the workers themselves, but to someone else - either a circle, or a collective, or a weak friend ... " [11, p. 60-61].

In S. Rusova's writings, such a new, relevant and for our present, social and pedagogical concept, as "socialization of the students' worldview", was found to be justified and substantiated. The educator understood it as "the development of public consciousness" [13, p. 65], which will help to develop the habit of "constantly being guided in their ranks not only by their own interests but also by those of their fellow citizens" [13, p. 5]. She regarded school self-government and collective activities as important grounds for socializing outlook, as well as "socializing" curricula, i.e. adapting them "and their content and volume to the nature of the child as she is and to her needs in the citizenship in which she lives" [13, p. 65]. At the same time, the scientist warned that the socialization of curricula should not be confused with "practicum, nor with professionalization", as it was in the Soviet school of the 1920s - the beginning 1930s pp.

Sofia Rusova called social education a strong factor for the education of the nation [13, p. 9]. In analyzing the essence of this term, not fully understood in either pedagogical theories or in the practice of education, she considered it from the standpoint of the proponent of individualization of education. She was first of all interested in the question: "how to bring these two new pedagogical trends - the individualization of education and its socialization - to agreement?" [13, p. 4]. According to the thinker, the first relies almost exclusively on the development of all the "mental forces" of the child, while the second acknowledges the huge impact on the child not only "heredity and individual nature, but also the social environment." As a result, for the purpose of individual upbringing, the teacher has identified the broad free development of all the spiritual powers and abilities of the child, which will enable her to "be of use to a small or large citizenship." Social education "tries to develop in the child those special traits that will further enable her to become the best citizen." Such a formulation of the purpose of individual and social education implies its conclusion: since "the citizens most need persons with well-developed abilities, we see that the purpose of education and social and individual one, but the ways to achieve it are not the same" [13, p. 4].

Guided by the statement that "the development of the child is influenced by three main factors: education, heritage, environment" [11, p. 27], based on the experiments of foreign (German, Belgian, Czech) scientists, the scientist revealed the specifics of social and educational influence of the environment. An indispensable condition for its effectiveness was the following: "the cell in which a child develops should not be too wide and consist of a very large number of diverse persons" [13, p. 37]. In addition, the educator identified the social groups ("social units") that most effectively influence the upbringing of children: the family ("but it does not require that the child is subjected to too much authority by the parents" [9, p. 166]); preschools (nurseries for babies, kindergartens, children's homes, playgrounds); a school "in which social needs and competitions must be balanced and from which neither people preserved in the traditions of the past, nor idealistic dreamers who are incapable of practical modern life should emerge" [13, p. 41]. The teacher considered play as the first "world" social form of association of children. According to her, it is play and work that "have always been and will be those natural processes in which social tendencies, feelings and social consciousness are best expressed and developed" [13, p. 38].

At the same time, I emphasize the shaft that no child "is passively influenced by the environment: it takes from it what its individuality seeks" [13, p. 36].

In the creative heritage of Sofia Rusova, there is an attempt to find out the problems of education and education of "defective" children, that is, to touch on important aspects of special education. In their decision it was guided by the provisions that children "of all ranges, children healthy and defective - all are necessarily subject to process education" [15, p. 1]. When she was asked "Who to educate and teach?" the school teacher should answer: "The school should accept all children," including "poorly understood," "underdeveloped," "defective," which are the result of "abnormal conditions in our lives." According to her, they should also receive "education possible to their strengths" [14, p. 162]. The "child offenders", for whom the school should be organized, should not be left out of the educational influence, should be surrounded by a teacher with a deep psychological understanding of sick students, with a heart warmed by love for them, and with a certain understanding of social and pedagogical task: to return these children to citizenship ... " [14, p. 162].

Psychological and pedagogical principles of work with children with intellectual disabilities Sofia Rusova considered in the article "About defective children at school". Acquaintance with the experiments on the "abnormal" children of foreign psychologists and educators of the time (G. Woodrow, A. Bine, V. Lai, G. Straper, L. Termen, etc.) led the scientist to conclude that it is "very important in in modern schools, there is a certain classification of children according to their intelligence "through testing, questioning, observation [6, p. 34]. However, an experienced humanist educator warned: "No matter how thoroughly we look at all the traits of defective students, it is very difficult to put the diagnosis and make it into the category of abnormal ones. An equally unhealthy child with a lack of observation should be sent to a special school or sanatorium - whether the patient is in vain to be detained in a regular school" [6, p. 78].

The article answers the questions about the causes of mental defects in children (inherited diseases of parents, their unhealthy lifestyle; illnesses transmitted by mother during pregnancy; incest in the family; social conditions), reveals the evolution of citizenship views on this category of people and the history of formation public institutions for children with mental disabilities in England, Denmark, Germany, USA, Switzerland. The scientist was impressed by the tasks and principles of the activities of the first schools and shelters of this type: "to give ... the greatest possible development to all ... drowsy abilities and to return ... the energized forces to useful activity under the control of disciplined will"; to awaken the mental powers of children to "some useful work ..." [6, p. 83]. The author's own conclusions concerning the peculiarities and methods of teaching and educating anomalous children, the almost extensive program of pedagogical activity contains the last (seventh) subdivision of this work, the main provisions of which can be summarized as follows: methods and programs of ordinary schools are not suitable "for the backward and low-minded students"; there should be separate schools or classes for this category, "where all their sleepy mental powers and inclinations would be easily and imperceptibly invoked" [6, p. 85]. The course of study here should be simplified; great attention should be paid to physical labor, motor development of children. In such schools, one general curriculum and curriculum is undesirable; the number of children in the class should not exceed 12. Much attention should be paid to the health care under the supervision of a doctor and others. S. Rusova considered the fact that "defective" children "should not live in isolation" as an indispensable condition of educational upbringing [6, p. 86]. The analyzed article also contains practical annexes: A. Binet-Simon tests, L. Termen's questionnaire for parents, psychographic schemes for the study of children, samples of exercises, etc. Therefore, the list of industries in which S. Rusova's scientific talent has appeared should include pedagogy of children with developmental disabilities, especially mental.

3. CONCLUSIONS

Summarizing the mentioned above, it can be argued that the issues of inclusion, education, education of children and young people with special educational needs, as represented by the property of Sofia Rusova in the period of migration, are a significant contribution to Ukrainian and world pedagogical thought, an important factor in the revival of national educational systems on the best examples of teaching and educational experiences of the past.

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Джус Оксана. Питання інклюзії та спеціальної педагогіки у творчій спадщині Софії Русової. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 71–80.

У статті проаналізовано питання інклюзії та спеціальної освіти у творчій спадщині Софії Русової – педагога, громадянки, політика, державотворця, яка розглядала їх у контексті світових наукових здобутків міжвоєнної доби ХХ ст. Не використовуючи ці терміни, вона тлумачила інклюзію як процес збільшення ступеня участі всіх громадян у суспільстві, зокрема й тих, які мають фізичні чи ментальні порушення, передбачала розробку і застосування таких конкретних рішень, які зможуть дозволити кожній людині рівноправно брати участь в академічному і суспільному житті. Еволюцію ідеї інклюзії та зародження спеціальної освіти С. Русова тісно пов'язувала з розумінням і тлумаченням провідних засад педагогіки, загальної та соціальної психології, соціології, філософії освіти, історико-педагогічних пошуків кінця ХІХ – початку ХХ ст.

Чи не найважливішим джерелом нових педагогічних ідей С. Русової, які втілилися у працях міжвоєнного періоду ("Нова школа соціального виховання", "Виховання і соціологія Дюркгейма", "Соціальне виховання: Його значіння в громадському житті", "Суспільні питання виховання"), стало знайомство з новітніми течіями у західноєвропейській педагогіці, що дозволило їй іти в ногу з часом, психологізувати педагогіку. Широка освіта, вільне володіння провідними європейськими мовами (уможливили доступ С. Русової до оригінальної літератури – праць Дж.Дьюї, Е. Клапареда, Г. Кершенштейнера, В. Лая, Е. Меймана, Г. Спенсера, забезпечили безпосереднє спілкування з найвидатнішими педагогічними діячами 1920-х1930-х рр., зокрема О. Декролі й М. Монтесорі, та вивчення досвіду їх практичної роботи. Керуючись положенням про те, що "розвиток дитини проходить під впливом трьох головних факторів: виховання, спадщина, оточення", базуючись на дослідях зарубіжних (німецьких, бельгійських, чеських) учених, вчена розкрила специфіку соціально-виховуючого впливу середовища, готуючи підґрунтя для розкриття сутності інклюзії як *сукупності*

умов, способів і засобів їх реалізації для спільного навчання, виховання та розвитку здобувачів освіти з урахуванням їхніх потреб та можливостей. Водночас вона підкреслює вала, що жодна дитина “не піддається пасивно впливу оточення: вона бере з нього те, до чого прагне її індивідуальність”. Питання власне спеціальної освіти, зокрема психолого-педагогічні засади роботи з дітьми із вадами в розумовому розвитку, найбільш повно розкрито у праці С. Русової “Деяко про дефективних дітей у школі”. У ній чітко простежується ідея про те, що діти всіх верств обов’язково підлягають процесові виховання і навчання. На думку С. Русової Не можуть залишитися поза виховним впливом і діти з девіантною поведінкою (зокрема, “діти-злочинники”), для яких у місцях відбування покарання повинні бути створені умови для набуття освіти як чинника їх перевиховання, а для потреб таких шкіл доцільно організувати підготовку учителів “з глибоким психологічним розумінням своїх хворих учнів, з серцем, огрітим любов’ю до них, і з певним розумінням свого суспільно-педагогічного завдання: вернути цих дітей громадянству...”. Отже, питання інклюзії, навчання, освіти дітей і молоді з особливими освітніми потребами, репрезентоване надбаннями Софії Русової, є вагомим внеском в українську і світову педагогічну думку, важливим чинником відродження національної системи освіти на кращих зразках навчально-виховного досвіду минулого.

Ключові слова: інклюзія, спеціальна освіта, соціалізація, особистість, дитина, професійна (фахова) підготовка, творча спадщина, Софія Русова.

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GENDER ISSUE IN THE UKRAINIAN LANGUAGE TEACHING TECHNIQUES

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Abstract. The article deals with the present day problem of gender education of schoolchildren and students. It was found out, that in Ukraine the gender issue is only in the initial stage of study, although its interdisciplinary horizons are limitless. Relevance of the article is in the fact that the authors suggest studying the gender issue at the methodic level, namely through teaching syntax at the higher educational institutions. In order to achieve this aim the article provides brief characteristics of the gender issue in different aspects; the article is based upon the contemporary studies of the scientists who represent various social and linguistic sciences.

The conceptualization of gender includes such cultural categories as masculinity and femininity, the process of the evolutional development of the oldest archetype opposition “man–woman”. The gender issue is directly connected with the language personality. Among the Ukrainian phraseological units there are a lot of such ones which stress the social status of men but not women. This fact lets us hope for the further study of the gender issue in the language teaching technique, namely at the level of syntax and text linguistics. First, it is an internal content of the texts proposed for scrutiny (gender education), and secondly, these are structural changes at the lexical and grammatical level (the use of words which denote jobs and professions in different functional styles), third, speech correction of both sexes representatives, and finally, the development of androgynous personality that combines the best of the social features of both sexes (love of children, patriotism, kindness, courage, compassion, sensitivity, courage, pragmatism, etc.). We consider the main principles of teaching Ukrainian syntax in the gender teaching technology as follows: dialogism, problematic, compliance with the age and individual characteristics of students, emotionality, psychology, gender identity principle. While looking for the ways to improve the language teaching techniques, especially in the field of syntax, teachers can make use of the proposed tasks at practical classes in higher educational institutions and at the lessons of Ukrainian in comprehensive schools.

Keywords: education, gender issue, teaching techniques, the Ukrainian language.

1. INTRODUCTION

Gender issue has always excited the human interest but its systematic study began in the second half of the 20th century.

It is explained by the fact that patriarchal principles of the social life are getting destroyed. Women alongside with men take the highest positions in the social hierarchy. Thus, so-called “genuinely masculine occupations” are taken by women while “genuinely feminine ones” are taken by men. For

example, a nurse – a male nurse; a milkmaid – a milkman; a waiter – a waitress; a schoolmaster – a schoolmistress etc.

Unfortunately, at present time the gender issue remains open due to a number of reasons.

Well-known Ukrainian researcher Lesya Stavytska believes that “linguists have always been interested in the sphere of masculine and feminine language worlds, in the general and particular communicative strategies, in specific discourse practices and ways of the world conceptualization by different sexes through the language” [21].

Hence, we can claim that the gender issue is directly connected with the language personality. The hypothesis of the language relativity developed by Edward Sapir [9] and Benjamin Warf [25] affirms: the language is not only the society product, but it is also means of its thinking and mentality development. The German scholar Leo Weisgerber [13] first spoke about the language personality at the beginning of the 20th century. The relevance of the problem is confirmed by the contemporary scholars S. Shirley and R. Miller in the work: “The American Indian Languages: Cultural and Social Contexts” [18].

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What is the “*language personality*” in modern understanding?

The idea of the “language personality” was introduced for the common use by Y. Karaulov [8], who claimed that the “language personality” is a person who has abilities to create and receive the texts which are different in the degree of their structural and language complexity, profundity and precision of the reality reflection and certain ideological focus.

Mastering of language, its lexis, grammar, stylistics and pronunciation create inner image of the worldview of all people and each person separately. Meanwhile, rapid development of linguistics, linguo-didactics, methods of teaching and learning of foreign languages in the second half of the 20th century put in the forefront the theory of language personality together with its principles of the primary, secondary, tertiary etc. personality.

The language personality, in Y. Karaulov’s opinion, has three levels: verbally semantical (the ability to communicate in everyday life), cognitive (the ability to create individual cognitive space) and pragmatic (the ability to define motives of the personality’s speech behaviour).

Thus, coding and decoding of information takes place on condition of the three levels of the personality’s communicative space interaction. The conception of the three-level language personality is differentiated to the three types of communicative demands (contact, informational and influential), and also to the three constituent parts of the process of communication (communicative, interactive and perceptual).

Sharing the views of the forerunners, I. Kahanets [7] suggests language socio-types: ethically intuitional introvert (the pseudonym “Peacemaker”) and logically sensory extravert (the pseudonym “Administrator”). The “Peacemaker” is characterized by a more developed sensual sphere and it is mainly characteristic of women’s speech, whereas “Administrator” is rational and is quite noticeable in the speech behavior of men.

Psychological aspect in gender. Both male and female sexes can be “language personality”. Their opposition is fundamental for the human culture. The gender issue is essential for understanding the language personality. In linguistics gender issue is extensively studied at the lexical and phraseology levels, while grammar level is given little attention. Recent times are marked by the emergence of articles which study the gender issue at the level of word-building.

Relevance of the article is in the fact that the authors suggest studying the gender issue at the methodic level, namely through teaching syntax at the higher educational institutions. In order to achieve this aim the article provides brief characteristics of the gender issue in different aspects; the article is based upon the contemporary studies of the scientists who represent various social and linguistic sciences.

Let's find out first of all what is included in the concept of “gender”?

The term “gender” (from English ‘Gender’ – the state of being male or female) is rightly considered inter-disciplinary. It covers the problems of a number of sciences: philosophy, sociology, political

science, psychology, pedagogy, linguistics, literary criticism, ethnolinguistics, sociolinguistics etc. It implies, firstly, the psychological aspect. "Gender studies is a field of interdisciplinary study and academic field devoted to gender identity and gendered representation as central categories of analysis. This field includes women's studies (concerning women, feminism, gender, and politics), men's studies, and LGBT studies. Sometimes, gender studies are offered together with study of sexuality. These disciplines study gender and sexuality in the fields of literature, language, history, political science, sociology, anthropology, cinema, media studies, human development, law, and medicine. It also analyzes race, ethnicity, location, nationality, and disability" [5].

Sex can be looked upon as a category both biological and social. "Gender" is a social construction kit embracing social possibilities of each sex in education, career development, and access to power, family roles and reproductive behavior. It concerns no anatomy and physiology features which differentiate men from women, but socially developed features found in femininity and masculinity [6].

Historians do not record any gender differences in prehistoric society when man struggled just for survival. After the time matriarchy was succeeded by patriarchy men's activity subdued both the nature and the women. Gender inequality got firmly established in culture together with social progress.

The subject of study in gender psychology deals with the following concepts: femininity, masculinity, and androgyny. They relate to gender identity, which is the basic characteristic of personality. This is a set of socio-cultural norms and stereotypes of behavior characteristic of representatives of a certain gender in the relevant socio-historical and socio-cultural situation [20].

"Femininity (also called womanliness or womanhood) is a set of attributes, behaviors, and roles generally associated with girls and women. Femininity is partially socially constructed, but made up of both socially-defined and biologically-created factors. This makes it distinct from the definition of the biological female sex, as women, men, and transgender people can all exhibit feminine traits" [4].

"Masculinity is a set of qualities, characteristics or roles generally considered typical of, or appropriate to, a man. It can have degrees of comparison: "more masculine", "most masculine". The opposite can be expressed by terms such as "unmanly" or epicene. A near-synonym of masculinity is virility (from Latin *vir*, man). Constructs of masculinity vary across historical and cultural contexts. The dandy, for instance, was regarded as an ideal of masculinity in the 19th century, but is considered effeminate by modern standards" [11].

Androgyny is a combination of both women-like (feminine) and men-like (masculine) qualities in the individual. Androgyny personality receives the best of the sex roles. Psychological androgyny is associated with high self-respect, efficient performance of the parental role, achievement motivation, inner feeling of welfare [6]. "Androgyny refers to the combination of masculine and feminine characteristics. Sexual ambiguity may be found in fashion, gender identity, sexual identity, or sexual lifestyle. It could also refer to biological intersex physicality, especially with regards to plant and human sexuality" [1].

In conclusion it can be said that the primary factor in gender is the psychological one, which determines the influence of femininity and masculinity on the personality's behavior.

However, in recent times one can follow the process of patriarchy masculinity destruction, especially on the level of the personality socialization, though this process has not taken shape of any social system yet.

Social aspect in gender. According to this idea, the next important factor in gender is a social aspect.

Socialization allows to perform reforms in various social spheres, especially in the language one; it has become a part of contemporary language policy in a number of countries in the whole world. Gender differentiation, as a natural process, in which biological differences between man and woman are given sociological meaning, is reflected in the speech behavior of the social subjects. The application of the extra linguistic approach to the language devices functioning in speech suggests that public gender relations between the communication parties should be considered and it gives a possibility to reconsider the language sign as means of self-actualization of the individual who represents national and universal human values.

The author of "You just do not understand me. Women and men in conversation," D. Tannen outlines differences in behavioral models by gender and argues that linguistic behavior of men is directed to achieve and maintain independence, high status. Instead, a woman expects society non-conflict, emotional, and brightness [23].

The characteristic phenomenon accompanying the gender issue in its social aspect is "sexism". "Sexism is prejudice or discrimination based on a person's sex. Sexist attitudes may stem from traditional stereotypes of gender roles, and may include the belief that a person of one sex is intrinsically superior to a person of the other. A job applicant may face discriminatory hiring practices, or (if hired) receive unequal compensation or treatment compared to that of their opposite-sex peers. Extreme sexism may foster sexual harassment, rape and other forms of sexual violence" [17].

In its broad sense sexism is orientation which makes one sex inferior to the other. Language sexism is determined as manifestation of asymmetries aimed against women in the language system. On the grammar level it can be seen as the advantage of the grammar masculine gender over feminine gender. Thus, the entire initial forms for the content words of adjective, participle and adjectival pronoun which have the paradigm of gender are masculine. If the speaker implies representatives of different sex or a group of people of different sex regarding the occupation, person's social status, his hobby etc. the advantage is also given to the masculine gender.

The example of practical use of gender correct norms in other countries, e.g. the USA, can be the document on liberation of English from discriminative signs which was issued by the American National Council of Teachers of English (1974). It offers to use the language free of sexism in all the life spheres. According to this document it is recommended:

- 1) not to use generalized *man*, instead such words as *humanity, human, beings, people should be used*;
- 2) to use the same occupation words both for men and women: *chair, presiding, officer, moderator, head, chairperson* (instead of *chairman, chairwoman*) and others; while choosing a numeral for the indefinite forms one should use *he or she* (e.g.: after such nouns (*person, counterpart, individual*), and indefinite pronouns (*one, someone*)) [22]. This norm is generally accepted and is thought to be politically correct. For instance, gender component is kept in mind while making up documents by mass media, e.g.: the *New-York Times* writing about members of the Congress uses both words *congressman* and *congresswoman* ("*He was running an intense campaign against Rosa L. DeLauro, a congresswoman from Connecticut... When his slate knocked off three of Mr. Menendez's allies, he handed the congressman an embarrassing defeat*") [12]. Correspondingly, it is recommended to use the same definitions by occupation both for men and women etc.

In Germany (Lower Saxony), for example, an official document on the position of statesmen was accepted, in which the positions that originally have had the suffix of the masculine gender have attained the suffix of the feminine gender no matter who is further spoken of [10].

In Ukraine the gender issue in language still remains poorly studied; there is no program for its fundamentals consistent embodiment into the language life of society. However, democratic reforms in all the spheres of social life favour gradual fixation of gender correct norms in the Ukrainian language. An example is the new orthography of the Ukrainian language dated 2019. It pays particular attention to feminine nature. Many nouns of the female genus, inherent in colloquial language, have now become a literary norm: *дизайнерка, директорка, редакторка, філологиня* [designer, director, editor, philology] [24].

Methodology

The general methodology of the study includes scientific achievements of linguists in the study of the gender issue in the language (O. Horoshko, G. Kreidlin, B. Nikolson, A. Petrenko, D. Petrenko, Y. Puzyrenko, V. Shtadler, L. Stavyts'ka, G. Vidmark, etc.). Attention was drawn to the pedagogical basis of research of Ukrainian and foreign scholars on the role of gender education in the formation of personality; the main provisions of psychological and pedagogical works on the priority role of sexual education in the formation of a person capable of culturally meaningful relations with the opposite sex; scientific conclusions of methodologists on the problem of the formation of positive gender qualities of students.

2. ANALYSIS AND DISCUSSION

The point is, in what way the Ukrainians perceive the concept “woman” and “man”? Which characteristics do they ascribe to these concepts?

Conceptualization of gender is understood as cultural categories of masculinity and femininity, the evolution process of the oldest archetypal opposition “man – woman”. “Gender approach to the structuring of “conceptual questionnaire” as a basis of the gender worldview allows to expose gender stereotype through phraseological representation of simple and complex sub-concepts: “appearance”, “mental abilities”, “psycho-emotional and volitional powers” and others” [16]. In proverbs and sayings masculine characteristics are positive, whereas feminine ones are, on the contrary, negative. For example, *Хоч чоловік як жаба, а все дужчий, як баба* [Even if a man looked like a frog, he would be better than a woman]. *Чоловікам на лопату Бог сили наклав, та ще й притоптав, а жінкам на вила, та її то струсив* [God put much strength on the man’s spade, and besides, stamped it down, as for the women, God put their strength on a hayfork, and shook a little off].

According to the stereotype the female sex is called weak and the male one is strong. If a man is shy and effeminate, he is called “sissy”. Thus, a weak sex can be defined as representing a shy, chickenhearted, effeminate person.

Gender stereotype of masculine characteristic displays itself in the mind of modern people in a way of stereotyped clichés like: *male character, male bonding, male mind*, and recently – *a real man*. One of the examples is an advertisement of vodka: “MEDOFF” – *for real men*. Correspondingly, there are feminine stereotypes-clichés, like: *female friendship, female mind*. Their evident negative connotation is expressed in the toast: *Female friendship is like friendship between a tortoise and a snake while they are swimming amidst the ocean: the tortoise would gladly throw off the snake, but it is afraid of its venom; the snake would bite the tortoise, but it is afraid getting drowned*.

The research of men’s and women’s speech demonstrates that women’s communicative behavior is often expressive, too emotional, not always coherent, which is proved by the idiom *woman’s reason*. Stereotypical ideas of the women’s speech behavior are associated with such idioms as *баб’яче голосіння* [*woman’s nagging*]; *язиката Хвеська* [*talkative Khves’ka*]; *сорока на хвості принесла* [*a magpie has brought on its tail*]; *не pomoже бабі її кадило, коли бабу сказило* [*even a thurible won’t help a woman if she is as mad as a wet hen*] etc.

While studying gender stereotypes, Lesya Stavytska analyzed the words “mother” and “father”. She has drawn such a conclusion:

- Mother is a successor and guardian of the family line; mother and a child is a symbol of life and eternity.
- In the field of cordiocentric Ukrainian character, the concept of “cordiality” which is the central one for the Ukrainian linguistic culture is realized just in the association area “mother”.
- Father is the head of the family, master and a good landlord.
- Father is a symbol of big and little motherland; the man possessing the nimbus of sanctity [21].

In linguistics the issue of gender differentiation in language and speech is fundamentally studied by such outstanding scholars as G.Vidmark, G. Kreidlin, O. Horoshko, B. Nikolson, Y. Puzyrenko, A. Petrenko, D. Petrenko, L. Stavyts’ka, V. Shtadler and others.

Gender study on the language level has embraced all grammar sections. For instance, a unit of study of gender word-formation level is the feminitive. The researcher of the word-building structure of nouns of feminine in the New Ukrainian language S. Semeniuk observes: “During all the periods of development of the Ukrainian linguistics the feminitives used for names of the male sex representatives on their social position were studied either on the certain stage of development of the new Ukrainian language or were offered the analysis of just separate lexical or word-formative sub-groups and formants” [15]. The word-building structure of the nouns of the female and male genus was studied by other scientists, in particular P. Bilousenko [2], T. Siroshstan [19]. However, till now this issue remains unresolved. The establishment of the sub-system of the mentioned male and female personal names has not been the object of the complex study yet.

In the 19th –early 20th centuries the group of feminitives based on a social status was formed. For example: *господар – господиня, дворянин – дворянка, жебрак – жебрачка, раб – раба, слуга – служниця* [landlord – landlady, nobleman – noblewoman, beggar man – beggar woman, bondman – bondmaid, manservant – maidservant].

Gender peculiarities are vividly expressed in every-day speech, namely in compliments, which are traditionally addressed by men to women, e.g.: *вельмишановна панно, вам до лиця ця сукня і намисто* [My dear Miss, this dress and necklace suits you pretty well], *и ви так молодо виглядаєте, вам напевно нема і тридцяти* [you look so young, you are sure not in your thirties yet] etc.

Traditionally male roles are more significant while the female ones are restricted by family environment, as the former automatically become dominant in social life.

Thus, for instance, the names of professions and jobs in official documents are used in the male gender more often. In the State Classifier of professions in Ukraine there are 7, 000 professions and jobs which are used in the male gender and only 38 are used in the form of the female one. On the grammar level, especially while forming word combinations with the given professions and jobs, only adjectives or verbs in the male gender are used. For example: *бухгалтер фірми виявив, старший інспектор комісії записав, висококваліфікований кухар переміг* [the accountant of the firm found out, the senior inspector of the commission wrote down, highly-qualified cook has won].

Among the Ukrainian phraseological units there are a lot of such ones which demonstrate the social status of men, not women. For example: *чи пан, чи пропав* [man or mouse]; *швець знай своє шевство, а в кравецтво не лізь* [a shoemaker knows his business, and a tailor should not interfere]; *як не коваль, то й рук не погань* [if not a smith, don't soil your hands]; *художник у душі* [the artist in heart].

Forms of the female gender are acquired only by adjective pronouns and verbs agreeing with surname, position held, profession etc. For example: *Ця бухгалтер фірми Іванова І.В. виявила недоліки* [The firm accountant Ivanova I.V. has found out some flaws].

In recent times colloquial, belles-letters or publicistic style in contrast to the official one widely use the parallel forms for naming professions or jobs which are not established by the State Classifier of Ukraine. For example: *художник – художниця* [artist – woman artist], *лікар – лікарка* [medical man – medical woman], *вчитель – вчителька* [schoolmaster – schoolmistress], *член – членка* [member – woman member], *референт – референтка* [assistant – woman assistant], *редактор – редакторка* [editor – woman editor]. Using these forms one should bear in mind that such forms are not acceptable in the official style as a rule.

One should also mind the context of usage for professions or jobs if the parallel forms are available, since they can either belong to different styles or have different meaning. For example: *швачка* [seamstress] – it is a profession which means making clothes, whereas *швець* [shoemaker] – it is a profession which means production of footwear, or *годувальник – годувальниця* [breadwinner – wet nurse]: *годувальник* [breadwinner] – a person who supports a family; *годувальниця* [wet nurse] – a woman employed to feed another woman's baby with milk from her own breast.

Attention should be drawn to the so called “female professions”, namely: *доярка, медична сестра, прала, покоївка, друкарка* [milkmaid, nurse, laundrywoman, housemaid, typist] etc. With the given examples one can see that these occupations have a low level of qualification, consequently the pay for the job is much lower than among the representatives of the “male professions”. Thus, the gender issue requires the equal solution in the social aspect.

All the mentioned aspects of the gender issue (psychological, social, linguistic, and communicative) are also significant in the course of language teaching techniques, namely syntax. In pedagogical aspect as L. Dybka points out, educational establishments as institutes of personality's socialization have to attend to the gender culture as one of the leading factors in the identity formation of a contemporary schoolchild [3].

Experiments in Gender psychology proved that the reception of a young man or a young lady is directly associated with their sex differences: specificity of feelings, emotions, endeavour to find your own “me” and others. Therefore, teaching techniques has to consider the gender aspect in classrooms both in comprehensive and higher educational establishments.

Having described the gender issue in various aspects, we are about to study the language phenomena in the close connection with a human being, his way of thinking, practical activity according to the social role; we are about to determine peculiarities of gender issue in contemporary educational establishments through practical embodiment in tasks which can be used in the course of teaching syntax in the higher and comprehensive educational establishments

As educational practice of teaching a language proves, teachers pay little attention to gender issue and its significance in speech. Even if such work is being done, the gender issue is given only a passing mention as being insignificant for the language teaching techniques.

Looking for ways of improving the language teaching techniques, namely syntax, teachers can take advantage of the given tasks for practical classes to use either in the higher educational establishments or at lessons of Ukrainian in comprehensive schools.

Task 1. Read phraseological units, proverbs and sayings, explain their meaning. Use them in simple sentences of your own. Which gender (male or female) are the given examples mainly used in? Why do you think so?

Здоровий як дуб; дужий як ведмідь; як із каменю вибитий; гарний як у барвінку купаний; стрункий, наче з дерева виструганий; пішов у ріст як заєць у хвіст; як денді лондонський; прибрався як пастух у Петрівку; борода по коліна, а розуму як у дитини; високий аж до неба, а дурний як не треба; розуміється як Мартин на балалайці; розумний як Оверкові штани навиворіт; впрів як Філат коло скрипки; хватається як циган до пасіки; крутий як варене яйце; налетів як кібець на курча; калатає язиком як Мар'ян батогом; блажен муж, до школи не дуж; до церкви слизько, до дівчат близько [healthy as an oak; strong as a bear; as if carved out of stone; as good-looking as if being bathed in the dogbane; slender as if carved out of wood; one has begun to grow as the hare's tail; as a dandy of London; one has got dressed as a shepherd in Petrivka (a holiday); a beard till the knees, but with the child's wit; tall up to the skies but extremely stupid; as good as Martin plays balalayka; as clever as Overko's pants inside out; having sweated as Filat with the violin; one gets down to work as the gypsy to the bee garden; as hard as a hard-boiled egg; he attacked as the hawk attacks a chicken; to wag one's tongue as Maryan cracks his whip; a blessed man but reluctant to study; the road to the church is slippery, but the road to the girls' place is short].

Task 2. Find two synonymic sentences: you should not mention the category of person in the first one and you should mention it in the second one. Explain the difference between them if there is any.

For example: *викладач хімії – Викладач хімії зазначив, що неорганічна хімія вивчається в першому семестрі, тоді як органічна – у другому. – Викладач хімії Коваль О. П. зазначила, що неорганічна хімія вивчається в першому семестрі, тоді як органічна – в другому* [Chemistry teacher pointed out that non-organic chemistry is studied in the first term and the organic chemistry is studied in the second one. – Chemistry schoolmistress Koval A. P. pointed out that non-organic chemistry is studied in the first term and the organic chemistry is studied in the second one.].

Викладач хімії, касир заводу, лаборант відділу, бригадир цеху, працівник фірми, учитель школи, завідувач кафедри української мови, акушерка, буфетниця, вишивальниця, в'язальниця, ворожка, швачка, автоелектрозварник, адміністратор, бармен, водій, диспетчер, менеджер, психолог, ревізор, юрисконсульт, покоївка, бібліотекар, бухгалтер, маляр, приймальниця, сестра медична, прибиральниця, швачка, секретар, адвокат, прокурор [Chemistry teacher, a factory cashier, a departmental assistant, a workshop foreman, a firm employee, a school teacher, Head of the Ukrainian Chair, an obstetrician, a barmaid, an embroideress, a knitter, a fortune-teller, a seamstress, an auto-electric welder, a receptionist, a barman, a driver, a switchboard operator, a manager, a psychologist, an inspector, a solicitor, a chambermaid, a librarian, an accountant, an artist, a washwoman, a nurse, a charwoman, a secretary, a lawyer, a prosecutor].

Task 3. Read the sentences. Define the functional style of the sentences. Rewrite the sentences in such a way so that to change their functional style (e.g., the colloquial style for any bookish one: official, learned, publicistic, belles-lettres etc.). What structure have the rewritten sentences attained? Why?

For example: *Шістдесят з лишком років творчої праці і більше чотирьох тисяч художніх творів віддала своєму народові Олена Кульчицька – народна художниця України. – 25 грудня святкуємо*

шістдесятип'ятиріччя народного художника України Олени Кульчицької [More than 60 years of creative work and four thousand paintings have been given to her people by Olena Kulchyts'ka, the honoured Ukrainian painter. – 25 December is the 65th birthday of the honoured Ukrainian painter Olena Kulchyts'ka].

1. Оля хоче вивчитися на лікарку або вчительку. 2. Вона була членкою Учительської громади. 3. Дикторка Надія Подоляко із своїм колегою Віталієм Вареником час від часу виходять у прямий ефір з інформаційними повідомленнями. 4. Із 14 жінок-редакторок у Києві та Київській області фахову журналістську освіту мали 6, філологічну – 4. 5. Право на допомогу на дітей одиноким матерям мають одинокі матері... Якщо одинока мати (вдова, вдівець) уклала шлюб, то за нею зберігається право на отримання допомоги на дітей, які народилися до шлюбу. 6. До кабінету було запрошено секретарку директора Полякову Л.О. 7. До кабінету було запрошено секретаря комісії Полякову Л.О. 8. У конкурсі перемогла відмінниця 8-А класу Гур'єва Л.Г. 9. У конкурсі перемогла відмінник народної освіти викладач ЗОШ № 16 Гур'єва Л.Г. 10. Зарахувати на посаду друкаря офсетного друку Підмазану О.Р. 11. Зарахувати на посаду друкарки-референта Підмазану О.Р. [1. Olya wants to become a teacher or a doctor. 2. She was a member of the Teachers' community. 3. News anchor Nadezhda Podolyako and her colleague Vitaliy Varenyk broadcast on-camera from time to time. 4. Among fourteen women-editors in Kyiv and Kyiv region there were six people with professional journalist training and four people with philological one. 5. The right for the single mothers' children's allowance is given to single mothers... If a single mother (widow, bachelor) has got married, she still has a right for the allowance for the children which were born before the marriage. 6. The director's secretary Polyakova L.A. was asked to come into the office. 7. The commission secretary Polyakova L.A. was invited into the room. 8. The best pupil of 8-A form has won the contest. 9. The best worker in popular education, a teacher of secondary school №16 Gurieva L.G. has won the contest. 10. Podmazanna O.R. is to be engaged to the position of an offset printing worker. 11. Podmazanna O.R. is to be engaged to the position of a typist].

Task 4. Read the proverbs. What kind of semantic interpretation unites them (what are they about)? What types of sentences were used? Why?

Яка неня, така й доня. Нема чого дивувати – така була й її мати. Який батько, такий син. Яке дерево, такий клин; який батько, такий син. Який дуб, такий тин; який батько, такий син. Яка вода, такий млин; який батько, такий син. Яка гребля, такий млин; який батько, такий син. Який мельник, такий млин [Like mother, like daughter. There is nothing to be surprised at – her mother was like that. Like father, like son. As the tree, so is the wedge; like father, like son. As the oak, so is the fence; like father, like son. As the water, so is the mill. As the barrage, so is the mill. As the miller, so is the mill].

Task 5. Choose from the given polite expressions those ones which, in your opinion, are used by men and those ones which are used by women, and those which are used by both men and women during business meetings (official style). What is this choice determined by? Which of the offered statements can be used under various circumstances and in any style? Why? What can you say about the syntactic structure of the sentences?

1. Привіт. Здрастуйте. Доброго ранку. Наше щире вітання. Добрий день. Добридень. Вечір добрий. Добрий вечір. Доброго здоров'я. Я вас вітаю.

2. До побачення. До завтра. На все добре. Бувайте. Усім вітання. Мені час. До зустрічі. Скоро побачимося. Щасливо.

3. Спасибі. Дякую. Щиро дякую. Дуже дякую. Дозвольте висловити вдячність. Глибоко вдячний. Дякую від усього серця. Ви зробили мені велику послугу. Я у великому боргу перед Вами. Складаю подяку.

4. Так. Гаразд. Обов'язково. Авжеж. Добре. Чудово. Ще б пак. Ви маєте рацію. Не заперечую. Звичайно. Безсумнівно.

5. Дякую, не треба. На превеликий жаль, ні. Ні, я не можу. Про це не може бути й мови. Нічого подібного. Це марнування часу. Я про це іншої думки. Шкода, але я мушу відмовитися. Це неможливо.

6. Перепрошую. Вибачте. Мені дуже шкода. Даруйте за клопіт. Прошу вибачення. Вибачте, що завдав скільки клопоту. Не згадуйте про це.

7. *Це не так? Не може цього бути? О! Тільки уявіть собі! Подумати тільки! Хто б міг подумати! Як дивно!*

8. *Дозвольте відрекомендувати. Дуже радий з Вами познайомитися. Це дуже люб'язно з Вашого боку.*

[1. Hello. How do you do? Good morning. Our sincere greeting. Good afternoon. Good evening. I greet you.

2. Good-bye. See you tomorrow. Good luck. So long. My best regards to... It's time to go. See you. See you soon. Have a good day.

3. Thank you. Thanks. Thank you very much. Thanks a lot. I'm very much obliged to you. I'm grateful to you. Thank you from the bottom of my heart. You've done a great favour to me. I owe a lot to you. Heartfelt thanks to... .

4. Yes. Everything is all right. Of course. Certainly. All right. Great. I should think so. You are right. I don't mind. For sure. No doubt.

5. Thank you, I don't want to. Unfortunately not. No, I can't. It is out of the question. Nothing of the kind. It is just a waste of time. I have another opinion. Sorry, but I have to say no. It is impossible.

6. I am sorry. Sorry. I'm very sorry. Sorry to bother you. I am so sorry. I must apologize for troubling you. Don't mention it.

7. Really? It can't be true! Oh, just imagine! Just fancy! Just think of that! How very strange!

8. Let me introduce you to.... Pleased to meet you. It's very kind of you].

Task 6. Familiarize yourself with illustrations or reproductions of famous works of Ukrainian literature (G. Kvitka-Osnovyanenko, I. Nechuy-Levitsky, T. Shevchenko, etc.). Give character to the personage, using sentences with homogeneous members (complex sentences, complicated sentences, etc.). Pay attention to the stereotypes, the formalism in the image of the characters, their activity, activity and passivity, subordination; explain whether the role of female representatives is diminished to affluent, subordinate, and the role of male representatives – to the main, governing, and active?

Task 7. For the final work, students can be offered test assignments. The example is below:

1. *Language sexism is:*

- A. Discrimination by gender in language.
- B. Representation of a woman and a man in a language.
- C. Linguistic display of the biological sex

2. *Language tolerance is based on:*

- A. Ethnicity.
- B. Struggle for equal rights.
- C. Religious, Ethnic and Gender Tolerance.

3. *Choose sexism-masculines from the following examples:*

- A. мамин синопчик, чоловік-невдаха, тюхтій
- B. стара діва, синя панчоха, біла ворона
- C. баба Яга, лісовик, русалка

4. *Choose sexism-feminitives from the examples given:*

- A. стара діва, синя панчоха, біла ворона
- B. стара діва, синя панчоха, сіра мишка
- C. дама бальзаківського віку, мати-квочка, біла ворона

5. *In what proverb most gender stereotypes are exploded:*

- A. бездоганна жінка така ж рідкість, як біла ворона
- B. жіночий розум коротший за жаб'ячий хвіст
- C. люби жінку як душу, тряси її як грушу

6. *Who are the represented folk comparisons?*

Як базарна баба. Сором'язливий, як дівчина. Носиться, як баба зі ступою. Пащекує, як баба на возі. Високий, як лоза, а дурний, як коза. Полохливий, як заєць. До праці, як ведмідь до танцю. Торохкотить, як Гаврилів млин.

A. man

B. woman

C. husband and wife

7. For the nomination of professions, posts are most often used:

A. masculinates

B. feminates

C. masculinates and feminates

8. The specific feature of the gender Ukrainian cultural paradigm is:

A. androgyny

B. femininity

C. masculinity

9. Identify in which sentences refers to sex:

A. Women give birth to children, and men do not

B. Little girls are gentle, and boys are rough

C. Women have long hair, men are short

10. Identify in which sentences it is about gender:

A. Women have a more refined pronunciation than men.

B. Women in Ukraine receive 70% of men's wages.

C. Boar voices break when they reach maturity, and girls are not.

3. CONCLUSIONS

To summarize, the introduction of gender education in high school is determined by profound social and cultural changes in the life of Ukrainian society, which, in addition to the necessity of training educated, sexually explicit young people, is determined. We can acknowledge that gender issue in Ukraine is being in its initial stage of study though its interdisciplinary horizons are infinite. It lets us hope for further study of gender issue in language teaching techniques, namely at the level of syntax and linguistics of text. For the first, it is inner content of texts offered for analysis (gender education), for the second, constructive changes at the lexical, grammar level (in use of the words to name jobs, professions in different functional styles), for the third, speech correction for representatives of both sexes; finally, education of androgenic personality combining in itself the best social qualities of both sexes (love for children, patriotism, kindness, courage, mercifulness, sensuality, boldness, pragmatism etc.). We consider the main principles of teaching Ukrainian syntax in the gender teaching technology as follows: dialogism, problematic, compliance with the age and individual characteristics of students, emotionality, psychology, gender identity principle.

Gender issue is greatly significant in the modern world. In 1982 Ryan and other authors studied gender issue in English, French and Spanish in the context of its attitude to politics [14]. This gives grounds for the need to further study the methodology of teaching the Ukrainian language with a gender perspective.

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Єрмоленко Світлана, Сіроштан Тетяна. Гендерне питання у методиці навчання української мови. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 81–92.

У статті розглянуто сучасну проблему гендерної освіти школярів та студентів. З’ясовано, що в Україні гендерне питання є лише на початковій стадії вивчення, хоча його міждисциплінарні

горизонти є безмежними. Концептуалізація гендеру включає такі культурні категорії, як маскуліність та жіночість, процес еволюційного розвитку найдавнішої архетипової опозиції «чоловік–жінка». Серед українських фразеологічних одиниць дуже багато таких, які підкреслюють соціальний статус чоловіків, але не жінок. Цей факт спонукає до подальшого вивчення гендерної проблематики в методиці навчання мови, а саме на рівні синтаксису та текстової лінгвістики. По-перше, це внутрішній зміст текстів, запропонованих для ретельного вивчення (гендерна освіта), по-друге, це структурні зміни на лексичному та граматичному рівні (використання слів, що позначають рід занять та професії у різних функціональних стилях), по-третє, удосконалення усного мовлення представників обох статей і, нарешті, розвиток андрогінної особистості, що поєднує в собі найкращі соціальні особливості обох статей (любов до дітей, патріотизм, доброта, мужність, співчуття, чуйність, сміливість, прагматизм тощо). Шукаючи шляхи вдосконалення методики викладання мови, особливо у галузі синтаксису, вчителі можуть використовувати запропоновані завдання на практичних заняттях у вищих навчальних закладах та на уроках української мови у загальноосвітніх школах.

Ключові слова: освіта, гендерне питання, методика викладання, українська мова.

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ROLE OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT IN THE LIFE OF PEOPLE WITH DISABILITIES

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Abstract. The paper presents the essence and needs of support in the lives of people with disabilities. It shows that in order to adapt support to the individual needs of people with disabilities it is necessary to introduce elements improving the aid system. It indicates the tasks and importance of factors of the system supporting people with disabilities individually and in the social and professional environment. Legislative solutions in force were presented, which are aimed at stimulating professional activity and integrating disabled people and their families into the environment. The paper offers solutions to improve the system of equalization of opportunities in social and professional life of people with special needs. The importance of supporting professional activity and employment in the labour market was discussed. An attempt was made to assess the factors determining the effectiveness of the system, taking into account the implemented aid programs, grants, benefits and tasks of organizations and institutions supporting people with disabilities in social and professional life. The importance of integration, family support, support of the environment as well as adaptation of the system to the needs of people with disabilities was presented. Among the listed factors relating to people with disabilities, the importance of preparation, professional development and adaptation to the open labour market was presented. The social perception of disability is also of particular importance, which, if properly shaped, can reduce the problem of functioning of people with disabilities in social and professional life. People with disabilities show differing levels of need for safety, independence or accessibility to social infrastructure. This diversity depends on the support of families of people with disabilities, their caregivers and aid institutions and organizations, including those providing education, rehabilitation and vocational activity services. The paper presents activities, which are the starting point for looking for new solutions and improving current solutions for adapting support to the individual needs of people with disabilities.

Keywords: professional training, education, professional activity, labor market, vocational training, persons with disabilities, psychological and pedagogical support of people with disabilities.

1. INTRODUCTION

Need is a driving force behind acting. It stems from a sense of insecurity, lack of group belonging, social contacts, recognition and other important necessities in our lives. In economic theory, it is the state of feeling unsatisfied [14, p. 7], which is an important factor that makes dynamic human behaviour [25, p. 40]. In pedagogical fields, the need is defined in a similar way, as a desire to satisfy a

lack accompanied by a strong motivation [23, p. 29]. The need directed towards different objects is satisfied in a way that depends on the psychophysical and intellectual properties of each person [6, p. 86]. K. M. Czarnecki states that satisfying the intellectual needs of the society concerns, among others, its professional development in various fields, conditions and situations [5, p. 17]. The needs seen in the context of professional development can be perceived as an encouragement to act in a certain direction, and the profession or its choice is a pillar of the decision in meeting them [25, p. 55]. Therefore, the process of professional development, which is a sequence of changes occurring in the consciousness and behaviour of the individual [4, p. 166], requires support at every stage of the decision. The support provided can be a factor in the likelihood of meeting needs as well as in identifying them properly, which in the case of people with disabilities is of great importance. According to the literature on the subject, the needs of people with disabilities are most often related to:

- sense of self-esteem, which in consequence, after satisfying this need, stimulates to activity in social and professional life [18, p. 56];
- acceptance, or the right attitude towards disability, of oneself and other people [9, p. 106];
- social support, which leads to proper perception of people with disabilities and their families [31, p. 157];
- health issues related to care, treatment and access to rehabilitation [33, p. 223];
- emotional support, especially to be listened to, understood and helped in the process of reducing anxiety [16, p. 267];
- the functioning of systemic solutions concerning accessibility to individual programmes preparing people with disabilities for vocational education and coping in the labour market [39, p. 353];
- independent functioning, especially social and professional integration, rehabilitation, education and work [1, p. 86].

2. ESSENCE AND NEEDS OF SUPPORT

The needs of social and professional life may differ depending on the type of disability, category of intensity, and in particular from the support received, which is defined as assistance in difficult situations or material and moral assistance provided to a person in need [29, p. 680]. For people with disabilities, support is often the main element in meeting the needs of affiliation, which can vary in intensity and difficulty. The need for affiliation may be limited in scope and capacity, therefore the ways to satisfy it are often complementary and substitutive [14, p. 11]. The various ways in which people with disabilities meet their needs independently are supported or replaced by social or professional impact and cooperation defined as activities carried out together or in agreement, as well as assistance and participation in joint work [4, p. 205]. Assistance to people with disabilities involves cooperation with them through various forms of support, such as emotional, informational, material, spiritual and social support, understood as meeting social needs through interaction with significant people, which strengthens the sense of belonging, security and approval [31, p. 145].

It can therefore be assumed that support aimed at achieving and maintaining the highest possible quality of life is of particular importance in meeting the needs of people with disabilities [23, p. 31]. Support, commonly referred to as aid, is an integral part of life [13, p. 16]. People with disabilities generally expect informational, material and financial support; in the personal field, they require moral and spiritual aid. This social support is often a motivator for changes in attitude, behaviour, decisions or overcoming important professional and life difficulties. They receive social support because of their social bonds. Often it is support from reference groups appropriate to their respective roles. The most expected is the support from family, people from close surroundings and the local environment. The family is the foundation of life and shapes personality traits that affect the professional development and attitudes and behaviours of its members [25, p. 217]. It affects vocational education, preparation for professional work, one's own activity, interest in the profession, as well as integration with the environment [25, p. 336]. The value of the family in the life of people with disabilities is emphasized by the literature on the subject, which additionally indicates the importance of assistance and support for

the family in the following areas: financial and material assistance, assistance in removing architectural barriers, purchasing equipment, assistance in undertaking treatment and rehabilitation, undertaking education and psychological assistance in the education and work system [12, p. 7]. It follows from legislative documents that families of disabled people can receive the above-mentioned aid or support in the form of:

- co-financing of the costs of the stay of disabled people in Occupational Therapy Workshops [38];
- care services for parents of disabled children and care services for the disabled. Financial benefits in families raising a disabled child under the 500+ programme [38];
- co-financing of rehabilitation holidays [27];
- benefit or pre-retirement benefit entitlement for former carers of disabled people who have lost the right to a nursing allowance,
- special carer's allowance or a guardian's allowance due to the death of the disabled person they were caring for. Subsidies for rehabilitation equipment [28];
- elimination of architectural barriers and communication barriers [26];
- using tax deductions as part of rehabilitation relief [36].

Forms of assistance and support in achieving independence of people with disabilities include:

- elimination of barriers to the professional and social activity of people with disabilities,
- preparation of educational programmes and projects, as well as projects increasing the economic activity of people with disabilities in the labour market [30, p. 310] and the frequency of their employment,
- adjusting the education system of these people by facilitating their access to vocational and continuing education [20, p. 87–94].

Existing legislative solutions aim to integrate people with disabilities and their families into the environment and to equalise their opportunities in social and professional life. In addition, the Act of 27 August 1997 on Vocational and Social Rehabilitation and Employment of Disabled People [37], provides support for the disabled in their professional activity and employment in the labour market. In these activities, people with disabilities are supported by Occupational Therapy Workshops, in Occupational Activation Centres, Protected Employment Centres and also in County Labour Offices, inter alia, through the possibility of obtaining employment or restoring skills necessary to take up employment [37].

A detailed approach to the proposed support is presented in Figure 1, which shows that a solution important for people with disabilities are tasks in the field of employment promotion, mitigating the effects of unemployment and professional activation implemented by labour market institutions [35]. In addition, the activities shown in the figure can be a starting point for finding further solutions for adapting support to the individual needs of people with disabilities. The consequence of the proposed tasks should be to meet needs that vary greatly depending on the type of disability. People with disabilities show differing levels of need for safety, independence or accessibility to social infrastructure. This diversity depends on the support of families of people with disabilities, their caregivers and aid institutions and organisations, including those providing education, rehabilitation and vocational activity services. The social perception of disability is also of particular importance, which, if properly shaped, can reduce the problem of functioning of people with disabilities in social and professional life. It can also make a strong contribution to meeting the basic needs of people with disabilities and their families.

According to the Act of 20 April 2004 on Employment Promotion and Market Institutions, special programmes are also created, the aim of which is to help people with disabilities to adapt their qualifications or acquire new ones, as well as financial support or elimination of barriers hindering active life [35]. Particularly noteworthy are the programs subsidised under the tasks of the State Fund for the Rehabilitation of People with Disabilities (Pol. PFRON), which are looking for new systemic solutions in their own tasks. The State Fund for the Rehabilitation of the Disabled co-finances programmes to support people with disabilities in vocational and social rehabilitation and programmes

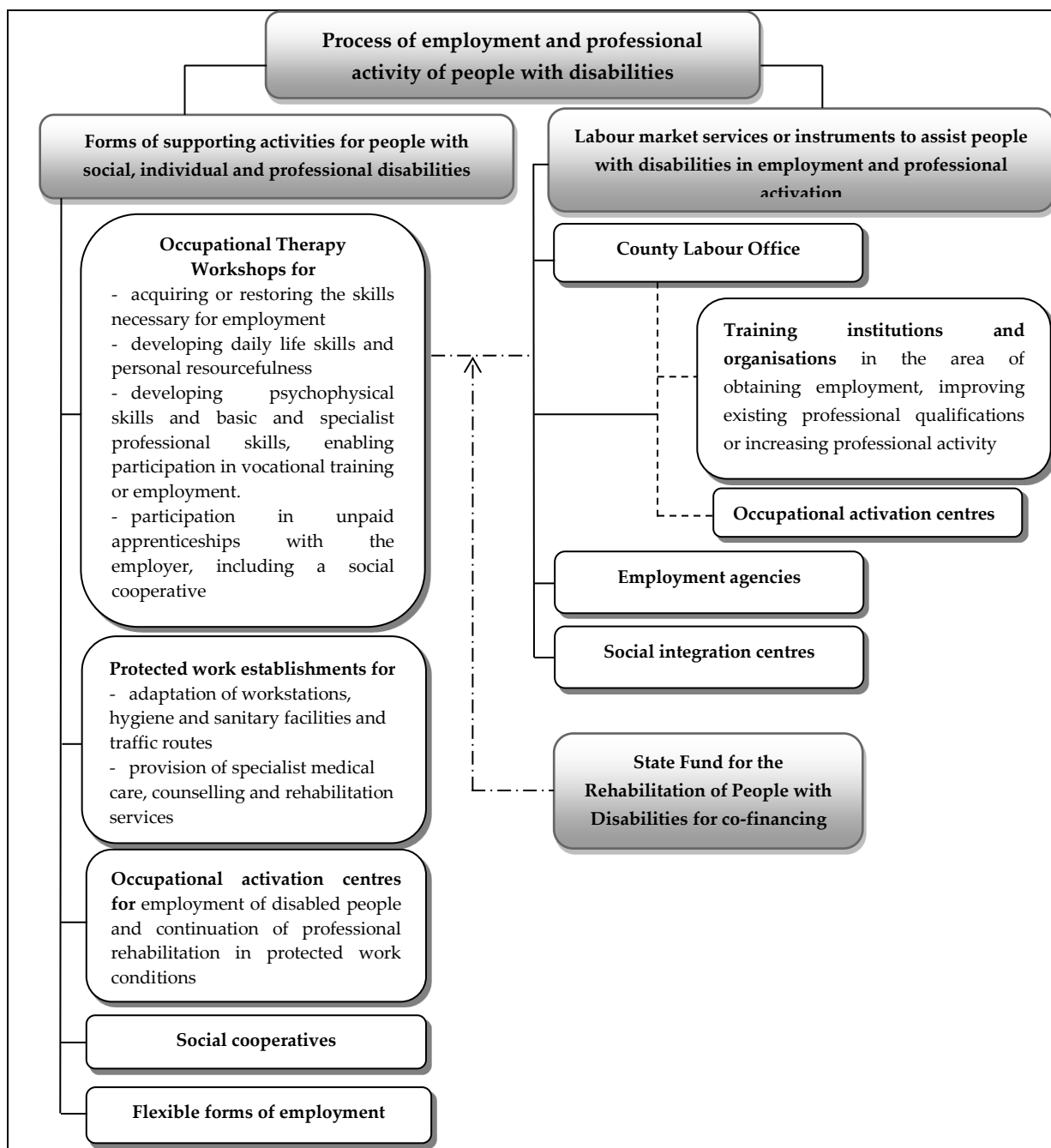


Fig. 1. Selected forms of activity supporting people with social, individual and professional disabilities.

Source: own study based on legislation [36; 39; 40]

to solve problems of people with disabilities, specified by non-governmental organisations and local government units. The areas of key co-financing concern: support for disabled people in maintaining their independence and social and professional life, elimination or reduction of barriers concerning people with disabilities in social and professional life and in access to education, increasing the employment rate of people with disabilities and integration and activation [11]. Funding for the indicated tasks as well as other tasks resulting from the problems of the disabled are also co-financed by the European Social Funds (ESF). The Minister of Infrastructure and Development has developed a programme for financing or co-financing from ESF funds of projects in the field of equal opportunities and non-discrimination, including accessibility for people with disabilities [17]. In the programme entitled "Guidelines for the implementation of the principle of equal opportunities and non-discrimination, including accessibility for people with disabilities within the framework of EU funds

for 2014-2020" it indicated the possibility of funding tasks for people with disabilities, increasing the integration of employment, education and training [17].

The co-financing of the tasks indicated stimulates activity and fosters integration and employment of people with disabilities in the labour market. It requires improvement especially in the areas of individual and social problems of disabled people, with respect to:

- financial support for the education system, thus increasing access to education and vocational training [8, p. 69];
- financial support for disabled graduates of secondary schools in order to become independent after completing their education [15, p. 182];
- increasing the professional activity of people with disabilities in various forms of personal development, including the flexibility of the disabled person to adapt to the labour market environment [15, p. 182];
- teleworking market as a form of activity of people with disabilities in the open labour market [32, p. 239] and dissemination of other flexible forms of employment adapted to people with disabilities [19, p. 239];
- implementation of programmes supporting professional activity and employment of people with disabilities, due to the perception, communication, adaptation of workstations to people with disabilities by employers of the open labour market [24, p. 116]
- educational process, and in particular the options of e.g. distance learning and improving the guidance system for increasing interpersonal and market skills [19, p. 239];
- adaptation and improvement of the system of vocational guidance on employment of disabled people on the domestic and foreign markets [19, p. 239];
- capacity of information channels of local government units in terms of the implementation of tasks, solving problems of the disabled, functioning of vocational and social rehabilitation system, employment and professional activity [2, p. 294; 3, p. 317];
- interpersonal barriers of people with disabilities, which are characterized by withdrawal, passiveness, avoidance, and learned motivation to be less active, less efficient and integrated in the local environment [21, p. 365]
- modification and arrangement of the legal form of the system of disability identification [10, p. 24] and regulations on identification of disability in the countries of the European Union with respect to the status of a disabled person in the European Union [7, p. 181]
- system solutions concerning the assistant of a disabled person and job trainer in the field of social support and professional activation and employment of people with disabilities [22, p. 41].

3. CONCLUSIONS

In solving the above-mentioned problems presented in the literature, it is necessary to indicate the need to create a local support system, which, in the form of mutually dependent tasks, will affect the integration of people with disabilities and activity and employment in the labour market. The present solutions support people with disabilities by providing assistance in the area of statutory tasks. Undoubtedly, they are a proposal for tasks activating people with disabilities in the education and labour market, but they require adaptation of the tasks to the problems of everyday life of people with disabilities and problems of the local environment. People with disabilities are often unable to benefit from support due to the existence of difficulties in solving problems with reporting the degree and type of disability. Awareness of the existence of difficulties in solving problems reported in institutions or aid organisations results in a withdrawal attitude. This indicates the need for coordinated actions to support people with disabilities individually and socially and to define tasks to support families of people with disabilities and the local environment, which provides social and professional assistance. An important determinant influencing professional activity and employment of disabled people is to increase the number of aid activities in the area of solving local problems of disability and local promotion of disabled people in the context of social and professional expectations.

Taking into consideration the realisation of the presented supporting tasks to satisfy individual, social and professional needs of people with disabilities, it is necessary to introduce improving elements concerning: creation of local aid processes for people with disabilities, which in the realization of support tasks will conduct an initial local diagnosis and determine supporting forms with indication of aid organisations, institutions and centres. It is also important to make the forms of support more flexible by taking decisions from the point of view of meeting local needs and expectations of people with disabilities and their families, and to extend the statutory aid tasks in the field of supporting professional activity and employment of people with disabilities on the international market. Developing and introducing new tasks and improving current directions of support will strengthen an integral part of social and professional life of people with disabilities and stakeholders. On the one hand, it will meet the needs and expectations of people with disabilities; on the other hand, it will change the image of people with disabilities and the social perception of disability in the local environment. Introduction of coordinated aid measures will equalise opportunities for people with disabilities in the area of social life, employment and activity in the labour market.

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У статті представлено актуальність та сутність проблеми психолого-педагогічного супроводу в житті людей з обмеженими можливостями. Вказано, що для адаптації підтримки індивідуальних потреб людей з інвалідністю необхідно запровадити елементи, що покращують систему психолого-педагогічної та соціальної допомоги. Обґрунтовано завдання та значення окремих факторів системи підтримки людей з обмеженими можливостями як на індивідуальному рівні, так і в соціально-професійному середовищі. Представлено чинні законодавчі рішення, які спрямовані на стимулювання професійної діяльності та інтегрування осіб з інвалідністю та їхніх сімей у соціальне та освітнє середовище. У роботі висвітлено авторські ідеї щодо вдосконалення системи “вирівнювання” можливостей для реалізації осіб з особливими потребами у соціальному та професійному житті. Наголошено також особливостях створення належних умов для залучення таких осіб до професійної діяльності, забезпечення їх зайнятості на ринку праці. Здійснено спробу оцінити чинники, що визначають ефективність системи психолого-педагогічного й соціального супроводу, з урахуванням реалізованих програм допомоги, дотацій, пільг та завдань організацій та установ, що підтримують людей з обмеженими можливостями у соціально-професійному аспекті. Автором акцентовано на потребі підготовки, підвищення кваліфікації та адаптації до відкритого ринку праці осіб з інвалідністю. Особливе значення має також соціальне сприйняття інвалідності. Люди з обмеженими можливостями мають підвищені потреби до безпеки, незалежності чи доступності до соціальної інфраструктури. Це значною мірою залежить від підтримки людей з обмеженими можливостями у родині, їх опікунів та установ чи організацій, які надають відповідну допомогу, в т.ч. закладів освіти, реабілітації чи працевлаштування. У статті представлені заходи, які є домінуючими для пошуку нових рішень задля поліпшення адаптаційних можливостей людей з особливими потребами до існуючої реальності.

Ключові слова: професійна підготовка, освіта, професійна діяльність, ринок праці, професійне навчання, особи з інвалідністю, психолого-педагогічний супровід людей з інвалідністю.

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INNOVATIVE APPROACHES TO LITERARY TEXTS (CHILDREN LITERATURE ON INCLUSION)

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Abstract. The research deals with applying to innovative approaches to literary text. Inclusive books for children and ways of working with them at pedagogical faculties are considered. In our research, we will demonstrate the work with such books *“Cripple Bunny and his brave mother”* by Oksana Drachkovskaya, *“Trustees for the Giraffe”* by Oksana Lushevskaya and Yevhenia Haydamaka, *“Just because”* by Rebecca Elliott, *“Magda and her Wind”* by Iryna Morykvas, *“Planet Willi”* by Birta Müller, *“Yes! I can!: The girl and her Wheelchair”* KendryJ. Barrett, Jacqueline BiuToner, Kler A. Friland, Violet Limey and the *trilogy on Pearl of Tuuli Pere*. The main heroes of these books are children with disabilities and special educational needs. Narrators mostly are their elder or younger brothers or sisters. The reason of the choosing children’s literature on inclusion is that it is modern important literature, which demonstrates the world of children with disability and highlights such serious topics as disease and death. Its aim is to show that variety makes world wonderful and grate. The introduction of holographic design of vita technologies (calligram, creative games, the pyramid of hero and author) is considered as well, the application of methods of critical thinking (mind-mapping, swot-analysis, six hats, Bloom’s taxonomy) in the analysis of fiction is substantiated. Potential online resources helping work with literature are examined. In addition, the possibilities of online resources (rebus, comics’ generator, the creating of mind maps, crosswords on different platforms) are determined as important part of the work with text. It has proved that such innovate approaches help to develop creative potential of students, allows analyzing literary text in a new way. Such approaches will be helpful in professional activity of teachers in primary school.

Keywords: inclusive literature, hero pyramid, creative game, mind-mapping, swot-analysis, six hats, Bloom’s taxonomy, comic book, rebus, Walt Disney triangle.

1. INTRODUCTION

The educational space has become different; it is more open and welcoming. Inclusive classes are a real breakthrough in perception and feeling. In this situation, everyone needs to gain a new life experience and learn to make a step forward. Where there is a lack of life experience, one should consult literature. After all, where the answers to questions are not life-giving, they can be found in the books. Many life situations (silence, misunderstanding, harassment, loneliness, bullying, steps to success and hopes) have already been described in literature both from parents’ point of view, from the point of view of people with disabilities, and from the point of view of the society where they are. Little and big

heroes, their defeats and victories, despair and faith, loneliness and a feeling of friendly handshake, love and other pleasures – you can find all these in the books where the main characters are ... No, not those with the special needs ... Where the main characters look for themselves and their place in the world, confront the bullying and believe that the greatest victories are yet to come. These books are about parents' going the hard way from despair to having faith in their children; these books are about pain and unbelievable power of love.

As Olena Osmolovska points out, "the portrayal of characters with disabilities in literature is closely related to the attitude towards disability in this society. Misunderstanding of the nature of disability, its complete rejection in society often led to a certain demonization of literary characters with disabilities. Such heroes were supposed to evoke fear, rejection and, at least, pity and sadness. Often, disability was used to reinforce the character's negative image. This was especially evident in children's literature. A pirate or a thief with some injuries was more frightening. Disability has often been a true companion to poverty and social gaps" [12].

Applying to inclusive literature, introducing it to future teachers is timely, because New Ukrainian School envisages the introduction of inclusive education, which is a "system of state-guaranteed educational services based on the principles of non-discrimination, inclusion of human diversity, effective involvement and inclusion all its participants in the educational process" [2]. Literature or fiction is a key for understanding the problems that a child, teenager, adult with disability has to experience, as it shows the world of such a person with all pain, fears, disappointments, joys, defeats and victories. "It is an interesting story that helps to understand the fact that all people are different. And people with particular features of development, first of all, need perception, accepting and understanding, and then, of course, adequate assistance" [3].

2. ANALYSIS AND DISCUSSION

The term "inclusive literature" was introduced into Ukrainian science by the researcher and writer Olena Osmolovska: "Inclusive literature is a literature focused on respectful approach to the rights of people with disabilities and formation of a positive attitude to disability and people with these problems.

Inclusive literature combines the following directions: literature that tells about people with disabilities, forming a positive perception of such people (books that focus the reader's attention on the human qualities and abilities of literary characters with disabilities; who are to make communication with such people mutually interesting and comfortable); literature aimed at the perception of personal diversity; literature for children with special educational needs (Braille texts, icons, tactile, picture books, etc.)" [12].

According to Andrews, S.E., literature on disability, inclusive literature, has a definite and important purpose: it can help students become more tolerant of individual characteristics, especially in today's inclusive classes" [1].

Kit Luce in the article "Inclusive Literature: Choosing Resources for Disability at School" writes that diversity representation should include people with disabilities. High quality literature depicting children with disabilities can help create the comprehension of how many children with different opportunities and problems have much in common [8].

Inclusion literature can yield many topics for discussion: labeling, friendship, parents, barriers, school, love, hope and help. "Children's books are powerful; they provide us with a more complex perception of ourselves and others. Readers learn that all characters share universal experiences: dreams, challenges, embarrassments, and triumphs. Children's literature serves innumerable purposes at home and in the classroom. Literature about disabilities, inclusion literature, has a specific and valuable purpose: it can help students become more tolerant of individual differences, particularly in today's inclusive classrooms" [18].

These books have the potential to reduce the feeling of loneliness and isolation among students with disabilities. Inclusive literature is a cheap, fascinating and genuine way of communicating with

children with disabilities and being able to provide them with stories about themselves, how they cope with their daily routine [2].

Quality literature depicting children with disabilities can help understand how children with different needs and opportunities have much in common [8].

Mary Anne Prater gives some recommendations to librarians, for instance, not to put inclusive literature into a specific category, but to incorporate it into different book categories according to age, genre, etc. However, librarians must be aware of the existence of inclusive books and should professionally offer it [17].

In order to promote inclusive literature, we have introduced a course on "Literature and Inclusion", as well as master classes and public lectures for high school students on a regular basis.

We start introducing inclusive literature with the literature for the little ones. We will discuss the strategies of its analysis in our main body of the article.

We introduce inclusive fiction to students at the discipline "Literature and Inclusion" (specialty "Primary Education"), as well as during master classes on the fiction analysis for high school students.

In our research we'll demonstrate the work with such books "*Cripple Bunny and his brave mother*" by Oksana Drachkovskaya [5], "*Trustees for the Giraffe*" by Oksana Lushevskaya and Yevhenia Haydamaka [9], "*Just because*" by Rebecca Elliott [7]. In addition to these books, we also offer the students the following books for the youngest: "*Magda and her Wind*" by Iryna Morykvas [10], "*Planet Willi*" by Birta Müller [11], and "*Yes! I can!: The girl and her Wheelchair*" [Kendry]. Barrett, Jacqueline BiuToner, Kler A. Friland, Violet Limey [3] and the *trilogy on Pearl of Tuuli Pere* [14; 15; 16].

First of all, we introduce possible strategies for analysis of fiction, including vita gene holographic technologies, such as: hero pyramid, mental map, creative game, calligraphy, swot-analysis.

The pyramid of the hero is an interesting task as well. Schematically it can be represented like this:

Name of the hero

2 words describing the hero

3 words describing the place of event

4 words describing a problem

5 words describing a plot

6 words that help to think about the event in a new way

7 words that help to solve the problem.

Mind mapping or mental maps "is a simple and effective technique. It is a method of description of general system of thinking process by means of charts. These maps are created for visualization, structure building and classification of ideas, and also as means of studying, organizing, making decisions while writing articles".

A creative game helps to guess the name of the story or the main hero.

Calligramme is a poetic form in which the words of a poem are arranged to form a pattern suggesting the subject of the poem. The name originates from the collection of poetry *Calligrammes: Poems of Peace and War* by Guillaume Apollinaire published in French in 1918. In our case Calligramme (graphic riddle) is the description of some text details by using letters of the alphabet, this description helps you to suggest the name of a book. Swot analysis done according to the following scheme: strength, weakness, opportunities, threats.

We write down the following characteristics of the character: strength, weakness, opportunities, threats. We can pay attention to external and internal factors.

Next stage is to be acquainted with the authors of the books and with the content of the works (briefly), as well as with the background of the books.

Oksana Drachkovska, the writer, journalist, social activist and the winner of the "Coronation of the Word" in the nomination "Plays", living in Chernivtsi tells the following story: "When enrolling in school, my son Nazarchyk (he is 10 years old now, he is in the fourth grade and in a wheelchair) and me went there to solve some problems. Because of visiting schools seldom, Nazarchyk was interested in walking along the corridors; he also wanted to go to the library. Therefore, we were walking along the corridors, when the bell rang and the children ran out of the classrooms to have a break, as it turned

out, it was the second graders. Being very interested in him, the children surrounded us and started asking questions: "What has happened to him? Why does he have such hands and legs? Is it contagious? Is it cured? Does he get up, or is he sitting all the time?" So many questions and it was unusual for the children. Then I asked them, "Children, have you never seen such a child?" They replied all together: "No!" The situation gave me a real insight into the problem. I realized the situation we are into ... The problem of the disabled is still closed. It suddenly struck me that the educational improvement should be started with the children who do not know about existence of the peers who are disabled. Initially, I had the idea to write something pedagogical for teachers. Then I remembered that I was a writer and decided to write a fairy tale" [5].

The book tells us a story about Bunny Mom who gave birth to eight bunnies one spring day in the forest. Later it was found out that one rabbit would never be able to jump. Then Dad designed him a wheelchair, and the bunny quickly learned to control it and participated in all the moving games of his friends. However, when the bunny could not get to school because the path to it lies through a stream that cannot be reached by a wheelchair, his Mother goes to the Head of Forest and requires repairing the road and the bridge over the stream. In addition, in a few days the bunny can go to school with everyone. Thanks to the Mom, there is a forest elevator for squirrels with sick paws, a sound traffic light for a blind hedgehog and moles. Forest school teachers learned sign language, and animals with hearing problems were also able to become school members. No one else in the forest was lonely and isolated. In a few years Bunny Mother was elected chairman of the Forest Board. She moved her office to the ground floor and hung a sign "Welcome everyone" on the door. This tale tells us that we are all different, but we do not have to give up even when it is very difficult or unbearable. It is a tale of indifference, mutual understanding and empathy.

Oksana Lushevskaja's book, (who is a writer, translator, expert on literature, researcher, co-founder of the West-East literary and art portal), "*Trustees for the Giraffe*" considers the problem of environmental problems and inclusion; family support and care. The illustrations were created by Yevhen Haydamak. The main character of the story is the girl Olga who makes a wish in her birthday: "I want to go to the zoo during the whole week!" Her wish comes true. At the zoo she finds out that, it is possible to become an animal guardian. The family begins taking care of the giraffe named Juto. Olya wears an occluder and does not feel comfortable. The writer tells about the origin of the story in this way: "The text was finally made up when I met a girl wearing an occluder to cure the lazy eye. If she does not wear it, then there is a risk that the girl will have a lazy eye. When I met a baby girl Marusia – a happy smiling baby! - who wears a variety of occluders, it became clear for me that it is my key to the text, which was left unwritten ... It is a pity that children wearing occluders are almost absent in children's literature, if it were so, it would help understand and accept this problem by peers. I heard the same idea from Marusia's mother" [20]. Oksana Lushevskaja's book is not just about love for animals but also about the ability to listen to each other, build a harmonious relationship in the family and with the environment.

Rebecca Elliott is a British writer, illustrator, and author of the *Toby and Clemmie* books, her own children have become the prototypes for them. Her great love and first passion was to picture - books, because, according to the author, there is nothing more beautiful and perfect than the combination of words and pictures from which a good story emerges. "*Just Because*" helps children understand that each of us is special, we are all different. A nice and warm story was written on behalf of the brother Toby. According to the story, he has an elder sister, who cannot do as much as he can, but it does not mean that he loves her less: "My elder sister Clemmie is my best friend. She cannot walk, talk, move much... cook pasta, fly the airplane, and do algebra tasks. I do not know why she does not do it all. Just because". She is like a princess who does nothing, but just beautiful - just because. Sisters can be naughty, screaming, annoying. Why? Just because. However, Clemmie is not like that. The phrase "Just Because" ends on every page of the book. Together with his sister, he explores and learns much about the world. He reads books with her, looks at pictures and falls asleep. He does not care that Clemmie is not like other sisters: "Some boys have little sisters. They yell and scream, pull the hair, steal cookies, and do not play cowboys. I do not know why they do it. Just because" [7].

He loves her, because true love has no prejudices. And he loves her just because: “And when I go to bed, close my eyes, and start dreaming of ice cream and acorns, Clemmie quietly hugs me and waits for me to fall asleep. Clemmie is my best friend, I love her. And I know exactly why: just because”.

“*Magda and her Wind*” is a story about Magda, the girl who dreams of travelling but is forced to sit in a wheelchair. However, her imagination is so fertile, and the desire is so strong that Magda’s dream will surely come true! The author says: “First of all, my book is for children who can go, they have this gift, and for those who do not have this gift. I would like very much my book to be read by the children who cannot go, to encourage them, to dream, to make them believe that they can achieve more than they think. Moreover, I would like to see the book read at home by parents with their children. Magda lives in this world, on the big planet. I think there are so many girls all over the world, but my Magda lives in Ukraine. I didn’t think about the name at all: Magda immediately appeared because I love the name of Magdalyna very much”. The idea to write a book appeared while walking with her son. They chanced to meet the girl on a wheelchair, and later they invented a story about her: how she imagines that she can fly and dreams of space and Antarctica.

Next book is about Birta Muller’s son named Willi, who was born with Down’s syndrome, and his mom decided to write a book that should help understand children with such condition better. It is important that the diagnosis of the main character is not mentioned in the book (only in the preface). According to the book, a boy is an alien. The book consists of 14 chapters, each of them tells about a separate period of Willi’s life: birth, study and communication. He is not worse than others are, but is different: he sees and perceives this world in a different way, reacts differently to things, communicates and expresses emotions in a different way as well. The comparisons, which do not even hint at the inferiority of children with Down’s syndrome, contribute to the formation of a tolerant attitude towards them. In fact, it’s quite strange - trying to teach Willi to do everything as fast as we do. Maybe, we would rather try to do everything slower and calmer? Just like on Willi’s planet.

Another book is a story about the girl named Carolyn, she is the same as her peers, only in a wheelchair. When she doubts whether she will succeed, she tells herself: “Yes! I can!” And she succeeds: she learns, plays, helps the teacher. Moreover, she is supported by parents and friends.

The last of mentioned above books is a trilogy for the little ones about life, illness, death, love and compassion. In the first book, we are introduced to the boy named Jacob and his family. His mom is pregnant, and he looks forward to seeing his sister. The parents tell him that the little sister will be born ill and will need special care. When the girl is born, Jacob notices that her fingers are like pearls. So, his little sister is named Pearl. The second book, *Life of Pearl*, tells the story of Jacob’s first day at school. The boy realizes that his sister will never start walking, but he can wear her in his hands, but if she does not speak, he will read everything in her eyes. At school, he tells other children about Pearl and why she is special. In the third book, *Pearl - Our Butterfly*, she gets worse; the boy spends more time with his grandmother, who tells him about hospice care for the seriously ill. The little sister looks like a cocoon that will soon become a butterfly. Pearl dies in the spring, and it was the saddest day for the boy. The grandmother explained to him that it was time for his sister to leave. Jacob opens the window and sees a butterfly, which reminds him of his sister. He asks his grandmother whether they will remember her or they will pretend as if his sister has never existed. The grandmother assures him that this will never happen, because love cannot be forgotten.

Students read these books at home and the authors’ biographies are read at lectures and taken from the textbook *Literature and Inclusion*. At practical lessons, we work with texts. Students read books and offer their own interpretations of the text. Someone draws a pyramid of a hero, someone creates calligraphy, someone a mental map, and someone offers a variant of creative game or swot analysis.

For the book “*Just because*” you have the following information:

Hero Pyramid:

Toby

Younger brother

Real and imaginary world

The sister who looks like a princess

She cannot walk, talk and juggle
 No one knows why... Just because...

Clemmie is not only the elder sister, but Toby's best friend

We also pointed out that the pyramid of the hero may contain not only sentences or phrases, but a list of words from which the associative series can be constructed.

Creative game:

T – teaches her sister

O – opens to Clemmie the whole world

B – bright character

Y – younger brother

Swot-analysis – Clemmie (Tab. 1)

The love and support of a younger brother is - just because...	She cannot do all that her brother can - just because...
She can make Toby laugh, she can feel the world by touching it, she can travel in the imaginary world with her brother - just because...	She cannot be without brother's support - just because...

Tab. 1. Swot-analysis. Clemmie

We have created the mental map on the basis of <https://www.goconqr.com/> (Fig. 1)

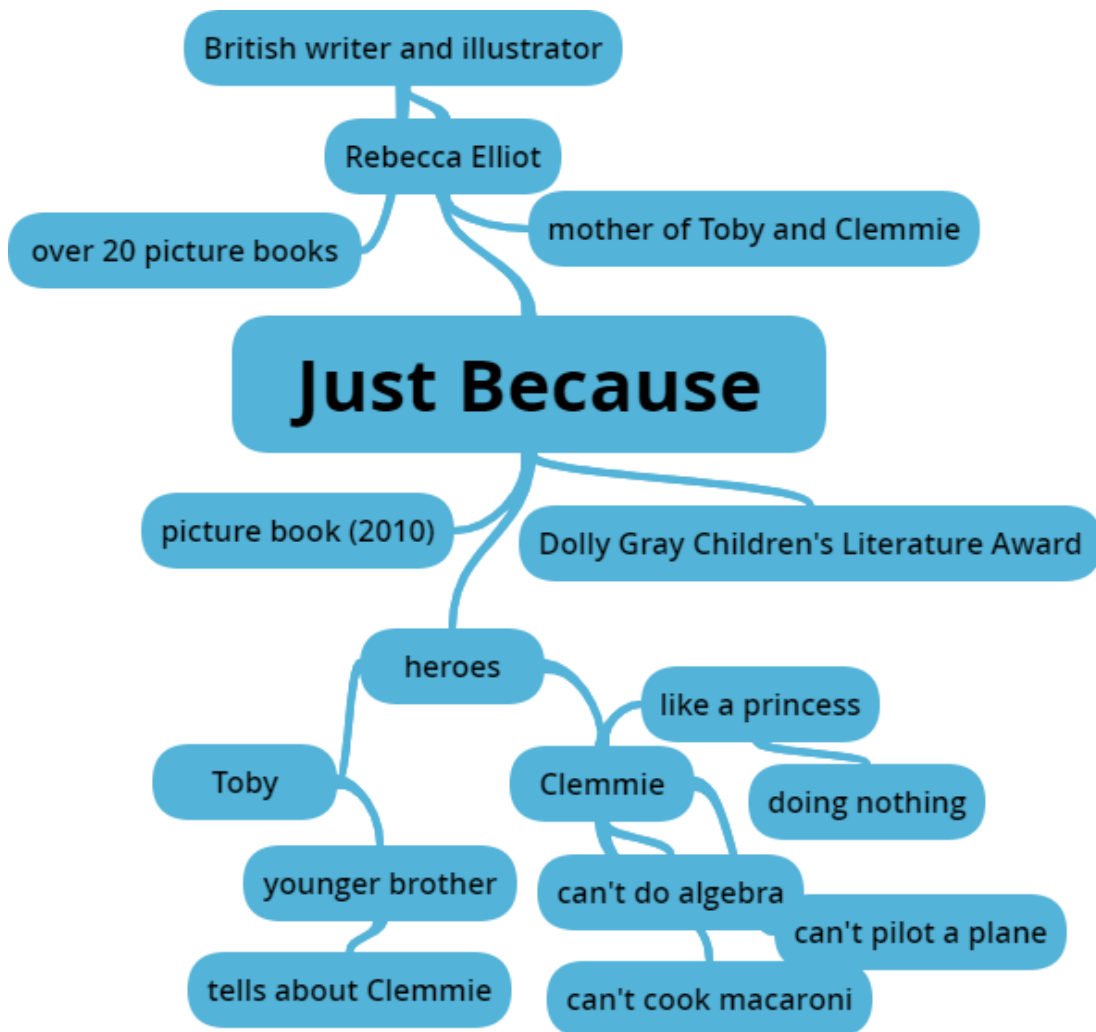


Fig. 1. Just Because. The mental map

Next stage is the presentation of a book that was offered to analyze and explain the calligraphy, pyramid and others.

The students read the texts, also prepare episodes, comics, puzzles, crossword puzzles and clouds of words. These tasks do not cause much difficulty, as students use appropriate online generators. For example, a word cloud based on Pearl books is possible at the address: <https://wordcloud.pro/en/studio/editor?v=7>. It can be such words: Pearl, baby, Jacob, ordinary, butterfly.

Students explain why words become key in the cloud, and emphasize the symbolic representation of the cloud itself.

We can create the rebus by the name of the main character of the book “Just Because” (<http://rebus1.com/ua>) (Fig. 2):



Fig. 2. *Just Because. Rebus*

Students can create comic episode according to the books (Fig. 3):

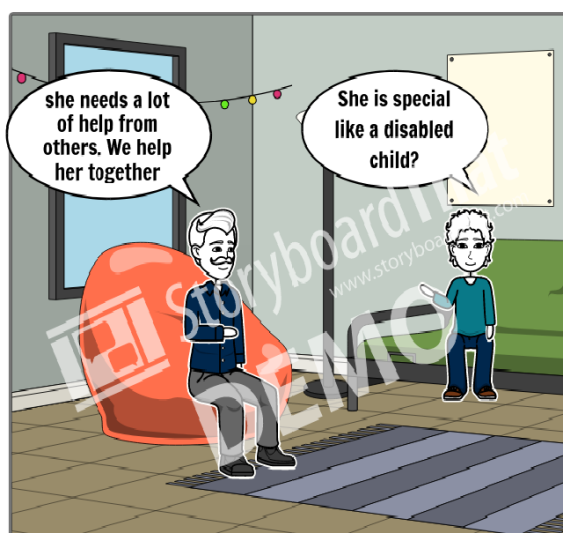


Fig 3. *Pearl. Comic episode*

According to this comic episode, it was necessary to recreate the episode from the book: who is talking to whom, whom this dialogue is about.

Of course, these types of work orient students to their future professional practice, because these strategies can be applied not only when working with texts, but also at any lessons.

At lessons students draw parallels between Ukrainian and foreign inclusive experiences, determine the problems of works, and discuss whether it is worth telling children about illnesses and death by means of a book or not. They draw attention to the fact that in most cases the push for writing such kind of literature is life situations in which the authors found themselves. Students noted that the authors of the stories we are speaking about are women who tell us about their personal experience. It should be noted that the books do not mention diagnoses; they introduce them as someone from another planet, someone who is like a princess and someone who is a bunny with a broken paw.

Mental maps are created not only for each book but also for all works where the concept of “inclusive literature for the youngest” is a key, because in these books one can trace the common features. Students create them either in a workbook or through an online resource.

One more type of working with literature takes into account the method of “the six thinking hats” by Edward de Bono. It is necessary to be divided into six groups and to think what hat you will own. A white hat (thinking) - we focus on the facts. When was the book published and where? Is there a Ukrainian translation of the book? You can mention the genre and structure. A red hat (emotions) is the feelings that the book has caused. What emotions are in the book? A yellow hat (positive) - discussing what you liked the most in the book, captured, impressed. Black (critique) is a discussion of what you did not like, what you want to change in your variant. Green (creativity) - discussing the fate of characters. Blue (results) is what this book is about. Can you call the book to be motivating?

It is advisable to work with the text using the Walt Disney triangle but with several texts. The problem for discussion is formulated like that: “An ideal inclusive book for the youngest”, the students are divided into groups of three people: a dreamer, a realist and a critic. The dreamer offers a variety and even unrealistic options. The realist structures his ideas, determines the necessary steps. The critic evaluates the quality of ideas and finds mistakes and gaps in decisions. The positive thing is that students pay attention to the important role of the book’s narrator, for example, in “Just because” the story is told by a younger brother, it increases the level of intimation, as well as the activity of the following characters: Pearl, Willi, Clemmie, who are opened to the readers by family members, who tell us the story.

We teach the students to formulate questions about the text by means of Bloom’s taxonomy daisy (a simplified version). Students receive a chamomile pattern with petals written in question schemes and formulate their own. The first type of questions is simple (book author, country, translation). The second type is to clarify (what book is about). The third type is to explain (why these characters not others). The fourth type is creative (what would be if...). Fifth type - evaluation (how well the author managed to realize his idea). The sixth type is practical (how would discuss this book with elementary school pupils).

Students are able to use vita holographic technologies to analyze different pieces of literature; so, the calligraphy, author or hero pyramids, and creative game are also possible. The students are especially fond of swot-analysis, providing many options for interpreting characters.

Another kind of working with a book is to create a lapbook that contains information about the book, as well as the tasks to check content knowledge. Students also create a scrapbook of the author or the main characters. It can be done at extracurricular classes and scrapbooks take place not only at the university but also at university street science picnics, where students tell young readers about inclusive books and their authors. One more type of work is to create posters based on the book you have read.

3. CONCLUSIONS

To conclude, working with the books in the way described above enables students to work with the texts much better, as well as to learn techniques that will be useful for them in the future practice. We prove when working with inclusive books for the youngest, students will present not only their ability to interpret the content, but also offer ways for working with the texts of this kind.

Unlike high school pupils, students at university pointed out that, the main characters of the books were children with disabilities and analyzed the principles of creating such books: to speak not about mutilation or disability, but otherwise, about absence of fake characters, the educational element of the fiction, the occasional happy end or a swirling dynamic plot. Moreover, the students noted that the purpose of such books – to tell children in an accessible way about diversity of the world, and spoke about the relevance of these books to certain age. For example, much discussion was provoked by the last chapter of the book about Pearl describing the death of the girl and how this loss is experienced by her brother. One of the students assured that it is worth talking about death and possible losses with the children, others did not agree, because we usually accept the children’s books only as an optimistic and cheerful phenomenon. However, changing your attitude to children’s books is just a matter of time.

The main purpose of dealing with inclusive literature is to acquaint students with such literature, since it is actually absent in the curriculum, to draw more attention of society to the problems of people with disabilities, because fiction provides a glimpse into the inner world of the heroes; to look at society, which is not always ready to accept children with disabilities, as well as to prepare future teachers to read such books with their pupils.

The strategies of working with such literature help to become interested in fiction, to pay attention to details, to apply digital technologies and so on. In dealing with inclusive text, we do not focus on disability or character's illness. Nevertheless, of course, we discuss with students the peculiarities of creating such texts. Such strategies also help to focus on the text itself rather than trying to guess what the author wanted or did not want to say.

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Деркачова Ольга, Титунь Оксана. Інноваційні методи роботи з художнім текстом (на матеріалі дитячої інклюзивної літератури). *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 102–111.

Дослідження присвячене аналізу інноваційних методів роботи з художнім текстом зі студентами педагогічних спеціальностей. Ілюстративним матеріалом слугують інклюзивні книги для найменших вітчизняної та зарубіжної літератури: "Зайчик-нестрибайчик та його смілива мама", "Магда і вітер", "Опікуни для жирафа", "Просто тому що", "Планета Віллі", "Так! Я можу!", трилогія про Перл. Головними героями цих творів виступають діти з інвалідністю та особливими освітніми потребами, а оповідачами часто стають старші або менші брати чи сестри. Вибір інклюзивної літератури зумовлений тим, що це нові актуальні художні твори, які відображають світ дітей з інвалідністю, говорять про важливі та серйозні теми, як-от тема смерті, а також мають на меті показати, що краса світу у його різноманітності. Розглянуто впровадження вітагенних технологій з голограмним проектуванням (каліграма, креативна гра, піраміда автора та героя). Обґрунтовано доцільність застосування методик критичного мислення під час аналізу художнього тексту (ромашка Блума, шість капелюхів, майндмапінг, swot-аналіз, трикутник Волта Діснея). Також розглянуто можливості застосування онлайнресурсів під час роботи з літературними творами (генератор ребусів, коміксів, створення ментальних карт, кросвордів на онлайнплатформі). Доведено, що такі методи роботи сприяють розвитку читацьких інтересів, креативного мислення, допомагають розкрити творчий потенціал студентів, дозволяють по-новому подивитися на художній текст. Вони стануть у нагоді в подальшій професійній діяльності майбутніх вчителів.

Ключові слова: інклюзивна література, піраміда героя, креативна гра, майндмапінг, swot-аналіз, шість капелюхів, ромашка Блума, комікс, ребус, трикутник Волта Діснея.

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CRITERIA, INDICATORS AND LEVELS OF RESEARCH OF FUTURE TEACHERS' READINESS FOR ORGANIZATION OF DIALOGIC TEACHING FOR PRIMARY SCHOOL STUDENTS

KATERYNA FOMIN

Abstract. The article substantiates the necessity to study the criterion-content and level structure regarding the formation of readiness of future elementary school teachers to organize dialogic teaching. While creating the program of the experimental work the author has taken into account the basic postulations of psychological and pedagogical science, concerning the problem of the readiness of future specialists to organize dialogic teaching, professionalism of activity and communication and dialogic pedagogical communication. The article offers indicative criteria for studying the readiness of future elementary school teachers to organize dialogic teaching of students: need-motivational, cognitive, social-communicative, reflexive-value and operational-activity, as well as indicators of their detection. The levels of readiness of future elementary school teachers to organize dialogic training are determined - high, medium and low.

The author presents the results of the empirical study of the state of students' readiness for dialogic teaching of primary school students according to the need-motivational criterion. The results of diagnostics of future teachers' motivation of achievement, understanding of their motivational structure of dialogic teaching, internal motivation of their readiness for self-development, resistance to external influences (in particular, results of ranking by the degree of importance of motives of future pedagogical professional activity) are presented. It is proved that the introduction into the process of training of primary school teachers of the author's model allows to change substantially the motivation of future specialists for future professional activity.

Keywords: dialogic teaching of primary school students, future teachers, levels of dialogic readiness, criteria and indicators of teacher's professional readiness for dialogic teaching.

1. INTRODUCTION

In today's context of integration into the global educational space, there is a need to introduce innovative approaches to the education of students in general secondary education, especially in elementary school. At present, the issues of interaction between participants of the educational process, pedagogy of partnership, the use of various forms and methods of active teaching of students are very relevant. Therefore, the problem of organizing dialogic teaching in elementary school requires careful study of innovative methods, including foreign experience. Issues of future teachers' training for pedagogical activity were investigated by: O. Antonova, V. Bondar, O. Budnyk, O. Dubaseniuk, N. Kichuk, L. Koval, L. Khomych, H. Vasianovych, M. Yevtukh, I. Ziazun, and others scientists.

Educational dialogue as a way of organizing the educational process was studied by: L. Burman, V. Vyhrushch, L. Vovk, I. Glazkova, L. Kondrashova, V. Morozov, and others. However, the organizational framework for training teachers for the organization of dialogic teaching in elementary school using innovative tools in today's educational challenges (in particular, regarding the implementation of the New Ukrainian School reform) has not been adequately covered in previous research.

We consider future teachers' readiness for the organization of dialogic reaching as a complex dynamic formation, represented by the interaction of subjective (psychological and pedagogical qualities of the future teacher, the level of professional mastery of the future profession and the processes of professional self-development) and objective (educational environment) of reality and specified in theoretically substantiated criteria.

The aim of the articles to substantiate the criteria, indicators and levels of formation of future primary school teachers' readiness for organizing students' dialogic education; present the results of an empirical study of the need-motivational component of this readiness.

2. ANALYSIS AND DISCUSSION

For the empirical study, the criterion structure of future primary school teachers' readiness to organize dialogic teaching was determined. We proceed from the fact that the criterion (from the Latin criterium – “distinction”) is a “measure for determining, evaluating an object, a phenomenon; an indication taken as a basis of classification” [3], “The basis for evaluating, defining or classifying something” [10, p. 465], a necessary and sufficient condition for the manifestation of a particular phenomenon or process, and the criterion approach to studying the level of readiness of future primary school teachers makes it possible to distinguish the levels of formation of this phenomenon at both personal and behavioral levels.

The criteria for the readiness of future teachers to organize dialogic education in primary school are considered as interrelated components, the presence and expression of which forms an appropriate level and can be diagnosed by certain indicators. Based on the classification of researchers [1; 2; 4; 5; 6; 7; 8; 9], we highlight the following criteria for the readiness of future elementary school teachers to organize dialogic teaching: need-motivational, cognitive, social-communicative, reflexive-value and operational-activity. Each of these criteria is a reflection of the holistic process of professional training of a future elementary school teacher, his / her professional development as an innovative specialist in the comprehensive school system, capable of self-actualization, self-motivation, value attitude to professional activity, partnership interaction with all subjects of educational process. The defined criteria are revealed through a system of empirical indicators that reflect the degree-level formation of the future primary school teacher's willingness to organize dialogic teaching.

While creating the program of the experimental work it is necessary to take into account the basic principles of psychological and pedagogical science, which relate to the problem of future specialists' readiness for the organization of dialogic training, professionalism of activity and communication and dialogic pedagogical communication. The article is based on the following guidelines.

First, the scientific achievements of scientists are more focused on clarifying the readiness components of future specialists of different specialties (A. Bystryukova, T. Tykhonova, P. Kharchenko, etc.). Most scholars distinguish interrelated components such as: motivational-willed, cognitive-intellectual, creative-activity, and others in the readiness structure.

Secondly, dialogic teaching is based on the basic principles and principles of dialogic communication, which are covered in scientific literature from the standpoint of certain aspects: socio-philosophical, cultural, methodological, psychological, pedagogical, etc. We have also taken into account the results of research on the nature and specificity of the dialogue revealed in the works of H. Ball, N. Basyuk, I. Beha, V. Vyhrushch, V. Kahn-Kalyk, O. Leontyev, O. Kyrychuk and others. Experimental work to study the readiness of future teachers to organize dialogic education in primary school was organized by us in certain stages, each of which was aimed at identifying certain indicators

of manifestation and solving certain problems with the help of the selected psychodiagnostic tools. The main stages of the experimental work were the following: analytical, synthesis, ascertainment, formative, final and prognostic.

The purpose of the analytical-synthesis stage was to create a system of conceptual basis for the problem under study. The objectives of the ascertaining stage of the study were to empirically study the problem of future primary school teachers' readiness to organize dialogic teaching in real practice of professional training of future specialists of the educational institution by means of the criterion-diagnostic complex.

At the stage of forming experiment, the model of the readiness formation of future primary school teachers the verification took place according to the following criteria: cognitive, social-communicative, need-motivational, reflexive-value and operational-activity. The aim of the final prognostic phase was to develop systematic and methodological recommendations for the introduction of technology for the formation of future primary school teachers' readiness to organize students' dialogic education.

Selecting the sample of subjects, we took into account the general specificity of the subject under study. The research was carried out at the pedagogical faculties of Vasyl Stefanyk Precarpathian National University, Pereyaslav-Khmelnysky State Pedagogical University named after Hryhoriy Skovoroda and the Faculty of Pedagogical Education and Social Work at Lesya Ukrainka Eastern European National University. The total sample size is 294 future primary school teachers.

The purpose of the pedagogical experiment was to test the author's model of creating the readiness of future primary school teachers to organize dialogic teaching.

The substantive characteristics of the criteria, indicators and levels of formation of future primary school teachers' readiness for the organization of dialogic teaching and the approximate scheme of the experimental study are presented in Table 1 and 2.

Components	Criteria	Indicators	Diagnostic methods
Cognitive	Cognitive	Readiness for learning, transmission of information on the nature and specifics of the organization of dialogic teaching in primary school	Author's Questionnaire "Willingness to organize dialogic teaching at primary school"
Communicative	Social-communicative	Level of need for communication; evaluation of communication and organizational skills; total level of empathy.	Author's questionnaire "Willingness to organize dialogic teaching at primary school"; test "Need for communication" (Y. Orlov, V. Shkurkin, L. Orlova); methodology of assessment of communicative and organizational abilities (KOZ-2); test for professional and pedagogical communication skills (by V. Kan-Kalik, N. Nikandrova); method of diagnostics of the level of empathic abilities (V. Boyko)
Motivational	Need-motivational	Having needs for self-development, attitudes and sustainable motives for success; domination of intrinsic motivation	Author's questionnaire "Willingness to organize dialogic teaching at primary school"; method of diagnostics of motivation of professional activity (K. Zamfir in modification of A. Rean)

Reflective-activity	Reflexive-value and operational-activity	value orientation of the person on interaction, partnership, cooperation; self-development level; professional and pedagogical competence	Author's questionnaire "Willingness to organize dialogic teaching at primary school"; M. Rokysh's method "Value orientations"; L. Berezhnov's method of diagnostics of the level of self-development and professional-pedagogical activity
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Tab. 1. Scheme of experimental study of the formation of future primary school teachers' readiness for organization of dialogic teaching

Criteria	Indicators	Quality level characteristic of formation of the criteria of readiness
Cognitive	Awareness of the cognitive sphere of a personality; awareness of the psychological features of the cognitive processes development of the primary school child; ways to influence the cognitive sphere of the primary school child; personal cognitive competence; knowledge of the nature and ways of organizing the primary school development environment	<p>High level – the student possesses a profound knowledge of the theory of didactics; systematic knowledge of general, age and pedagogical, social psychology, is aware of the need for new approaches in the theory and practice of education and training; deep and systematic theoretical knowledge about the peculiarities of the development of the cognitive sphere of the individual; has knowledge and techniques of influencing the cognitive sphere of the child; skillfully promotes the development of cognitive qualities of the student's personality; possesses learning ability and intellectual ability; has a high level of information technology and personal competence</p> <p>Intermediate level – partial knowledge of the theory of didactics; unsystematic knowledge of general, age and pedagogical, social psychology, is aware of the need for new approaches in the theory and practice of teaching and upbringing; partial knowledge about features of development of cognitive sphere of personality; possesses knowledge and techniques of influencing the cognitive sphere of the child; an inherent conscious desire to master the means of influencing the development of the cognitive qualities of the student's personality; possesses learning ability and intellectual ability; has a partial level of information technology and personal competence</p> <p>Low level – available superficial psychological and pedagogical knowledge about cognitive sphere of personality, ignorance of methods of development of cognitive qualities and knowledge of cognitive interest of primary school students, lack of practical skills of positive pedagogical influence on the cognitive sphere of elementary school students; does not have sufficient information technology and personal competence</p>
Social-communicative	Communicative and organizational skills; the need for communication; empathy; professional and pedagogical communication skills	<p>High level – definitely formed skills to establish dialogic forms of interaction with students, combination and application of various interactive forms of education and upbringing of primary school students; adherence to pedagogical tact; willingness to receive feedback; openness to interaction, dynamism and flexibility in implementing organizational forms; empathy-sensory perception of interaction; social-perceptive, communicative, interactive abilities, social adaptability, social lability; ability for transformative activity, innovative perception of reality, desire for search and transformation, dynamism; ability to extra-situational activity; willingness to understand the student, the ability to take his/her side in</p>

Criteria	Indicators	Quality level characteristic of formation of the criteria of readiness
		<p>communication; availability of individual-pedagogical style of communication and professional activity</p> <p>Intermediate level - partially formed ability to establish dialogic forms of interaction with students, ability to traditional didactic forms of education and upbringing of primary school students; adherence to pedagogical tact; poor willingness to receive feedback; rigidity in implementing organizational forms; partially expressed social-perceptive, communicative, interactive abilities, social adaptability, social lability; poor ability to transform, ability to imitate and reproduce.</p> <p>Low level - insufficiently formed skills for organizing interactive forms of teaching; propensity for monologue speech; lack of individual-pedagogical style of communication and professional activity; low levels of empathy and reflection; social rigidity; ability to reproduce</p>
Need-motivational	Achievement motivation; understanding the motivational structure of dialogic teaching; intrinsic motivation for self-development; resistance to external influences	<p>High level - the student has a strong internal motivation to achieve; high level of readiness for improvement and self-development; the desire to learn new forms and methods of organizing dialogic teaching; ability to create situations of success in the process of pedagogical activity; ability to understand the final result of the activity; high goal-setting ability; readiness for continuous improvement and self-development</p> <p>Intermediate level - the student has a partial internal motivation to achieve; high level of readiness for improvement and self-development; the desire to learn new forms and methods of organizing dialogic teaching; ability to create situations of success in pedagogical activity; understands the final result of the activity; high goal-setting ability; readiness for continuous improvement and self-development</p> <p>Low level – the student makes erroneous steps in professional activity due to insufficient development of volitional qualities; in complex emotionally intense situations, he/she is often unable to mobilize and focus on the process of achieving a goal; admits the manifestation of negative emotions and feelings in the process of performing pedagogical functions; no sense of satisfaction from professional activity; there is a negative impact of excessive emotionality on the quality of teaching; in stressful situations can not control his/her own behavior, prone to conflict; is guided only by external stimuli in pedagogical activity.</p>
Reflexive-valuable	Awareness of the importance of dialogic teaching; the ability to occupy a subject-subject position; readiness for self-development; perception of participants in the educational process as carriers of values; psychological and pedagogical skills of self-	<p>High level - availability of deep and systematic theoretical psychological and pedagogical knowledge and self-knowledge and self-exploration of one's own experiences and emotional reactions; the presence of the developed skills of self-correction and elimination of negative cognitive, emotional, interactive displays of organizational forms of dialogic teaching; the ability to properly perform self-analysis of one's own professional behavior; high interest in acquiring practical skills of dialogic self-regulation of professional activity, sustainable focus on self-improvement and partnerships in the organization of the educational process; ability to accurately determine the nature of emotional states of participants</p>

Criteria	Indicators	Quality level characteristic of formation of the criteria of readiness
	knowledge, self-study of their own communicative displays, causes and consequences of the introduction of certain organizational forms of dialogic teaching	<p>in the educational process, possession of a set of necessary knowledge and skills to support the positive student's emotions and feelings; skills of humane, tolerant attitude to others; display of kindness, compassion and empathy; formed ability to penetrate into the "inner world" of the student, identify with him or her, mastering the basics of facilitation.</p> <p>Intermediate level - partial inclination for introspection and self-correction of his or her own style of dialogical communication, ability to organize problematic dialogic training; emotional experiences in professional activity; awareness of the need for development and self-improvement of volitional qualities; introspection and analysis of the results of individual pedagogical activity his or her own behavior and emotional manifestations in the pedagogical process; shows sufficient activity and interest in acquiring knowledge, skills and abilities of emotional and volitional regulation of professional activity; strives to improve readiness for professional self-development.</p> <p>Low level - insufficient knowledge and partially formed ability of self-knowledge of his or her own ability to organize dialogic education in elementary school; lack of self-correction skills for personal and professional experiences; displays of inadequate response in professional activity; inability to self-analyze and analyze behavioral manifestations in pedagogical interaction; indifferent attitude to self-education and self-improvement; indifferent, biased attitude towards students, lack of knowledge about individual and psychological features of students, low level (or complete absence) of empathy.</p>
Operational- activity	Ability to apply innovative and interactive technologies for the organization of dialogic learning; understanding of goals, assessment of pedagogical situation, flexibility of decision-making, mastery of pedagogical skills	<p>High level - possession of innovative and interactive technologies for organization of dialogic training at creative and professional level; high flexibility and predictability in decision making.</p> <p>The middle level is the use of innovative and interactive technologies at the reproductive-adaptive level, insufficient awareness of the possibilities of application and introduction of forms and methods of dialogical learning, partial readiness for self-improvement.</p> <p>Low level - insufficient possession of innovative and interactive technologies for the organization of dialogic training, dependence, passivity in decision-making, poor self-analysis of his or her own professional capabilities.</p>

Tab. 2. Criteria, indicators and levels of students' readiness to organize dialogic education in primary school

Let us study in details the status and changes of the levels of formation of motivational readiness component of future teachers to organize dialogic teaching at primary school from the point of view of need-motivational criterion. In the course of experimental work, their motivation, understanding of the motivational structure of dialogic teaching, the intrinsic motivation of their readiness for self-development, resistance to external influences were diagnosed. For this purpose, the author's questionnaire "Willingness to organize dialogic teaching at primary school" and K. Zamfir's method of diagnostics of professional activity motivation (A. Rean's modification) were used.

In particular, students were encouraged to rank the importance of their future pedagogical professional activity skills by significance degree. The data obtained during the questioning process showed that prior to carrying out the procedures that involved the design phase of the experiment, in

both CG (control group) and EG (experimental group), prospective primary school teachers were mainly focused on meeting their own professional needs. This is evidenced by the fact that high ranks have received such motives as “to achieve the desired status in society”, “the opportunity to succeed in professional activity”, “to satisfy own needs for communication”, “being able to be a leader in the educational environment among students”; “awareness of oneself value” (Figs. 1, 2).

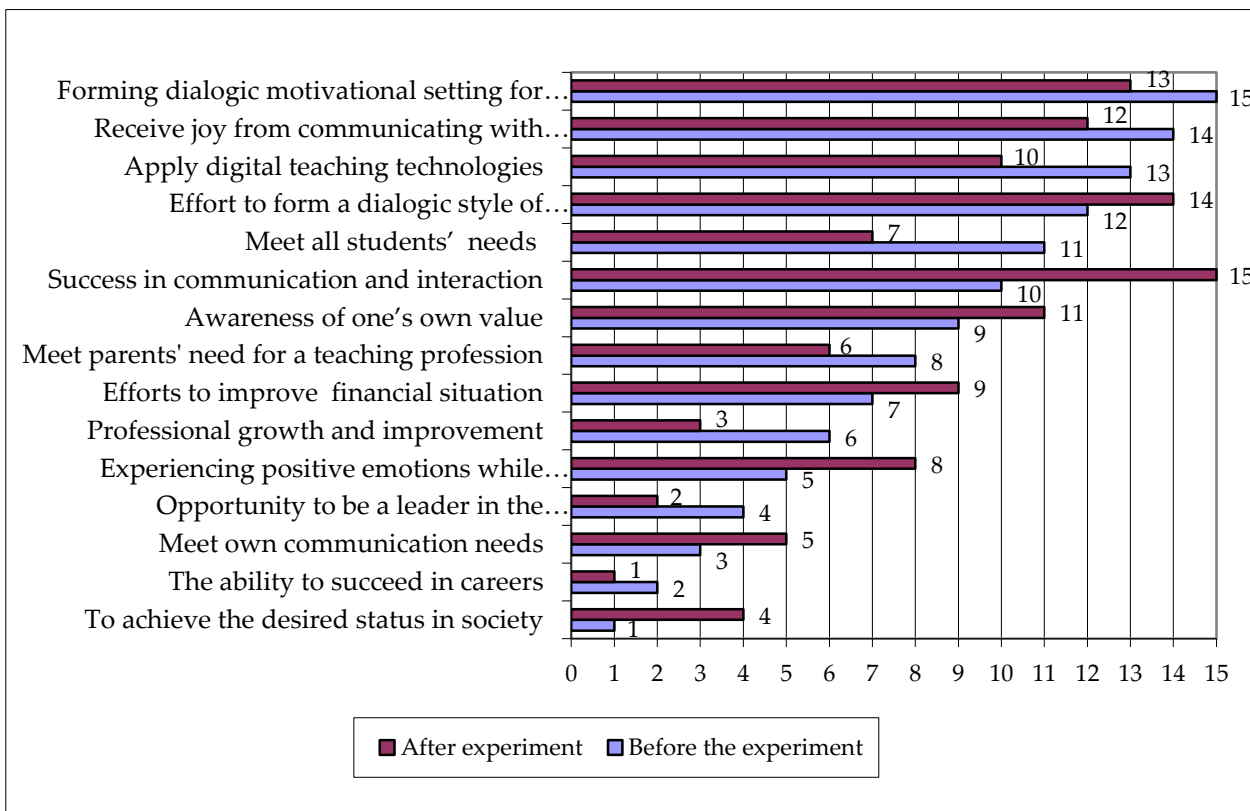


Fig. 1. The results of ranking by CG their motives for future professional activity

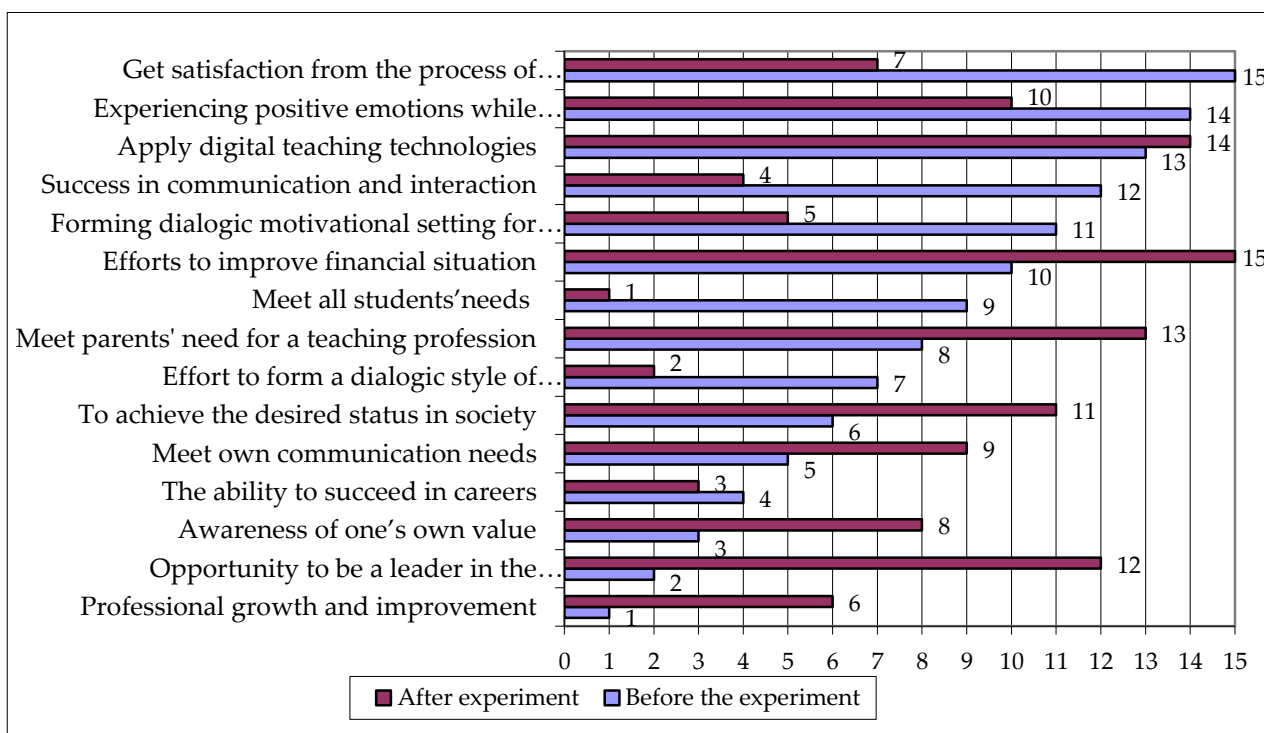


Fig. 2. The results of ranking by EG their motives for future professional activity

After forming experiment for CG respondents, the above mentioned motives for professional activity remained dominant, although there was some regrouping in importance. Therefore, it can be argued that students' attitudes toward self-centered interests have not changed.

In the EG group, after the introduction of the approaches we have developed for training teachers for organization of students' dialogic education, there were significant changes in the students' motivation for professional activity. The highest ranks obtained such motives for professional activity as: "to meet all students' needs", "efforts to form a dialogic style of organization of the educational process", "the opportunity to succeed in professional activity", "success in communication and interaction", "developing a dialogic motivational setting for communication". Thus, in the motivational sphere of EG students there was a shift of emphasis towards understanding the importance of those motives for professional activity, which provide the most optimal development trajectory for the student, which is realized in the process of effective subject-subject interaction of the teacher and students in the process of dialogic teaching.

It should be noted that the motive "the opportunity to succeed in professional activity", which we refer to a group of motives that characterize a high level of student's motivation for future professional activity, occupies a rather important place in the hierarchy of students' motives both in CG (before the experiment - rank 2, after - rank 1) and EG (before the experiment - rank 4, after - rank 3). However, we believe that the nature of such an assessment of the importance of this motive by the students of CG and EG is different. In our opinion, the CG students consider its importance in the context of career growth, achievement of the desired status in society, improvement of financial status, because these motives received high ratings in their ratings both before and after the experiment. After the experiment, EG students assigned these motives grades 11 and 15, respectively. It indicates that they associate the opportunity to succeed in their professional activities with the satisfaction of their own mercantile interests, but with the professional realization of himself or herself as a specialist, a master of his/her field, capable of successfully carrying out the education and upbringing of younger generation.

3. CONCLUSIONS

In order to study the readiness of future primary school teachers to organize pupils' dialogic teaching, we recommend you to focus on the following assessment criteria and indicators for identifying them:

- need-motivational (the availability of needs for self-development, attitudes and sustainable motives for success; domination of intrinsic motivation);
- cognitive (readiness for mastering, transmission of information about the features and specifics of organization of dialogic education in primary school);
- social and communicative (level of need for communication; assessment of communicative and organizational skills; total level of empathy);
- reflexive-value and operational-activity (value-oriented personality for interaction, partnership, cooperation; level of self-development; professional-pedagogical competence).

In the study, we determined the level of readiness of future primary school teachers to perform in a particular context - high, medium and low.

After conducting our pedagogical experiment, a statistical evaluation of the revealed changes in the CG and EG students' distributions by the need-motivational criterion of future teachers' readiness for organizing dialogic teaching of elementary school students showed that, that the changes that occurred in the CG are random and in the EG are statistically reliable. (Table 3).

Indicator	CG and EG before the experiment	CG and EG after the experiment	CG before and after the experiment	EG before and after the experiment
Self-assessment of motives for future professional activity	1,393	6,192	0,886	14,972

Tab. 3. Empirical values of the criterion χ^2 calculated on the basis of data from the distribution of future primary school teachers by the level of formation of the indicator of vocational training for the organization of students' dialogical education

* Differences in distributions are considered statistically reliable if the ratio is:

$$\chi_e^2 > \chi_k^2$$

This confirms the effectiveness of the experimental work.

Thus, the introduction of the suggested model into practice allows to change the motivation of future specialists for future professional activity significantly. In our opinion, this kind of motivation will allow them to successfully put into practice the basic principles of students' dialogic teaching, and, that will allow them to introduce the modern paradigm of education and upbringing of the younger generation into the New Ukrainian School.

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Фомін Катерина. Критерії, показники та рівні дослідження готовності майбутніх учителів до організації діалогічного навчання молодших школярів. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 112–121.

У статті обґрунтовано необхідність дослідження критеріально-змістової та рівневої структури щодо сформованості готовності майбутніх учителів початкової школи до організації діалогічного навчання. У розробці програми експериментальної роботи автором ураховано основні положення психолого-педагогічної науки, що стосуються проблеми готовності майбутніх фахівців до організації діалогічного навчання, професіоналізму діяльності і спілкування та діалогового педагогічного спілкування. У статті запропоновано орієнтовні критерії вивчення готовності майбутніх учителів початкової школи до організації діалогічного навчання учнів: потребово-мотиваційний, когнітивно-пізнавальний, соціально-комунікативний, рефлексивно-ціннісний та операційно-діяльнісний, а також показники їх виявлення. Визначено рівні готовності майбутніх учителів початкової школи до організації діалогічного навчання – високий, середній і низький.

Автором представлено результати емпіричного дослідження стану сформованості готовності студентів до діалогічного навчання молодших школярів за потребово-мотиваційним критерієм. Подано результати діагностики сформованості в майбутніх учителів мотивації досягнень, розуміння ними мотиваційної структури діалогічного навчання, внутрішньої мотивації їх готовності до саморозвитку, стійкості до зовнішніх впливів (зокрема, результати ранжування за ступенем значущості мотивів майбутньої педагогічної професійної діяльності). Доведено, що впровадження в практику підготовки вчителя початкової школи авторської моделі дозволяє істотно змінювати мотивацію майбутніх фахівців до майбутньої професійної діяльності.

Ключові слова: діалогічне навчання молодших школярів, майбутні вчителі, рівні готовності до діалогічного навчання, критерії та показники професійної готовності вчителя до діалогічного навчання.

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ORGANIZING AND SUSTAINING INCLUSIVE LEARNING ENVIRONMENT: INTERNATIONAL PRACTICES

SERGIY SYDORIV

Abstract. Teacher training in different countries has its peculiarities. Principles of inclusive education are universal, yet existing societal beliefs and values, policy and hidden curriculum in schools and preschool, parental support and advocacy demand taking them into account. In order to adhere to the principles and ideas of inclusive education teachers should be able to organize and sustain inclusive learning environment in their classrooms and outside. It is researched that many countries have long history of including students with special educational needs and disabilities and their experience may be viable for teachers' trainers, administrators and educators in those countries who has just started inclusion on a national level. Sharing the best practices and strategies and adapting them to the local peculiarities is the key to successful inclusion students with disabilities. The article gives various examples of how scholars define inclusive learning environment, what its characteristics and components are. International legislation, which proclaims the right of a person to education and regulates inclusion is the model for national laws as well it is developed and influenced by them. The study identifies legislative models for implementing Article 24 of the CRPD consistent with its principles and obligations and suggests the priorities to be incorporated into domestic legislations. It is highlighted that every country has stories of success, best practices, which may prove highly effective, applied to educational systems of other countries. Therefore, as proved it is important to exchange these practices, conduct research and gather evidence to create effective inclusive learning environment and train pre-service and in-service teachers to organize and sustain it.

Keywords: inclusive learning environment, response to intervention, multi-tiered systems of intervention and support, inclusive service learning, teachers training, inclusive education, international practices.

1. INTRODUCTION

Pre- and in-service teachers trained in Ukraine has recently seen the appearance and growing increase in introducing of inclusive education component. This is happening due to the new national law on education (2017) and subsequent documents that provide for the right of students and their parents to receive schooling in the community. Here Ukraine adheres to international legislation and practices at the same time taking into account national, mental, institutional peculiarities, finding its unique path. It is worth underlining that inclusive education is about celebrating diversity or teaching to diversity that provides for persons with and without disabilities, who still may have special educational needs. Teachers, students, parents, NGOs and governments should unite their efforts,

share resources and effective practices in order to remove barriers for ALL students to be able to attend kindergartens, schools, colleges and universities creating inclusive learning environment. It is important to cooperate internationally, exchange strategies and practices, design curriculum and hold education events to share experience. Ukraine as the country with relatively short history of including students with special educational needs and disabilities (SEND) faces the problem of insufficient number of specially trained teachers able to organize inclusive settings from the scratch. That prevents persons with disabilities to realize their constitutional right to education. Thus, arises the problem of training qualified professionals ready to work in an inclusive educational and developing environment, especially in higher education. Training aims at: forming in students an integral view of the nature and main objectives of inclusive education; developing skills to implement individual approach in training and education of children with special needs; supplying future teachers with methods of interpersonal interaction with parents of children with special needs, generating skills of differentiated teaching and evaluation in conditions of inclusive education [4, p. 104]. The project "Without borders: Sustaining and Supporting Inclusive Education Learning Community" aims at developing mutual cooperation in this field.

2. RESULTS AND DISCUSSION

2.1. RESEARCH METHODS

The comparative method has made it possible to study international experience of implementing inclusive education. The application of this method allows to systematize research data on social and educational strategies of inclusion, as well as make certain forward-looking conclusions about theoretical and practical aspects of development of inclusive education in the context of reforming the system of national education taking into account international standards.

Content analysis has been used to analyze and generalize scientific, pedagogical, psychological and educational literature on inclusion of students with disabilities, published during the last decade in the socio-pedagogical context.

Hermeneutic analysis has enabled to highlight socio-pedagogical foundations of the development of inclusive education in the framework of mutual understanding and establishing a constructive pedagogical cooperation among all stakeholders of the educational process.

2.2. WHAT IS INCLUSIVE LEARNING ENVIRONMENT?

UN defines inclusive education as recognition of the need to work towards 'schools for all' – institutions, which include everybody, celebrate differences, support learning, and respond to individual needs. It is important to stress out that inclusion is about changing old and creating new system of education values and principles rather than adapting a child to the system. Here inclusion differs from the 'integration' or 'mainstreaming' model of education, when students are supposed to change or become 'ready for' or deserve accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to make the suitable learning environment for him/her. We must accept and value an individual student with his/her abilities, needs, values, aspirations, plans, we should support, assist and motivate for setting goals and achieving them. Here inclusive learning environment is a prerequisite.

There are various definitions of inclusive learning environment. We shall start with the primary resource that regulates national education. According to Ukraine's Law on Education (2017) translated for European Commission for Democracy Through Law (Venice commission), inclusive educational environment is a totality of conditions, ways and means of their realization for co-education, upbringing and development of education seekers based on their needs and capabilities [9].

The term inclusive educational environment is abundant in publications by Slavic scholars, whose English is not their first language (N. Kalinina, E. Zvoleyko, A. Smantser, E. Ignatovitch, S. Kalashnikova, I. Klimenko, A. Oschepkov, V. Salahova, M. Simanovskaja). International scholars

tend to use the term inclusive learning environment. Though Julie Jones in her dissertation articulates “the term inclusive educational environment will refer to students with academic learning disabilities who receive academic benefit from the educational model [5, 19]. It is worth stating that education standards need to consider the needs, values, plans and aspirations of all students in order to organize a beneficial learning environment. In our paper we consider both terms “inclusive educational environment” and “inclusive learning environment” without discriminating between them.

It is important to create such educational inclusive environment at school that will stimulate students for constructive, collaborative and contextual learning and development, taking into account individual differences, abilities and disabilities. Each child is unique in his/her development and perception of the world, so two children with the same disability may react differently to the same situation and have different cognitive needs [8]. In order to organize and maintain inclusive learning environment educators should take a system approach toward certain components:

socio-psychological (taking into account individual psychological development and behavior specific to a person in a process of social interaction, promoting ethical and moral standards in socialization and communication, adequate attitude to positive or negative traits in the behavior of others, pedagogical aiming at correcting deviations, forming habits of tolerant interaction between a child with special needs and classmates);

informational (availability of up-to-date regulatory and educational support of the inclusive process);

cultural and educational (pedagogical competence of participants of the educational process in inclusive schools that encompasses content, forms, methods, tools, innovative technologies);

logistical (availability of modern multimedia, audio and video facilities, adaptation of school’s physical environment, taking into account elements of aesthetics in the interior of school) [1, p. 73-74; 4, p. 103].

Analyzing available resources, we can add the following advices for the teacher:

- Address barriers to participation, learning and resources to support all students within schools;
- Use ICT and other tools to support all learners in inclusive settings;
- Collaborate within school communities (teachers, teaching assistants, students, parents/carers) in order to establish a systematic framework of inclusive values and practices (e.g. UDL or co-teaching involving a general education and a special education teacher).

In the twentieth century there was the beginning of the recognition the right of education for all. Children’s right to inclusive education is stated in international human rights law. All relevant international human rights instruments recognize the right to education without discrimination on any grounds, including gender, disability, ethnic background, and other aspects of identity. The inclusive education environment is the requirement for schools to be inclusive.

2.3. LEGISLATION

International law plays as a facilitator for the realization of the right to education of people with disabilities throughout the world. As the most recent, integral and legally binding international instrument to protect the rights of persons with disabilities, the Convention on the Rights of Persons with Disabilities (CRPD) put steps forwards for the protection of their right to education [2, p. 79-80]. The key international conventions are UNESCO Convention against Discrimination in Education (1960), International Convention on the Elimination of All Forms of Racial Discrimination (1965), International Covenant on Economic, Social and Cultural Rights (1966), UN Convention on the Elimination of All Forms of Discrimination against Women (1979), UN Convention on the Rights of the Child (1989), International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990), UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993), UNESCO Salamanca Statement and Framework for Action (1994), UN Convention on the Rights of Persons with Disabilities (2006). In the General Comments of the Committee on the *Rights of Persons with Disabilities* it is stated “a “whole educational environment”: the committed leadership of educational institutions is essential for introducing and embedding the

culture, policies and practices needed to achieve inclusive education at all levels and in all areas, including in classroom teaching and relationships, board meetings, teacher supervision, counselling services and medical care, school trips, budgetary allocations, any interaction with the parents of learners with and without disabilities and, when applicable, the local community or wider public" [3, p. 4].

The official modern international history of inclusion started in 1994 when representatives of 92 governments and 25 international organizations formed the World Conference on Special Needs Education, held in Salamanca, Spain. The dynamic new Statement on the education of all children with disabilities was agreed, which called for inclusion to be the norm. In addition, the Conference adopted a new Framework for Action, the guiding principle of which is that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. All educational policies should stipulate that children with disabilities attend the neighborhood school that would be attended if the child did not have a disability. The Statement contains a commitment to Education for All, recognizing the necessity and urgency of providing education for all children, young people and adults within the regular education system. The international legislation can influence national legislation as well as be impacted by it.

Let us look at the law on inclusive education in various countries.

2.4. INTERNATIONAL PRACTICES

In the USA the Rehabilitation Act of 1973 (Pub. L. No. 93-112), the Education for All Handicapped Children Act (now referred to as the Individuals with Disabilities Education Act-IDEA) (first passed by the U.S. Congress in 1975) and the Americans with Disabilities Act (ADA; Pub. L. No. 101-336) of 1990 were passed to protect and promote the rights of people with disabilities in the U.S. Guided by similar principles, the UN adopted the Convention on Rights of Persons with Disabilities (CRPD) in 2006. The U.S. signed the CRPD in 2009, but to date has not ratified it. Although the principles behind the CRPD are inspired by and resemble those stated in the ADA and the Rehabilitation Act, some scholars posit that the CRPD goes further because it specifies the steps to take to ensure the rights of people with disabilities worldwide [11].

Being in effect for over 30 years the ADA regulates all spheres of public life, including education that should be accessible by all students. In order to create inclusive learning environment many strategies and methodologies have been researched and practiced which may be implemented internationally to create instructionally, physically, socially, and psychologically inclusive environments. They should work as a system in order to be effective.

Instructional inclusion is important factor in an effective inclusive education implementation framework. The following techniques are proved to be effective: UDL, multi-tier system of supports, direction instruction, differentiated instruction, guided reading, incremental rehearsal, peer assisted learning strategies, co-teaching, integrated learning. For instance, Response to Intervention (RTI) has the potential to serve as a preventative framework for students who show signs of falling behind academically due to a variety of language-based, socio-economic, or disability-related reasons. Moreover, this approach is an important tool for facilitating enhanced collaboration between general and special educators as well as specialists.

The goal of *social inclusion* is to promote ongoing, positive and social interactions between students with special educational needs and their peers. In order to sustain an effective inclusive learning environment, the following are recommended to use: cooperative learning, civic engagement and responsibility, inclusive service learning. The latter provides a necessary connection between academic content taught in the classroom and real life in the community that results in teaching and learning that is both more explicit and applied, thus making it more understandable, meaningful and relevant to students who are unlikely to benefit from abstract instruction. When service learning is undertaken in an inclusive manner, it demonstrated positive effects on typically developing peers, changes their attitudes towards people with disabilities highlighting the fact that although students with disabilities may require some additional resources they can be conceptualized as a resource themselves. By

working together to address common problems, students with and without SEND learn about each other, discovering the gifts, capacities, and talents each one possesses as well as their commonalities. Discovering that we are a lot more alike than different places social relationships between members of the two groups within a decidedly different context and has the potential to lead to greater mutual understanding and support

Psychological inclusion refers to a person feeling valued and accepted as a member of the group at school and in the community. It includes circles of friends, inclusive service learning, and social networking programs both in and outside of classroom. Positive behavior intervention and support (PBIS) framework proved to be highly effective.

In many cases, implementation of these strategies is accompanied by the use of formative assessment that enables educators to monitor regularly student progress and change instructional and other approaches when current methods are not demonstrating effectiveness. Teachers need to have opportunities to learn about how to use the principles of universal design for learning, differentiated instruction, and cross-disciplinary collaboration to adapt teaching strategies to meet the needs of differently-abled students. They need to acquire data literacy skills so that the progress of students with SENs can be monitored and the success of their educational approaches evaluated [10].

In *Sweden* recently the National Agency for Special Needs Education and Schools has presented a working model for schools to explore to what extent all students have access to the education providing the most recent concept *accessible education*. Schools can explore to what extent they provide a social, pedagogical and physical environment that is accessible for all their pupils. In 2010, the Swedish government passed a new *Education Act*, which came into effect as of 2011. The *Education Act – For knowledge, choice and security* entails major reforms encompassing all levels from preschool to adult education, reflecting the current division of responsibilities between central and local. The legislation has undergone a comprehensive review aimed at drawing up a new and modern law that reflects the conditions in the school sector as well as the management by objectives approach in school governance. The *Education Act* (SFS 2010:800) states that access to equivalent education for all is the basic principle guiding Swedish education from childcare to young adulthood. Therefore, pupils in need of special support are not to be treated in a differential manner. A student at risk of not achieving the minimum proficiency requirements or experiencing other difficulties in their school situation, may, however, be in need of special support. The underlying premise is that students in need of special support should get the support they need in the regular class setting. Special education support is, therefore, to be integrated as much as possible into the framework of regular education [7, p. 345].

3. CONCLUSIONS

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

- The inclusive educational environment as well as inclusive learning environment is relatively new notions in Ukraine that is why while training teachers, universities should devote a particular attention to introducing a special course with a large practice constituent.
- International experience and best practices should be shared among inclusive education community so that the countries with long history of inclusion can be models how to implement the practices avoiding mistakes they had already corrected.
- As the study proves inclusive education is a global and logical trend of societal development and it is important to conduct research and gather evidence to make effective inclusive learning environment.

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Сидорів Сергій. Організація та підтримка інклюзивного освітнього середовища в навчанні: міжнародний досвід. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 122–128.

У статті висвітлено особливості організації інклюзивного освітнього середовища у різних країнах, в т.ч. локальні особливості підготовки вчителів до роботи з дітьми з обмеженими можливостями здоров'я. Обґрунтовано, що принципи інклюзивної освіти є універсальними, однак наявні в суспільстві переконання та цінності, організація освітнього процесу та прихований навчальний план у закладах дошкільної та загальної середньої освіти, підтримка та адвокація зі сторони батьків часто вимагають делікатності та особливої уваги у їх впровадженні. Автором визначено, що для реалізації ідей і принципів інклюзивної освіти, педагоги повинні вміти й мати

зможу організувати та підтримувати інклюзивне освітнє середовище на заняттях та в позашкільній діяльності. Досліджено, що багато країн володіють значним тривалим досвідом включення дітей з особливими освітніми потребами та інвалідністю, який може бути надзвичайно корисним і важливим для підготовки педагогів у країнах, які лише нещодавно почали інклюзію на державному рівні. З'ясовано, що обмін дієвими практиками та стратегіями і адаптація їх до локальних особливостей – ключ до успішного включення дітей з особливими освітніми потребами та інвалідностями. У статті подано приклади визначення інклюзивного освітнього середовища дослідниками, вказуються його характеристики та компоненти. Міжнародне законодавство, яке регулює питання дотримання права на освіту, зокрема інклюзивну, слугує базою для національних законодавств, а вони своєю чергою стимулюють появу нових інтернаціональних документів. У дослідженні визначено законодавчі, регулятивні та прикладні моделі для імплементації статті 24 Міжнародної Конвенції про права осіб з інвалідністю та надаються пріоритети для включення в національні законодавства. Підкреслено, що кожна країна має свої історії успіху та найкращі практики, які мають потенціал бути високоефективними при впровадженні інклюзивної освіти в інших країнах. Доведено важливість обміну стратегіями і практиками, проведення досліджень та збору доказової бази для творення дієвого інклюзивного освітнього середовища, підготовки й перекваліфікації педагогів, здатних його організувати та підтримувати.

Ключові слова: інклюзивне освітнє середовище, відповіді на втручання, багатоярусні системи втручання і підтримки, інклюзивне навчання в служінні громаді, підготовка педагогів, інклюзивна освіта, міжнародний досвід.

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CHARITABLE WORK OF THE CHURCH IN THE POLISH LANDS IN THE XIX CENTURY AND ITS IMPACT ON EDUCATION

LESZEK AFTYKA, PIOTR MAZUR

Abstract. The Catholic Church in the Polish lands in the XIX century has had numerous charity works. The charitable activities were seen as the task of God's commandment of love. The purpose of this activity was to support poor people in the form of satisfying basic material needs and achieving adequate personal development. The article discusses the most important forms of assistance provided by religious orders, as well as clerical and lay organizations. The author draws attention to the charity's impact on education and the formation of humanistic values in society. Many priests set up organisations that had such names as: "Star", "Aurora", "Fatherland", "Rock". Their main objective was to raise up education standards and stimulate patriotism and solidarity among young people. Therefore, cooperation between educational institutions, families, non-governmental organizations, volunteer movements, charitable foundations for the expansion of active charitable activities, and the creation of a humanistic society is required. Nowadays it is extremely important to revive philanthropy and altruism in every country. Currently, there are foundations, organizations aimed at carrying out charitable activities and attracting to the charity all who wish to serve the cause of raising Christian morality, culture, education, art, support of the poor. Thus, this is important to promote it in the educational field as well. After all, many young people are ready to help financially or spiritually those who need it; they seek to invest time, money and talent into a rapidly growing charity. Here we see an important role of the Catholic Church, which influences the development of the spirituality of the individual.

Keywords: charity, social work, Catholic Church, education.

1. INTRODUCTION

The development of the industry at the turn of the XVIII and XIX centuries, and what is inextricably linked to the mass migration from the countryside to the cities, resulted in the emergence of new social problems. The workers of large industrial plants became a new category of those in need of support either due to the loss of employment and source of income, or due to poor working conditions lost their health and consequently also became unemployed, deprived of their livelihoods. The old and unfit for work also increased the number of seeking help [1, p. 45; 3, p.18].

Escalation of social problems in the XIX century was accompanied by the emergence of numerous organizations and charitable institutions. The progress of knowledge enabled at the same time to better identify causes and to find increasingly effective countermeasures. In the XIX century, charitable activity in industrialized countries is developing strongly [3, p.18].

2. ANALYSIS AND DISCUSSION

The encyclical of Pope Leo XIII *Rerum Novarum* (1891) became the stimulus for the development of charitable activity. It has had a huge impact on the creation of new charities, associations and care facilities. Their activities brought invaluable help to poor, unhappy, children, young people, workers, and people in need of moral and material assistance [6, p. 31].

All those who were involved in the works of mercy can be divided into three groups:

- a) the funders of charitable institutions (orphanages, alms-houses, etc.), in the vast majority, were bishops, priests and noble family representatives (most often ladies of aristocracy);
- b) people working directly among the poor and children in the field of care and education - the overwhelming majority were religious and nuns;
- c) organizers who, with the help of selected collaborators, conducted caring and educational activities - founders of new religious congregations [6, p. 28].

The Scottish religious minister Thomas Chalmers is considered to be the father of modern social work. In 1822, he carried out an experiment in his parish, which consisted in the suspension of the *Rights of the Poor*. The parish was divided into various districts for which deacons were appointed. The task of each deacon was to make discernment on the needs, investigate individual cases and grant assistance. At the same time, Chalmers pointed to the need for savings, diligence and mutual help.

Among the Catholic organizations, the importance of the Society of Saint Vincent de Paul should be particularly emphasized. They were formed in Paris on 1833 at the initiative of Frederick Ozanam. The first members were mainly students of the Sorbonne [5, p. 59-75]. Originally, their activity was limited to supporting poor families by assigning vouchers that were implemented in designated stores. Over time, their activities have been expanded to support new forms of assistance: running cheap eateries and catering, caring for apprentices, labourers, moral education and teaching activities [3, p.19].

At the beginning of the 19th century, the Congregation of the Sacred Hearts of Jesus and Mary undertook pastoral work among the neglected youth and who sought to enable them to acquire appropriate professional qualifications. In the mid-nineteenth century, John Bosco started a similar initiative and is still continued by the Salesian Society and Salesian nuns [4, p. 1386].

In the XIX century, many societies of charity were founded on Polish lands: in Vilnius (1807 on the initiative of Bishop Jan Nepomucen Korwin-Kossakowski and Prof. Józef Franek); in Warsaw (1814 on the initiative of Zofia from Czartoryski Zamoyska), which founded the so-called penny savings bank; in Kraków (1816); Vilnius Society for the Poor; Association of Catholic Charities in Lviv (1895). Similar charities and organizations were established in Płock (1882), Sosnowiec (1900), in Przemyśl (1910), in Lublin (1815) and the Warsaw Christian Society for Women's Protection (1903), Society for the Care of Sick Workers in Poznań (1901), Society Care for the Blind in Warsaw (1911) and the association "Drop of milk" in Krakow (1907) [6, p. 31; 7, p. 67-70].

There were also numerous foundations for caring for orphans, including in Poznań (founded in 1848 by Archbishop Leon Przyłuski), Wolsztyn (1849), Gostyń (founded in 1849 by Edmund Bojanowski), Wschowa (1851), Jastrow (1859) and Tuczno (1864) [4, p. 1388].

Numerous foundations for caring for the poorest have also been established. The Society of Saint Vincent de Paul was transplanted to Poland (the first female in 1843 under the name of the Society of Merciful Ladies in Lwów and the first male 1850 in Poznań) [5, p. 61]. On the initiative of Archbishop Przyłuski, in 1855, the Society of the Mercy of the Blessed Virgin Mary was founded in Poznań. The Society of Saint Vincent de Paul organizations were established in various parts of Poland (in Greater Poland, Warmia, Lesser Poland, Silesia, and Pomerania). Special support was given by bishops, among others Archbishop Edward Likowski and Archbishop Józef Bilczewski [6, p. 27-28].

These organisations' work focused on helping poor youth. Bishop Ignacy Łobos emphasized that The Society has "an impact on the poor and gifted schoolchildren. It is not an exaggeration, a well-known sentence, that very many geniuses, who are able to become the fame of the nation, perish miserably in oblivion among the poorer strata of society due to lack of resources for proper education.

Well, this is also to be resolved by the Christian mercy of The Society of Saint Vincent de Paul, who learned about the poor and talented students, helps them to stay in schools. Finally, the Society extends its protection to the poor, and again in the best way. Having learned about which is the family remaining in poverty, they appoint one member from the group as the guardian of this family. The duty of such a guardian is to visit their poor personally and provide them with support, which is not a financial donation, which could be abused, but always ready donation in the form of the most necessary food, such as bread, groats, flour, and in case of illness also meat and milk as well as in ready-made clothing or a firewood, as well as in repaying the rent for the owner of the house itself. This support shall be served, already as ordinary weekly donations, already as extraordinary donations in certain circumstances, e.g. on Christmas or Easter [...]. The most important thing in all this activity of the Society of Saint Vincent de Paul is primarily a personal visit to the poor. It affects the giver and receiver of support in the good way. To fulfil good deeds at home, at your campfire, is indeed very easy, but also a very small merit; the poor shall not be treated in this way. Friends are visited personally, and only we are sending the intruders what we owe them that they would give us peace. Visiting the poor is a test stone of a truly merciful heart. Only by pulling away from our riches, visiting a pauper, breathing the same air as he is, thus becoming a member of his family for a moment, we can prove him that we truly love him, that we consider him a brother" [2].

Rev. Jan Siemiec created workshops for the poorest young people in Warsaw. Also, in Warsaw, Fr. Zygmunt Chelmski founded the kitchen for the poor in 1881 and the Society of Almshouses and Shelters. Rev. Zygmunt Gorazdowski founded the Society for Providence in Lviv, a house of work and a plant for terminally ill and for foundlings. In 1894, rev. Ignacy Kłopotowski organized a workshop in Lublin for young people with cheap eatery and shelters [4, p. 1388; 7, p. 93-93].

Charitable activities on a large scale were led by religious nun congregations (Daughters of Charity of Saint Vincent de Paul, Felician Sisters, Sisters of Saint Elizabeth, Congregation of the sisters Servants of the Blessed Virgin Mary Immaculate Conception, Sisters of St. Joseph, Society of the Sacred Heart), helping the poorest and most needy. In particular, Fr. Honorat Koźmiński stands out and the congregations founded by him without the religious outfit (so-called secret society) [4, p. 1388]. The care taken by Zofia Truszkowska over poor children in Warsaw resulted in the creation of a new religious order - the Felician Sisters (1855). The main task of the sisters was to work among children and the rural population. Felician Sisters worked in Podlasie region in Poland and among Polish immigrants in the United States [6, p. 29].

The activities of Adam Chmielowski (Brother Albert), who devoted his life to poor and homeless, deserve special recognition. With them in mind, he created in Cracow Almshouse for homeless and women's shelter. His congregations: Albertine Brothers (1883) and Albertine Sisters (1891) continued his work [6, p. 30].

In the educational work with youth, the most important role was fulfilled by Fr. Bronisław Markiewicz, who noticed the necessity of care for neglected young people. For the care of orphans and vulnerable adolescents, he founded the Congregation of Saint Michael the Archangel (1892) and Nuns of Saint Michael the Archangel (1897). On his initiative, educational institutions and a craft school were established at Miejsce Piastowe [4, p. 1388].

Working with artisanal youth and craftspeople took different forms. Fr. Kazimierz Siemaszko (1847-1904) founded a shelter and a house of voluntary work in Cracow (also serving as a school for abandoned boys). The facility had its own holiday home in Czermna near Cracow [6, p. 30].

The Jesuit Fr. Mieczysław Kuznowicz founded the union of Industrial and Craft Youth (1907) in Kraków. The plant built by him, the working methods used in it, became a role model for this type of institutions throughout the country [6, p. 30].

Many priests devoted themselves to working with craftsmen. It was a supportive and caring character. They set up for them organizations that had names such as: "Star", "Aurora", "Fatherland", "Rock". Their main objective was to raise up education standards and stimulate patriotism and solidarity among young people [6, p. 30].

In the XIX century, the implementation of the commandment of charity was included in organizational forms. Numerous organizations of lay and clerical Catholics were founded in many countries, whose goal was charitable activity. However, with time it turned out that these initiatives require coordination and a certain unification. In this way, they wanted to ensure the best use of the potential of goodwill in the charitable activity of the Church in the country, in the diocese and parish [3, p.19].

The result of such efforts was a far-reaching improvement of social activities of institutions, created and conducted by people, guided by the Christian system of values [6, p. 30]. In France, on the initiative of L. Lefebvre, the central office in Paris was established - Office Centrale des Institutions Charitables (1870). In Germany, L. Werthmann founded Deutsche Caritas-Verband (1897) in Freiburg im Breisgau, where a study was conducted for the education of charitable workers and the Caritas magazine was published. In 1900, a charity Action Centre for Austria was established in Vienna – Zentralstelle für Freiwillige Wohltätigkeit [3, p.19].

At the turn of the 19th and 20th centuries, initiatives aimed at coordinating charitable activities were undertaken in the Polish lands. Association of Catholic Charity Societies and Unions was established in Lviv (1895). In 1907 in Poznań, priest Piotr Wawrzyniak and priest Stanisław Adamski founded the Polish-Catholic Association of Charities. In 1915 of the initiative of Bishop Adam S. Sapieha was created in Cracow Bishops Committee for the affected War (KBK) colloquially called Princely-Bishop's Committee [3, p. 380; 6, p. 32].

3. CONCLUSIONS

The activity of the Catholic Church in the Polish lands in the XIX century was directed towards a multidirectional charitable ministry, which was seen as tasks and activities arising from God's commandment of love and adequate to the needs of people suffering from material or spiritual poverty. The purpose of this activity was to provide poor people with the assistance necessary to meet basic material needs and to achieve adequate personal development.

Today it is extremely important to revive philanthropy and altruism in every country. Currently, there are foundations, organizations aimed at carrying out charitable activities and attracting to the charity all who wish to serve the cause of raising Christian morality, culture, education, art, support of the poor. Thus, this is important to promote it in the educational field as well. After all, many young people are ready to help financially or spiritually those who need it; they seek to invest time, money and talent into a rapidly growing charity. Here we see an important role of the Catholic Church, which influences the development of the spirituality of the individual.

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Афтика Лешек, Мазур Піотр. Благодійна робота Церкви на польських землях у ХІХ столітті та її вплив на освіту. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 129–133.

У статті досліджено вплив католицької церкви на польських землях у ХІХ столітті на розвиток благочинності. Благодійна діяльність розглядається автором як одне із завдань Божої заповіді любові. Зазначено, що метою цієї діяльності була підтримка бідних людей у вигляді задоволення основних матеріальних потреб та досягнення адекватного особистісного розвитку. У статті представлено найважливіші форми допомоги, надані релігійними орденами, а також церковно-мирянськими організаціями. Автор звертає увагу на вплив благодійництва на освіту та формування гуманістичних ціннісних орієнтацій у суспільстві. Багато священників створили організації, які мали такі назви, як: "Зірка", "Аврора", "Вітчизна", "Скеля", основною метою яких було підвищення стандартів освіти, стимулювання розвитку патріотизму та солідарності серед молоді. Для цього необхідна співпраця освітніх закладів, сім'ї, громадських організацій, волонтерських рухів, благодійних фондів для поширення активної благодійної діяльності, створення гуманістичного суспільства. З'ясовано, що причетних до милосердя осіб умовно поділяють на такі групи: а) фундатори благодійних установ (сиротинців, милостинь тощо), серед яких головним чином були єпископи, священники та представники знатних родин (найчастіше дружини аристократії); б) люди, які працюють безпосередньо серед малозабезпечених осіб, дітей у сфері опіки та освіти, серед яких здебільшого монахині, представники релігії, а також соціальні працівники; в) організатори, лідери, котрі з допомогою відібраних співробітників проводили просвітницькі заходи щодо виявлення милосердя (зазвичай це – засновники нових релігійних конгрегацій).

Ключові слова: благодійність, соціальна робота, католицька церква, освіта.

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SLOVAK SYSTEM OF HIGHER EDUCATION IN ITS CONNECTION TO SOCIETY'S TRANSFORMATIONS: TRANSITION FROM MEDIEVAL TIMES TO XXI CENTURY EUROPEAN INTEGRATION

IRYNA MYHOVYCH

Abstract. The article represents an attempt to investigate the development of the national higher education system of Slovak Republic (as part of former *Czechoslovakia*) starting from the first known data of the medieval times up to the beginning of the XXI century when the period of intense Europeanization and internationalization started. Considerable attention has also been paid to the development of higher education in Slovak Republic after 1989 with the emphasis on relevant legislation, students' enrollment numbers, overall institutional setting. The aim of the paper is to present theoretical review of the Slovak national higher education system development as determined by the processes of socio-political transformations in the country, including the final stage integration to the European Union and European Higher Education Area (EHEA). Theoretical provisions of the paper are supported with relevant statistical data on the number of higher education institutions and the number of students, including the number of those who participate in mobility schemes within EHEA (statistical indicators are gender-sensitive). Attention has also been paid to development of the country's higher education legislation system after the so-called disintegration of Czechoslovakia to Czech and Slovak Republics, which allowed for the establishment and development of private sector within national higher education system. The research is based on the comprehensive analysis of original sources – open-accessed national legal framework for higher education, as well as theoretical and practical research works by Slovak scholars. The topicality of research is determined by the similarity of the Slovak and Ukrainian national systems of higher education at the end of the XX century, which allows to state that consideration of the Slovak context is relevant to the current reforming Ukrainian national higher education system.

Keywords: Czechoslovakia, Slovak Republic, system of higher education, education policy, Law on Higher Education, Europeanization, internationalization, private sector of higher education.

1. INTRODUCTION

National higher education system of Slovak (and partially correspondingly Czech) Republic (until 1992 *Czechoslovakia*) were historically formed on the basis of the *Humboldtian model of higher education*, whose main conceptual principles are the following: 2) academic freedom, which implies freedom of teaching and learning (student chooses disciplines, teachers, and even lesson plan), freedom of scientific inquiry (free search for truth, encouragement of attraction to scientific knowledge); 3)

university education involves teaching through research work involving teachers and students; 4) active public position of the university – the institution maintains close communication with community, society, is responsible for the formation of public position, ethical substantiation of the benefits of knowledge and education. The four mentioned principles can be considered as highly acute whenever it comes to national higher education systems transition on the way to establishing exceedingly autonomous and research-effective model of operation. In case of Slovak, and at times correspondingly Czech, system of higher education, it has undergone complex process of transformation starting from the point of establishing and up to adjoining the rest of European Union counterparts at the final stage of integration to the European Higher Education Area (EHEA). Taking into consideration on-going reform processes in Ukrainian education sector, as well as commonality of Ukraine and Slovak Republic which derived mostly from the similarity of tasks faced by the post-communist countries at the beginning of their transformation – specifically in higher education sector – the paper in its attempt to present theoretical review of the Slovak national higher education system development as determined by the processes of socio-political transformations in the country, including the final stage integration to the European Union and European Higher Education Area (EHEA) is considered to be as such that might provide insights and correspondingly inputs to the process of Ukrainian higher education sector transformation.

2. ANALYSIS AND DISCUSSION

As in case of any national system of higher education, it usually presents a certain challenge to determine its starting point. Going back to the formation of national higher education system of Czechoslovakia (Czech and Slovak Republics), one should say that the first universities of the countries were founded in Prague in 1348 (*Universit  Karlova v Praze – Charles University*) and in Bratislava in 1465 (*Universitas Istropolitana or Academia Istropolitana*). Before the First World War education for countries was a major tool in the fight against ethnic diversity. Instruments of no other branch or aspect of Czechoslovakia's social life made it possible to more effectively overcome differences by removing barriers between Czechs, Slovaks, Hungarians, Ukrainians, Germans, Roma, etc. Eight years of compulsory education in the native language of each ethnic minority did much to increase literacy, especially among Slovaks and Ukrainians. An expanded vocational education programme enhanced the working-class technical skills of the country. The year 1774 is defined as the date of introduction of compulsory education on Czech and Slovak lands in accordance with the Order of Queen Maria Theresa, Archduke of Austria, Queen of Hungary of 1741. A number of reforms, including those in the field of education, marked her ruling. Thus, in accordance with the school reform of 1777 all population of Austrian empire were given the right to educate their children in elementary school in their mother tongue. In Vienna in 1774 a seminary (*Barbarium*) was opened at St. Barbara's Church to teach Greek Catholic clergy. From 1784 the activity of the University of Lviv was restored, under which the *Studium Ruthenium* (*Russian Institute*) was created for the students of Ruthenians, in which the sciences were taught in clerical Slavonic. Thus, the period when the Czech and Slovak lands were part of Austro-Hungarian Empire was marked by large-scale educational reforms and by formation of a broad network of educational institutions, which led to high literacy of the region's population. The female population, however, was only allowed to study in 1897 [23, p. 34 – 45].

During the First Republic (1918 – 1938) new higher education institutions were established in Czechoslovakia, including, among others, the Veterinary Institute in Brno (*Veterin rn  Institut Brno, 1918*); State Higher Trade School in Prague (*St tn  vysok  škola obchodu v Praze, 1919*); Masaryk University in Brno (*Masarykova univerzita, 1919*); Higher Agricultural School (*Vyššia poľnohospod rska škola, 1919*) and Comenius University (*Univerzita Komensk ho, 1919*) in Bratislava, etc. The legal framework for educational policy of the period was the Educational Law No. 226 of 1922, under which mandatory eight-year education was introduced. In addition, it also adopted more than 15 normative-legislative acts on various aspects of higher education, among which there were: 78/1919 "Law on Salaries of Professors of Higher Schools, Universities"; 79/1919 Higher School Teachers Service Act and

the like. Higher education of the period was traditionally represented by the following educational institutions: Charles University (*Univerzita Karlova v Praze*), University of Palatsky in Olomouc (*Univerzita Palackého v Olomouci*), Czech Higher Technical School in Prague (*České Vysoké Učení Technické v Praze*), Ostrava Technical University (*Technická univerzita Ostrava*), Law Academy in Prešov (*Právnická akadémia v Prešove*), National Academy of Economics in Kosice (*Národná ekonomická akadémia v Košiciach*) [2]. In 1921 – 1922 academic year 24,790 people attended all higher education institutions in the country; 18,961 of those people were citizens of Czechoslovakia. The percentage of women out of this number consisted 9.1 [2]. In fact, Slovaks studied mainly in universities of neighboring Hungary, Austria and the Czech Republic. The characteristic features of the period called the focus of attention of higher education institutions on scientific activity, freedom of teaching, the right to "ensure and the right to recognize professional training".

From 1939 to 1945, during the occupation of Czechoslovakia by Nazi Germany (the country at that time was called *the Protectorate of Bohemia and Moravia*), higher education institutions ceased their work, as did a number of secondary schools. After the communist upheaval of 1948 the idea of reducing social inequality was the driving force for educational reform in the country where higher education provided the opportunity to study in more prestigious schools, while the children of lower class continued to receive part-time secondary education [10, p. 123 – 139]. At that time the range of educational programmes of Charles University expanded – preparation of medical and chemical fields; Higher education institutions were opened in Plsen and Hradec Kralove; University of Political and Social Studies in Prague was opened (*Univerzita politických a sociálních studií v Praze, 1945*); the work of the University of Palatsky in Olomouc (*Univerzita Palackého v Olomouci, 1946*) was restarted; the Academy of Social Sciences (*Akademie sociálních věd*) in Brno, 1947, and the Institute of Textile Industry in Liberec (*Institut textilního průmyslu v Liberci*), 1953, were opened. The legal framework for the functioning of Czechoslovak higher education system of the period was defined by the Law No. 58/1950 on Higher Education, which outlined the following objectives of national higher education: the focus on improving the living conditions and cultural standards of the nation, the development of science and technology to build socialism in the country; education of professionally and politically highly qualified personnel; ensuring access to all levels of education; dissemination of achievements of science and art. The law also normalized the organizational and managerial (governing) bodies of higher education institutions – the rector, vice-rectors, council and general assembly, etc. In accordance with the provisions of the Law theological faculties were removed from all higher education institutions; instead, it became compulsory for all educational institutions to open a department of Marxism-Leninism [28]. According to Historical Journal of Czechoslovak Socialist Republic [5], there were three universities operating in the current Slovak Republic in 1945 – 1946 academic year, with 12 faculties, 8,672 Slovak students enrolled, of whom 18.6 percent were women. Therefore, among the peculiarities of the period the following are to be mentioned: *strengthening state regulation of higher education system, in particular by adopting the Law No. 58/1950 "On Higher Education"; expanding the network of higher education institutions; increasing the number of enrolled to higher education institutions; ideologizing the content of educational process.*

From early 1960s until 1968 (during the so-called *Prague Spring*), political situation in the country became partially stabilized, class inequalities in the attainment of secondary and tertiary education decreased, and the process of social equalization and discrimination in obtaining educational services by citizens took place. The process, however, ended when the Warsaw Pact troops occupied the country in 1968, and the political and social conditions of life became tighter, there was a general increase in unemployment across the country due to the lack of jobs, overall depression and structural changes in the country. This situation caused the increase in social uncertainty, and from the point of view of qualification training of workers – their low professional skills. Consequently, in 1970s and 1980s there was an unprecedented slowdown in the development of education (especially higher education). Although, given the statistics, the number of students of higher education institutions of Czechoslovakia in the postwar years still increased – from about 50,000 people in the 1950s up to 110 – 120,000 people in the early 1990s (94,723 of whom were full-time students, 44.8% of them were women),

including the breakup of Czech and Slovak common state (in 1960 – 1961 academic year the number of universities increased to 16 (with 33 faculties), which is the highest figure during the whole period since 1945 to 1990) [4]. In 1980 the Government of Czechoslovakia adopted the new Law on Higher Education, according to which all higher education institutions were subordinate to the relevant Ministry; it fully controlled their activities, including the appointment of academic officials. However, already in 1989 the updated Law on Higher Education abolished the Institute of Marxism-Leninism, renewed the procedure for electing the leadership of universities and faculties with the active participation of students, introduced the accreditation procedure, etc. Thus, Czechoslovakia's higher education naturally underwent a transformation from the phase of its establishing to the development of Austro-Hungarian Empire and to the changes brought about by the 20th century – it also had an elitist character and was not popular with the majority of the country's population; the widespread attitude of Czech population to the intelligentsia was more negative than in any other state of the Soviet bloc. This fact was noted by members of the Soviet delegation who visited Czechoslovakia in 1953; according to them, "In no other country did they encounter such a 'sectarian' attitude to intelligentsia" [7, p. 3].

Despite political and social imbalance Czechoslovakia from the medieval times up to the beginning of the 19th century entered the era of communism with a high level of education of its population. The totalitarian regime, like in other countries, changed the educational paradigm of Czechoslovakia in accordance with the principles of ideologization, politicization, centralization of national education systems with unified educational programs, plans, and textbooks, evening and vocational education for adults. At the same time, it should be noted that the national system of higher education of Czechoslovakia differed significantly from, for example, the Polish degree of institutional relationship with foreign universities from the period 1950 – 1989. The Czechoslovak system underwent not only severe restrictions on contacts with Western scholars, but also tighter and more formal control as a result of change in the vector of development towards a totalitarian model of functioning. Following Hendrichová, we claim that Czechoslovak universities at that time were more *closed* to the outside world than Hungarian or Polish ones [6, p. 105 – 118] – any foreign publications and official academic contacts were prohibited. In Czechoslovakia of the mentioned period, there were 23 higher education institutions operating in accordance with unified principle of organization of educational process and institutional structure of management.

The process of restructuring of national higher education system of Slovak Republic started in 1990 by the adoption by the government at that time of the common state of Czechs and Slovaks of the Law on Higher Education. Education analysts identify the following key systemic features of the Law: quantitative parameter for the development of the country's national higher education system, an indicator of which was an increase in the number of higher education institutions of all types and forms of ownership; elimination of centralized management of higher education by the state; formation of a new model of the university (or its own return to the old model) as autonomous in its activities and realization of the rights and freedoms of an educational institution, which has the freedom to teach and carry out scientific research; diversification of the higher education system [21, p. 16 – 18]. We share the opinion of a number of Slovak scholars (E. Benova, M. Fabus, 2012; D. Malova, E. Lastin, 2000; B. Kosova, S. Porubski, 2007; P. Mederli, 2013; A. Kaplanova, 2000, R. Kralikova, 2015, O. Kananykina, 2013, etc.), which take into account the need for such steps by the government, since in the early 1990s the level of public distrust and frustration in the model of centralized management of higher education as a marker of loyalty to the totalitarian political regime was high [1].

The establishment of an independent state of Slovaks in 1993 gave a new impetus to the process of reforming of Slovak higher education system. The period of 1993 – 1998 was related to the nominal proclamation of European integration course on the development of national higher education system and the real deepening of authoritarian nationalist tendencies both in the country and in the field of higher education. The political context naturally reflected on the education system, whose development goals ranged between openness (*Europeanization, Internationalization*) and closedness (*nationalization*). Systemic changes in education during this period did not occur, only minimal changes were made at

the level of formal organization and administrative management of the educational process. In contrast to the dominant stabilizing tendencies in the development of higher education, there were attempts at innovations, which were manifested, first of all, at the micro-level of educational process – activities of educational NGOs, initiative groups and pedagogical associations, which developed educational, didactic materials of different teaching alternatives. The absence of systemic changes during this period, however, did not prevent the increase in the number of higher education institutions and the creation of new faculties. As in Czech Republic, universities were opened in Slovakia in all regions, their highest concentration was in the capital of the state, Bratislava – 5 higher education institutions (*Ekonomická univerzita v Bratislave*), Comenius University (*Univerzita Komenského*), Slovak Technical University (*Slovenská technická univerzita*), Academy of Musical Arts (*Vysoká škola múzických umení v Bratislave*) and Academy of Fine Arts (*Vysoká škola výtvarných umení v Bratislave*). There were three universities in the regions of Košice – Technical University (*Technická univerzita v Košiciach*), University of Veterinary Medicine and Pharmacy (*Univerzita veterinárskeho lekárstva a farmácie*), Pavel Jozef Šafárik University (*Univerzita Pavla Jozefa Šafárika*); and Banská Bystrica (Matej Bel University (*Univerzita Mateja Bela v Banskej Bystrici*), Academy of Arts (*Akadémia umení v Banskej Bystrici*), Zvolen Technical University (*Technická univerzita vo Zvolene*)). The first private university in the country was the Trenčín College of Management (1999). Other private higher education institutions were opened in 2003. In 2008 ten private universities provided educational services in Slovak Republic (*Bratislavská medzinárodná škola liberálnych štúdií*, 2006; *Paneurópska vysoká škola (Bratislavská vysoká škola práva)*, 2004; *Vysoká škola ekonómie a manažmentu verejnej správy*, 2004; *Vysoká škola zdravotníctva a sociálnej práce sv. Alžbety*, 2003; *Vysoká škola bezpečnostného manažérstva*, 2006; *Vysoká škola medzinárodného podnikania ISM Slovakia*, 2005; *Vysoká škola manažmentu v Trenčíne*, 1999; *Dubnický technologický inštitút*, 2006; *Stredoeurópska vysoká škola v Skalici*, 2005; *Vysoká škola v Sládkovičove*, 2005), and students had the opportunity to study at 14 faculties of different specialization. However, as in case of Poland and Czech Republic, the functioning of private higher education institutions leaves open the question of the quality of teaching in them, as not every region or city in which such institutions are located has properly qualified teaching staff.

Among the determining factors for process of opening of new higher education institutions on the territory of the country there was the fact that in 1996 the profile Ministry of the country prepared and presented to the public *the Strategic Plan for Universities*, which essentially represented a strategy of decentralization of national higher education system, its regionalization, according to which universities had to operate in all eight administrative centers of the country after the administrative-territorial reform. In 1998, the new government proclaimed the need for a profound reform of higher education system to complete those changes that had been initiated in previous years – in a government program statement, education development was prioritized, and course was taken to create a coherent concept for the long-term development of education [16, p. 28]. A government commission was created in May 1999 to develop the Concept of Development of Education in Slovak Republic for the Next fifteen – twenty years (*Milénium Project*) [8].

In June 1999 the officials of Slovak Republic signed the Bologna Declaration, and the country joined the European Higher Education Area [19]. The strategy for the implementation of the principles of Bologna Declaration was defined in the following 2000 in Government Programming Document *The Concept of Higher Education Development in Slovakia in the 21st Century* [24]. The Government's 2002 Program Declaration, which stated the state of higher education at that time, outlined the guidelines and mechanisms for change, confirmed the need to move towards the harmonization of Slovak higher education system with the European goals of Bologna Process, European integration and internationalization. These documents, as well as the provisions of the UNESCO Declaration on Higher Education (1998) and the Czech Law on Higher Education [9, p. 20], were the basis for the new Law on Higher Education adopted in 2002 and the Government's Resolution on the Credit System of Education adopted in the same year [22, p. 6250 – 6264]. According to the new law the autonomy of higher education institutions was significantly expanded, while the state's influence on their institutional functioning was reduced. The law [25, p. 1462 – 1514] settled a wide range of issues regarding the legal

status of universities, their funding and management, educational programs and specialties, accreditation, status of teachers and students, their social support, etc. The Law also significantly strengthened the financial autonomy of universities. A system of financial diversification was introduced, which allowed universities to raise funds from many sources through their own activities. However, more importantly, the involvement of such highly flexible financial mechanisms made it possible for external stakeholders to become involved in the management of higher education. The Law also regulated the structural division of national higher education system distinguishing three types of education institutions: public (*verejné*), state (*štátne*) and private (*súkromné*), and outlined the mechanism of activity of foreign higher education institutions on the territory of Slovak Republic [26, p. 1508 – 1510]. The system of two main education cycles was established: undergraduate and postgraduate. Higher education institutions had education programs and academic degrees of three levels: 1) Bachelor; 2) Master (engineering, doctoral); 3) Doctoral Studies [27, p. 1483 – 1486].

During 2002 – 2006 in accordance with the normative documents, the European Credit Transfer System was introduced, and the system of educational specialties was restructured in terms of their number and content. In 2002 due to the need for consolidation of higher education system and centralization of university management, the autonomy of faculties (legal entity status) was abolished, which occurred at the same time as the financial autonomy of universities and the transfer of ownership of real estate. Under the new law public higher education institutions were granted ownership of property in 2003 and became self-governing organizations, but had a supervisory authority appointed externally by the relevant Ministry. Thus, the Ministry created a mechanism and body of external public administration, which some researchers consider to be a body of indirect influence of the state on the financial issues of universities, in particular the sale / purchase of higher education institutions, a mechanism that reduced the risk of corruption by administration of universities [18, p. 36].

Over the next few years the tendency to increase the autonomy of higher education institutions continued. Stakeholder engagement and the role of national public advisory bodies in the governance and functioning of higher education system were strengthened on stakeholder engagement issues, and especially on the development of new educational programs in line with the principles of European integration and internationalization.

The current law was amended in 2003 – 2004 to align national higher education legislation with EU law, in particular to adapt the content of higher education to European Union directives [20]. Important was the accession of Slovak Republic to the European Union in 2004, which gave impetus to the reform of national higher education system in the context of implementation of the government's political plans and commitments, as well as the provisions enshrined in the international agreements on the development of Bologna Process (*Prague Communiqué*, *Berne communique*, etc.). During the preparatory period the public administration system, including higher education, was subject to reform and adaptation (Laws 209/2002, 401/2002, 442/2003, 465/2003, 528/2003) [1; 9; 11, p. 100 – 104]. The changes were aimed at eliminating technical flaws and making the necessary decisions in the run-up to accession to the European Union. A number of changes was subsequently made to the law (Laws 365/2004, 455/2004, 523/2004, 578/2004, 5/2005, 332/2005, 363/2007, 175/2008, 462/2008, 469/2009). The new legislation introduced the following fundamental provisions [1; 15]:

- introduction of university and non-university (specialized) higher education sectors, as well as the concept of a research institution;
- acceptance of foreign universities, which receive a state license to operate in Slovak Republic in the status of private educational institutions;
- influence on the work of academic self-government bodies;
- establishing private universities sector after obtaining a state permit (license) – since 1999;
- changes in the mechanism of financing of higher education;
- provision of educational services for students for free; development of student register and register of employers;

- changes in accreditation: educational process in higher education institutions can only take place under accredited educational programs; accreditation of institutions takes place without taking into account their national classification;
- support for student mobility; students obtained the right to change educational program during their studies;
- new additional training fees were introduced.

Since September 2005 newly structured according to Bologna provisions educational programs of three-year Bachelor and two-year Master programs started to be used in the educational process. In 2006 new government declared the need for a new higher education strategy and further changes in higher education, but its political vision was not clear at that time. For the next four years the strategy was not elaborated [17]. Despite the practice of widespread two-level decentralization of higher education management, centralization of university management remained in the country at that time [9]. In 2010 the next government made substantial changes to the law in line with the reform, but they were never approved. In 2012 early parliamentary elections were held and a new government was formed. In 2013, comprehensive assessment of the development of higher education system was made and a new strategy for education system as a whole (including higher education) developed. This strategy was presented to the public for broad public discussion, and with a large number of proposals submitted to the Government; some provisions of it were included in the National Reform Program.

3. CONCLUSIONS

The regulatory framework of Slovak national higher education system has continuously been updated in order to improve various aspects of the activities of national higher education institutions and the functioning of higher education in general. The obvious consequence of the reform was the acceleration of internationalization of higher education system. Internationalization has been viewed as a reaction to the global transformation processes that national systems of higher education are currently undergoing, as well as a possibility for national higher education systems to ensure complex educational, administrative, research, and cultural integration into European Higher Education Area [13; 14]. In case of Slovak Republic this process contributed to the expansion of multilateral international cooperation of Slovak universities, their competitiveness and openness, the improvement of the quality of teaching and research. Slovak Republic has joined the European Union programs in the field of education, research, and training (SOCRATES, Leonardo da Vinci (1995 – 1999), SOCRATES II, Leonardo da Vinci II (2000 – 2006), ERASMUS, Jean Monnet, TEMPUS). Opportunities for student mobility have been offered by multilateral agreements signed up by the relevant Ministry. As a result, Slovak youth were given opportunities to study at European universities. Thus, according to the Eurostat European Statistical System, the dynamics of mobility of Slovak students is constantly increasing: in 2001 – 8,300 people, 2002 – 10,300 people, 2003 – 13,500 people, 2004 – 14,600 people, 2005 – 16,900 people, 2006 – 22,300 people, 2007 – 24,600 people, 2008 – 27,000 people, 2009 – 29,400 people, 2010 – 32,300 people, 2011 – 33,500 people, 2012 – 35,400 people – citizens of the Slovak Republic – studied outside their country [3]. The obvious advantage of joining of Slovak Republic, as well as of Poland and the Czech Republic, to European Higher Education Area was the intensification of international contacts between students, teachers, institutions and, as a result, the deepening of the internationalization of higher education.

The restructuring process of higher education system of Slovak Republic, as an interim result, allows to speak about the functioning of 36 higher education institutions in the country as of the beginning of 2017, 20 of which were public (state financed from the state budget), 13 – private, 3 state specialized (military, police, medical institutions); in addition there were five foreign universities (4 Czech and 1 German university). As of the 2012 – 2013 academic year 205,000 students studied at state universities: public – 165,000 of people, private – 36,000 of people, state specialized – 4,000 of people. The largest institution of higher education in the country is Comenius University in Bratislava with 28,000 students enrolled. Despite the stages of reform higher education system of Slovak Republic

retained 2 scientific degrees – PhD (until 1997 – *Kandidat vied (CSc)* and Doctor of Sciences (*Doktor vied, DrSc*) [12].

Despite the existence of problematic areas, there have been significant changes in higher education system in Slovak Republic focused on updating all its structures and legal framework, modernizing the content and methods of training specialists in the context of joining European Higher Education Area. The intensity and effectiveness of reform at different stages of state development varied: in 1990 – 1992 basic changes occurred in the process of post-socialist modernization and democratization of higher education system. This period was characterized by democratization of the system of management of higher education institutions, dismantling of previous ideological educational structures, delineation of new guidelines for the development of higher education. In spite of the fact that in this period educational policy of the state, the pro-reformist sentiments on the part of teachers' associations and public opinion were united in understanding the necessity of transformation, no effective mechanism for implementation of reforms was elaborated.

In the phase of Europeanization transition there were partial changes at the level of educational structures; and it is only in the context of the implementation of the European integration course that we can talk about systemic changes in the country's higher education. The subsequent years suggest the following distinctive features of the restructuring of the national higher education system:

1) decentralization both territorially and politically, as well as massification and regionalization at the beginning of the reforms contributed to the creation of strong regional universities, which had positive impact on democratization and economic and social development of the whole country;

2) creation of a model of autonomy based on the principle of independence of universities from the relevant Ministry and faculties from the university and granting broad rights and freedoms to the basic level in higher education system – the faculty; value transformations and *Europeanization* of the academic environment itself, which became a good precondition for changes in university management;

3) introduction of university autonomy, including financial and property rights to universities, contributed to financial stabilization of higher education;

4) under broad rights and freedoms, the state (government and ministry) by law retained the right in democratic forms to participate in the management of higher education institutions through the created system of influences and counterbalances (which makes it impossible to monopolize the management of academic oligarchy).

Thus, the analysis of the main stages and features of the development of higher education system of Slovak Republic showed both the complexity of its transformation path and the possibility of incorporating Slovak experience in Ukrainian system of higher education which is currently undergoing complex process of reforming, modernizing, and adapting to the requirements of the European Union. For Ukraine this experience can also be considered as an example of good governance practices, which should be analyzed to reflect the most effective solutions for higher education management decisions in national education policy.

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Мигович Ірина. Словацька система вищої освіти у взаємозв'язку з суспільними трансформаціями: огляд від часів середньовіччя до періоду європейської інтеграції XXI століття. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 134–143.

Стаття представляє спробу дослідити розвиток національної системи вищої освіти Словацької Республіки (як частини колишньої Чехословаччини), починаючи з перших відомих даних середньовіччя і до початку XXI століття, коли настає період інтенсивної європеїзації та інтернаціоналізації. Значна увага приділяється розвитку вищої освіти в Словацькій Республіці після 1989 року з акцентом на відповідне законодавство, кількість студентів, загальну інституційну структуру. Метою статті є представлення теоретичного огляду розвитку словацької національної системи вищої освіти, що визначається процесами суспільно-політичних перетворень в країні, включаючи інтеграцію до Європейського Союзу та Європейського простору вищої освіти (ЄПВО). Теоретичні положення статті підтверджені відповідними статистичними даними про кількість вищих навчальних закладів та кількість студентів, включаючи кількість тих, хто бере участь у схемах мобільності в межах ЄПВО (статистичні показники враховують гендерну залежність). Увагу також приділено розвитку системи законодавства про вищу освіту країни після так званого розпаду Чехословаччини на Чеську та Словацьку Республіки, що дозволило створити та розвинути приватний сектор національної системи вищої освіти. Дослідження ґрунтується на всебічному аналізі оригінальних джерел – національної законодавчої бази вищої освіти з відкритим доступом, а також теоретичних та практичних дослідницьких робіт словацьких науковців. Актуальність досліджень визначена подібністю словацької та української національних систем вищої освіти кінця XX століття, що дозволяє констатувати, що врахування словацького контексту є актуальним для нинішньої реформуючої національної системи вищої освіти України.

Ключові слова: Чехословаччина, Словацька Республіка, система вищої освіти, освітня політика, Закон про вищу освіту, європеїзація, інтернаціоналізація, приватний сектор вищої освіти.

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FAMILY AS A SOURCE OF FORMING AXIOLOGICAL SYSTEM OF YOUTH: COHERENCE BETWEEN VALUE SYSTEMS OF PARENTS AND CHILDREN

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Abstract. The paper examines the importance of the family as an educational environment for the formation of the value system of the young generation. It is an outcome of cyclical research on the values of the younger and older generation in the Świętokrzyskie Voivodeship in Poland. The research data refer to the value examination questionnaire "100 Sentences - 100 Opinions" by Mirosław J. Szymański and the Value Scale by Milton Rokeach. The results confirm significant similarity of axiological systems for both respondent groups. The comparison of research results from three study stages (1994, 2003 and 2017) proves that the values systems in both younger and older generation are more constant than variable. Therefore, it can be concluded that in spite of disruptions experienced by a contemporary family, it is still considered the source of principles and values for a younger generation. The author proves that the first positions in the young people's and their parents axiological systems are held by the allocentric and prosocial values. This is also confirmed by the appreciation of the value of "true friendship" and "mature love". It is beyond doubt that these values make it possible today to establish close and rewarding relationships that are extremely helpful to the sense of security and recognition. Furthermore, the studies prove that the participants in both research groups perceived the civic and material values as least important. The research studies a rather moderate acceptance by the respondents of the views representing family values. Young people in particular, still refer to the family with reluctance, criticising the various areas of the family's life, and they do not hesitate to point out the factors that disorganise the life of this community. They also clearly indicate their expectations of the family and, as can be anticipated, construct their own visions of the family. Although there are some changes in the order of values, they are not clear enough to suggest that the hierarchy of values and reference to family values of younger and older respondents has changed significantly over the years. The results with regard to the meaning of the family as a source of the young generation's values somewhat undermine the common theses about the little impact of family socialisation on the development and upbringing of the young generation and the loss of the family's basic duties.

Keywords: coherence of value system, family values, socialisation, young generation.

1. INTRODUCTION

Although we have a good knowledge about young youth, it still seems interesting to investigate what values are appreciated by the contemporary youth, what goals and plans they set for the future.

These aspects are linked inseparably with the value system of an individual. Assessing systems of values makes it possible to anticipate the involvement of young people in every aspect of life, how they seek and determine their own place in it, thus initiating their own development. These actions correspond to young people's developmental timeframes, but also cause many difficulties for them, among which there are conditions resulting from the complexity of the modern world, including in particular the disappearance of all standards, the vehemence, diversity and specificity of the phenomena and situations one is confronted with [21, p. 182, 184]. In this context, the observation of the young generation's world of values, and the search for sources of the youth's system of values need to be considered as a necessary action by the representatives of various scientific disciplines. It should be assumed that gaining and constantly updating accurate and comprehensive knowledge about what young people value creates the best opportunity to build effective educational models, which are more suitable for the existing conditions [27].

When analysing different sources of human values, it should be noted with satisfaction that the family is still one of the significant sources of young people's values, being a natural group in which people can develop in the biological, psychological and social spheres. This has been emphasised by leading experts in this field. The family has an extraordinary value, i.e. the ability to unite spiritually the group of people who provide help and care to one another, based on true or implied biological connection as well as family and social tradition [1, p. 21]. It is undoubtedly the best educational environment due to, among other things, a direct contact between all family members, strong and natural ties, continuity of educational influences [29, p. 121–124]. However, the attitude of adolescents to the patterns of thinking and acting passed on in the family is not always straightforward and it depends on many experiences gained outside the family. Hence, one may find elements common to both generations in religious, moral, social and political attitudes, as well as those dividing the generations [11, p. 94]. Therefore, in an attempt to find the sources of the axiological system of young people, we should recognise the impact of other educational environments, including schools, peer groups, institutions and organisations, as well as increasingly intense processes, such as the europeanisation of our society, the commercialisation of culture, influence of mass media and the commonly encountered risks [25, p. 9–30]. This paper tries to determine the scope of influence of the family environment on the axiological sphere of young people.

The issue of the family is very popular, as evidenced by numerous studies on the subject. It may seem that the authors usually focus on different aspects. Hence, there are numerous and repeated examinations of the positive areas of a family operation, the functions and models the families fulfil. It is also possible to notice the focus on family crisis, its conditions and effects on the functioning of the young generation. These issues are of interest to many theoreticians and researchers. They rely on a variety of theoretical constructs, taking into account the interaction, structural-functional, situational, institutional, and other trends [2; 12; 10]. From the perspective of this paper, the most interesting are the pedagogical and psychological contexts of the family. This is justified by the author's cyclical research on the dynamics of changes in the value systems of the representatives of Polish society and the conditions of the values recognised by the young generation [26; 27].

One can hardly disagree with the thesis that the system of norms and values preferred by the young generation depends on the quality of the family environment. The key issue is the ties between the generations present in the family structure. However, a careful observation of the quality of life of contemporary families proves that a modern family encounters numerous difficulties in functioning, many families fail to cope in the new conditions, and consequently, the fulfilment of the functions entrusted to it is hampered, which results in the inefficiency of this educational environment. Understanding the family as a system imposes a set of norms, principles and various measures on it, so that its coherence is maintained. The family system has its own specific features (integrity, circularity, equifinality, equipotentiality, ability of homeostasis and morphogenesis); it formulates its own goals, means of satisfying needs and functioning in society [16, p. 9, 11–16; 18].

Over the centuries, the image of the family, its models and functions have changed [24, p. 696–697]. It is believed that the current understanding of the family seems to be too narrow and does not take

into consideration its new forms. It also raises the question whether there is still a family at all. Given the different sociological positions, the term "postmodern family" appears, encompassing all permutations and combinations of its members [12, p. 53].

The current reality is often characterised in terms of changes. There are few elements of our lives that function today as they did in the past. It also applies to the family. Even if the overall dimension of the changes is positive, the transformation taking place within the family often takes on a traumatic and deeply erosive character. It should be stressed with concern that this causes, among other things, a crisis of moral values, disillusionment, loss of the sense of making things happen, fear of the future, emotional disorders, sense of helplessness. Sudden and profound socio-economic changes have become a carrier of social trauma, and they still strongly determine the quality of family life and the resolution of various problem situations [13, p. 1–12]. Families have changed and new forms of a family life have emerged. These include LAT relationships (Living Apart Together, cohabitation), homosexual, polygamous, reconstructed families, those with an unclear structure (patchwork family), mixed, open, childless, unmarried motherhood or monoparental examples. The distinguished forms of quasi-family life differ from the traditional understanding of the family and entail the creation of alternative forms of family life. One example can be cohabitation understood as a universal form of family life, which allows for building mutual relations without formal obligations and the need to have children. [17, p. 16–17]. Researchers of the family are looking for reasons for its transformation. The causes of family transformation include emancipation of women in different spheres, differentiation of norms and traditional values as well as individualisation and autonomy of family members. When proper functioning of the family is disturbed, it is difficult to build relationships and bonds between family members. Families are unable to cope with situations that generate crises and to overcome crises perceived or experienced as unbearable events or situations. These situations deplete personal resources and affect people's defence mechanisms [14, p. 159]. In the context of numerous reasons causing crisis situations, and thus deeply affecting the proper functioning of the family, it is necessary to underline the incompatibilities or loss of value, discrepancies in goals and in the understanding of social roles by individual family members. [14, p. 162].

In view of the above considerations, it seems justified to evaluate the coherence of value systems between the older and younger generations within the family. The research findings may become the basis for characterising the quality of life of a modern family in comparison with the quality of life of previous generations and for determining the directions of family transformation. It is worth noting that despite the generally-experienced collisions related to the quality of family life, both family and marriage are still the values highly esteemed by the Polish people [7, p. 91–96; 12, p. 253; 4, p. 21–22; 30].

2. STUDY ASSUMPTIONS, GOALS AND ISSUES

This research should be considered as an exploratory and explanatory study. The research procedure was carried out in 2017, and is included in the author's own cyclical research series, conducted since 1994 to the present day [25; 26; 27]. This paper presents those items which relate to the search for consistency between the youth's value system and that of their parents, and which supplement the data previously published [28, p. 174–188]. The research was conducted among the students of vocational and general secondary schools and their parents in the Świętokrzyskie region in Poland. The data obtained made it possible on one hand to capture the similarities and differences in the group of young people and their parents, and, on the other, to assess indirectly the influence of the parents' value system on the value system of their children. Understanding the young generation's value systems opens up perspectives for predicting young people's activity in various aspects of life, and provides a basis for planning social life forms. In this sense, the research carried out has also practical value [27]. The essential study problem was expressed by the question "*To what extent can one determine the coherence of pupils' and their parents' value systems?*" This problem was further detailed in the form of questions about correlations between the value systems of both groups of respondents, and

about the diversity of the socio-educational context in relation to the value systems of youth and their parents. The research assumptions were based on the procedures developed by Mirosław J. Szymański and Milton Rokeach.

2.1. OPERATIONALISATIONS OF NOTIONS

The study included several groups of variables: 1) explained changes (10 groups of values defined by means of the questionnaire "100 Sentences - 100 Opinions" by Mirosław J. Szymański, and two lists of values (terminal and instrumental), distinguished by means of the Milton Rokeach's Value Survey, 2) explanatory (individual variables and social characteristics: gender, age, occupation, job seniority, place of work, place of education, level of education, place of residence), and 3) contextual (recognition of mutual relations between the surveyed communities: children - parents). This group also includes control variables for the purpose of self-evaluation of own study – CCI (certainty of response index), i.e. assessing the consistence of the provided replies with own opinions (as percent, in the range of 0-100%).

First of all, the questionnaire "100 Sentences - 100 Opinions" was used. This is a study tool, developed by M. J. Szymanski. This tool contains 100 different views, which the respondents were asked to address in scope of 10 groups of values: pro-social, family, educational, material, cultural, civic, recreational, affiliate, work-related, power-related.

The respondents replied to each sentence in the questionnaire using a five-point scale, choosing one of five options: a) I agree strongly, b) I tend to agree, c) I don't know, I don't have an opinion, d) I don't really agree, e) I definitely disagree. These answers express: a) strong approval, b) moderate approval, c) ambivalence, d) mild rejection, e) strong rejection [23, p. 132–133]. The questionnaire is adapted to statistical calculations, but also enables qualitative analyses [22, p. 136]. Given that certain views may have become somehow obsolete, some modifications have been made in the content of the opinions, to which the author of the tool granted his consent [27, p. 71–72].

The study also employed Milton Rokeach's Value Survey (RVS), adapted into Polish by Piotr Brzozowski [3, p. 527–540]. Milton Rokeach assumed that the total number of human values is small and amounts to several dozen, the values are arranged in a system, all people have similar values, the values come from culture, society and its institutions as well as from human personality [3, p. 527–540]. Value Survey allows determining the so-called regulatory power of a particular value. The higher the position of a given value in relation to the others, the greater is its influence on human behaviour and more frequent are the behaviours related to that value. In order to measure the relative importance of the values, Milton Rokeach distinguished 18 terminal values and the same number of instrumental values, thus creating independent scales: terminal values (TV) - supra-situational objectives of human life, and instrumental values (IV) - general approaches adopting the nature of the means to implement the terminal values. The statistical study (the SPSS statistical package was used) involved the data from 1055 students and 627 parents, of which 479 complete parent-child pairs were constituted. These pairs contributed to the implementation of the main study problem, i.e. assessing the consistency of parents' value system with that of their children.

2.1. VALUE CHOICES OF STUDENTS AND PARENTS ON THE BASIS OF THE "100 - SENTENCES - 100 OPINIONS", BY M. J. SZYMAŃSKI AND MILTON ROKEACH'S RVS SCALE

Conducting cyclical research on the values recognised by the younger and older generation has provided rich observations, which will be used here for comparison with the results obtained in 2017. It also creates an opportunity to decide on the change or stability of the youth's and adult's value system in the context of changing socio-cultural conditions. Even a preliminary analysis of value consistency by means of measurement using the "100 Sentences - 100 Opinions" questionnaire in students and their parents proves the correlation in 10 value groups. There is a fairly high similarity in the value systems that can be presented based on the assessments of parents and their children ($R_{\text{Spearman}; N=10}=0.697$) – Table 1.

Students (N=1055)		relations	Parents (N=627)	
M	Value type		Value type	M
0.92	Allocentric	←→	Allocentric	0.74
0.59	Prosocial	←→	Prosocial	0.71
0.55	Pleasure	↗↘	Work	0.62
0.49	Work	↖↗	Family	0.50
0.43	Power	↔↔	Education	0.47
0.32	Family	↔↔	Power	0.44
0.27	Education	↔↔	Cultural	0.33
0.18	Civic	↔↔	Civic	0.28
0.14	Cultural	↔↔	Pleasure	0.22
-0.28	Material	←→	Material	-0.30

Tab. 1. Differentiation of acknowledging the values according to the "100 Sentences - 100 Opinions" questionnaire (by median) students - parents.

Key: - order in the category by average value assessment index, descending

The data indicate that the studied groups differ in terms of the analysed values. The parents of the examined students form a different group from their children primarily in terms of recognising *pleasure* values - they regard such values less than their children do, compared to other examined values. It is also observed that parents prioritise *work*, *family*, *educational* and *cultural* values, in comparison to their children. Family values, analysed with particular attention, ranked fourth in the parents' group and sixth in the students' group. While this is not a significant difference (by two positions on the scale), it still seems worth emphasizing. Quite similar results were obtained in the past studies. At that time, in the category of so called pairs: parent-child, family values were much more appreciated in the subgroup of parents (fifth place) than in the subgroup of students (seventh place) [25, p. 171].

It should be noted that despite the differences in the position of individual value groups in the order of values, young people and their parents consider family values very important, just like they did in the past. Though it is not a leading position, it still remains a source of satisfaction, especially that both young people and adults are quite critical as regards the assessment of indicator sentences representing this particular group of values. The visible differences in acknowledging individual values, including family values (mean score) result, as it should be assumed, from the age of the respondents and the different life experiences. Therefore, the appreciation of the family as a place of retreat in difficult life situations and obtaining help from the loved ones is more valued by the older respondents. Similar references are observed with regard to educational, cultural and work-related values. Differences in the assessment of these values seem obvious and require no extensive explanation.

students	Me	M		parents	Me	M
safety of family	4	5.3	↔	safety of family	2	3.8
health	4	5.5	↔	health	2	4.7
respect	7	7.7	↔	wisdom	6	7.3
mature love	7	7.9	↔	respect	7	7.2
true friendship	7	8.0	↔	true friendship	7	8.1
wisdom	7	8.1	↔	peace in the world	8	8.7
freedom	8	8.2	↔	mature love	8	8.9
pleasure	10	9.7	↔	national security	8	9.0
peace in the world	10	10.0	↔	freedom	9	9.2
equality	10	10.1	↔	internal harmony	10	10.2
national security	10	10.1	↔	equality	11	10.8
sense of accomplishment	11	10.5	↔	social recognition	11	11.0
comfortable life	11	10.8	↔	pleasure	11.5	10.8
internal harmony	11	11.0	↔	salvation	12	10.8
exciting life	12	10.9	↔	sense of accomplishment	12	11.0
social recognition	12	11.3	↔	comfortable life	14	12.5
salvation	13	12.1	↔	exciting life	14	12.9
world of beauty	14	12.9	↔	world of beauty	14	13.3

Tab 2. Differences in the terminal value systems, as per RVS, in the student population (N=1055) compared to parents (N=627)

Key: - on a theoretical scale from 1 to 18, where 1 is the first, most important rank
 - Me – median, M – mean of ranks after rounding
 - in the order specified in the RVS questionnaire

Both students and parents demonstrate a similar order of values (relative to median) within the terminal values. Correlation is clear and high. The shifts occur in adjacent places in the value system: the first and second places in both groups are held by the values of *family safety* and *health*, the last place is occupied by the value *world of beauty*. A similar sequence of values, and thus a great resemblance between the studied groups, is found in instrumental values, as shown in Table 3.

students	Me	M		parents	Me	M
ambitious	6	6.8	↔	loving	5	6.3
loving	6	7.1	↔	honest	6	6.6
honest	6	7.4	↔	ambitious	6	7.0
responsible	8	8.2	↔	responsible	6	7.0
loyal	8	8.5	↔	cultural	9	8.8
clean	9	9.2	↔	helpful	9	9.0
cultural	9	9.2	↔	considerate	9	9.0
considerate	9	9.5	↔	loyal	9	9.3
brave	10	9.5	↔	brave	9	9.8
intellectual	10	9.5	↔	intellectual	10	10.1
helpful	9	9.7	↔	independent	10	10.2
independent	10	9.9	↔	composed	10	10.4
composed	11	10.7	↔	obedient	11	11.1
with broad horizons	11	10.8	↔	clean	11	10.2
logical	11	10.8	↔	logical	11.5	10.7
efficient	12	11.0	↔	with imagination	12	11.7
with imagination	12	11.0	↔	with broad horizons	12.5	11.5
obedient	13	11.8	↔	efficient	13	11.6

Tab. 3. Differences in the instrumental value systems, as per RVS, in the student population (N=1055) compared to parents (N=627)

Key: - on a theoretical scale from 1 to 18, where 1 is the first, most important rank

- Me – median, M – mean of ranks after rounding

- in the order specified in the RVS questionnaire

Just like with terminal values, the results presented by means of the scale of instrumental values also show similarities as well as differences in the recognition of values in both groups of the respondents. From the standpoint of these analyses, the identical high appreciation for the value of *safety of the family* is worth emphasising. Moreover, as in the case of the "100 Sentences - 100 Opinions" tool, the higher appreciation of the indicated value is noted in the parents' group (M=3.8), than in the youth group (M=5.3).

The obtained assessment indicators of the particular values clearly demonstrate that younger and older respondents appreciate the human qualities relating to the value of *responsible* equally. The average scores in the group of students and parents are M=8.2 and M=7.0 respectively, which allows to place this value quite high on this scale. In both groups, this value holds fourth position on the scale. It is therefore a highly esteemed value, often associated with the value of *freedom*.

In summing up the obtained hierarchies with the use of M. Rokeach's Value Scale, it should be stated that the leading positions are: *loving*, *ambitious*, *honest* and *responsible*, with slight shifts in both groups. This result corresponds to the results of the "100 Sentences - 100 Opinions" tool by M. J. Szymański, which is evidenced by the highest positions awarded to allocentric and pro-social values. The greatest differences in value assessment by adults and their children are observed in relation to the following values: *clean* (higher appreciation in the group of students – M=9.2, parents – M=10.2), *obedient* (higher appreciation in parents – M=11.1, students – M=11.8), *helpful* (higher in parents – M=9.0; students – M=9.7). The result obtained (consistency of parents' and their children's value systems) is further confirmed by additional analyses of accuracy of opinions [27, p. 180–18].

The above statements are supplemented by the analyses of the respondents' reference to selected indicator sentences, which represent family values. Examining respondents' references to the evaluated statements will allow for confirming the actual consistence of the youth's and their parent's opinions

with regard to the family values. The subject-matter literature contains numerous evidences of how important the quality of life in the family is, including a wide range of conditions that form the basis for the construction of life perspectives by the young generation and for shaping the attitudes, beliefs and aspirations of the youth [27, p. 180–186]. The implementation of values in the family is comprehensive, uncontrolled and spontaneous. It is based on a spiritual and biological bond, and the incorporation of the most valuable values cultivated in the family is fostered by an atmosphere of closeness and the quality of bonds between individual family members [5, p. 36; 9, p. 182].

There is no questioning the fact that the family as a social structure is undergoing constant changes. These changes concern both the family's structure and the functions it fulfils. Family size has shrunk to a small one, which in turn deteriorated the bonds and contacts between the family members. The functions and tasks entrusted to the family are also performed in a different way; currently they are not attributed to a given gender. Growing autonomy and individualism has led to a weakening of the parents' and grandparents' authority. P. Sztompka argues that individualism is related to the marking of the existence of human beings, who, regardless of their environment and external influences, pursue their own goals. A person is endowed with status and permanent rights, both as an individual and as a member of a given society, influences his or her life, and having various life patterns to choose from, takes sole responsibility for his or her achievements and failures [20, p. 579]. A special manifestation of individualism is the observed behaviour of young people, who use their rights to choose and to live freely in various forms of activity. They break away from adult control. This is also noted by our respondents, but nearly half of them do not agree with the statements: *"Family today is not what it used to be before; it is increasingly more evident that family members are becoming strangers to one another"* (53% students and 57.3% parents), and *"It is increasingly common for a family to set a bad example for children"* (62.6% students, 62% parents). When assessing the quoted opinions, it is worth noting a fairly large group of younger and older respondents who have no specific opinion on the subject (one in ten respondents). Though the obtained indicators are not very high, they suggest that parents make great efforts to ensure that their children have favourable conditions for psycho-social development. They also understand that attention to being close to a child, right emotional interactions and proper dialogue create valuable ground for children to become mature.

At this point, it is worth reiterating after J. Mariański that at present one can see a model of a post-modern family that is adequate to the conditions in which we live. It is characterized by its complexity, plurality of its forms, lack of compulsions concerning the role of individual members; instead, one observes the negotiability of own expectations [12, p. 51]. Although the proposed standpoint of sociologists sets the framework for contemporary families, including the Polish ones, it does not always mean neglecting family responsibilities. This is reflected in the assessment of particular views. And so, the vast majority agree more or less strongly with the statements: *"In difficult life situations, family is a place where you can find help and care"* (82.8% of youth and 87.1% of parents) and *"The nicest moments in life include time spent with the family"* (72.7% of youth and 79.4% of parents). The acceptance of the above views proves that disturbances in the functioning of the family, commonly formulated and experienced by many people, do not translate into how the family is perceived by the examined youth and their parents. The respondents claim that the family remains the environment where the needs are met and the foundations for acting in the future are constructed. The respondents prove the thesis formulated by the psychologists that the feeling of belonging - in this case to a family - is an essential resource determining the proper development of a young person and creates potential for the next stages of life. This is because it happens from the first moments of life and enables development in every sphere, constructing one's own person, acquiring the basis for the realization of parental and professional functions [19, p. 85]. The parents' behaviours and positive emotions expressed by them are also important, as they become an essential basis for the emotional development of children. Such resources affect the adaptive functions and enable a better quality of life [6, p. 300–319]. They also foster creativity, development of thinking and problem-solving [8, p. 87–100].

Both the young and the older respondents also express their appreciation of parents' efforts and contribution to preparing children for adult life. They recognise their contribution to the goals of

upbringing, their ability to discover and build their own self and efforts to ensure their success in life. They express high approval for the view that *"People's behaviour reflects how they were brought up in the family"* (75.6% of youth and 79.2% of parents).

While most families face significant difficulties, students find in it the necessary potential to equip children with the essential basis for good functioning. Despite a commonly observed phenomenon of dysfunctionality, which also affects Polish families and is of serious importance for the realization of care, educational and economic functions, more than half of the respondents disagree more or less strongly with the following views: *"The importance of the family is constantly diminishing, as more and more of life affairs are resolved outside it"* (55.4% of youth and 57.9% of parents) and *"It is increasingly common for a family to set a bad example for children"* (62.6% of youth and 62.2% of parents). In the study participants also expressed much hesitation about these controversial views, with as many as one in six respondents having no definite opinion on the subject. When examining parents' opinions on all views representing a group of family values, it is important to stress the consistency of referring to those views. Parents demonstrate a strong position that the family continues to play a significant role in the development of the young generation. A separate question is to what extent parents consider and evaluate their own upbringing decisions, and whether they fully understand the family's responsibilities, including, for example, opposing family disintegration and even dysfunctionality under current conditions [10, p. 88]. The complexity and difficulty in solving these problems by parents is evidenced by their ambivalent attitude to many views on the family.

Of all the assessed statements, the one causing most difficulties was: *"Mothers who raise children while on parental leave should be treated everywhere as if they were working"*. In this case, young people express the greatest hesitation (almost every fifth person surveyed), which is probably related to the lack of experience in this area. However, 64.5% express stronger or weaker approval of such statement (approval in parents – 76.9%).

Looking at the overall assessment of the indicator sentences representing family values, it is evident that the respondents - young people and their parents - express high appreciation for the views representing family values. However, these evaluations take into account the change in the model and the scope of family functions as an upbringing environment. Still, it must be clearly stated that a significant part of the respondents (especially young people) does not have a well-founded opinion on these issues. The number of the respondents expressing ambivalent attitudes grows with the decline of the rank of views concerning this group of values on the ten-degree scale.

3. CONCLUSIONS

While summarising the considerations on the recognition of values by young people and their parents so far, it should be stressed that both research groups are quite similar in relation to the values included in the study. The first positions in the young people's and their parents' axiological systems are held by the *allocentric* and *prosocial* values. This is also confirmed by the appreciation of the value of *"true friendship"* and *"mature love"*. It is beyond doubt that these values make it possible today to establish close and rewarding relationships that are extremely helpful to the sense of security and recognition. It is particularly satisfying to note that these values, in line with Rokeach's concept, fall within the scope of central values, which implies their greater durability [3, p. 527–540]. Thus, they are part of values that do not yield to the passage of time, and form a solid basis for human behaviour. This is evidenced by their high position recorded in author's previous studies [25, p. 170–202]. Furthermore, the studies prove that the participants in both research groups perceived the *civic* and *material* values as least important. According to the classification by S. Ossowski, these values are still regarded as "solemn" and "festive" [15, p. 88–93], while the reference of the respondents to views representing the indicated values clearly reflect the general moods towards these areas of reality. It should also be stressed that the main difference between the order of values in younger and older respondents is the position of *pleasure* values in it. These values are placed by young people at the top of the value hierarchy, and they close the list in the group of parents.

With regard to the estimated consistency in the parent-child pairs on the basis of the M. J. Szymański's questionnaire, it is stated that the different views of the studied groups concern the *pleasure* values (lower recognition by parents), as well as those *related to work, family, educational and cultural* ones (higher recognition by parents) [27, p. 216–217]. Similar situation is observed in the results obtained using M. Rokeach's Value Scale. This provides solid grounds for concluding that there is coherence between the value system of parents and the value system of their children.

It is also important to highlight a rather moderate acceptance by the respondents of the views representing family values. This is the outcome to reflect upon. Over the recent years, the recognition of a family as an important place in the development of each family member has increased significantly [26]. Yet, young people in particular, still refer to the family with reluctance, criticising the various areas of the family's life, and they do not hesitate to point out the factors that disorganise the life of this community. They also clearly indicate their expectations of the family and, as can be anticipated, construct their own visions of the family. In general, it must be stated that the obtained sequence of values has a flattened character, as was assumed. The distance between particular values is insignificant. Also, there is no evidence of clear individual differences in the preference for the values tested. The material obtained confirms greater stability rather than variability of youth's and parents' value systems. Although there are some changes in the order of values, they are not clear enough to suggest that the hierarchy of values and reference to family values of younger and older respondents has changed significantly over the years.

The results with regard to the meaning of the family as a source of the young generation's values somewhat undermine the common theses about the little impact of family socialisation on the development and upbringing of the young generation and the loss of the family's basic duties. As argued by J. Mariański, there are numerous behaviours that weaken mutual relations and destroy bonds (e.g. divorces), but still the family is a value that is experienced, appreciated and desired [12, p. 60]. The author also claims that the transformations taking place in the European family are an important ground for the transformation of the Polish family, which can be manifested in the future by widely disclosed moral and cultural orientations, radically different from those of previous decades. Current moral and cultural orientations are articulated by individualistic understanding of freedom, moral relativism and a hedonistic lifestyle. In post-modern societies, traditional marriage and family models are losing their importance [12, p. 61]. This entails upsetting young people's conscience, ambiguities in their system of values and inconsistencies in their understanding of goals [22, p. 135]. This is confirmed by the results obtained in the course of the study, presented selectively in this paper. The research observations should be considered important from the perspective of implementing the educational process within the family and estimating its outcomes. Regardless of the adopted concept (convergence or classical universalism), it is necessary to determine both endogenous and exogenous factors [18, p. 237–238]. The contents and corresponding educational methods used for the purpose of intergenerational communication should also be reconsidered. This is a particularly justified and urgent step in view of the trends observed in ageing societies, including the Polish one.

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Мариола Войцеховска. Сім'я як джерел формування аксіологічної системи молоді: когеренція між системою цінностей батьків і дітей. *Журнал Прикарпатського університету імені Василя Стефаника*, **7** (1) (2020), 144–155.

У роботі обґрунтовано значення родини як освітнього середовища для формування ціннісної системи молодого покоління. Автором представлено результат циклічного дослідження цінностей молодшого та старшого поколінь у Свентокшиському воєводстві у Польщі. Дані дослідження стосуються опитувальної експертизи "100 вироків - 100 думок" Мірослава Дж. Шиманського та шкали цінності Мілтона Рокеаха. Згідно результатів дослідження виявлено значну схожість аксіологічних систем для обох груп респондентів. Порівняння результатів досліджень трьох етапів дослідження (1994, 2003 та 2017 рр.) доводить, що аксіологічні уявлення як у молодого, так і у старшого покоління є більш постійними, ніж змінними. Зважаючи на це, перші позиції в аксіологічних системах молоді та їх батьків займають алоцентричне та просоціальне значення. Це підтверджується також оцінкою цінності "справжньої дружби" та "зрілої любові". Без сумніву, ці цінності сьогодні дозволяють встановити тісні та корисні взаємини, які надзвичайно потрібні для відчуття безпеки та визнання. Крім того, дослідження доводить, що учасники обох дослідницьких груп сприймали громадянські та матеріальні цінності як найменш важливі. У роботі досить помірковане сприйняття респондентами поглядів, що представляють сімейні цінності. Зокрема, молоді люди все ще ставляться до сім'ї з неохотою, критикуючи різні сфери життя родини, і вони не соромляться вказати на чинники, які дезорганізують життя громади. З'ясовано, що вони чітко вказують на свої очікування сім'ї та, як можна передбачити, будують власні бачення сім'ї. Хоча в порядку цінностей є деякі зміни, вони не є достатньо чіткими, щоб припустити, що ієрархія цінностей та посилення на сімейні цінності молодших та старших респондентів за останні роки значно змінилися. Результати щодо значення сім'ї як джерела цінностей молодого покоління дещо підбивають загальні тези про незначний вплив сімейної соціалізації на розвиток та виховання молодого покоління та втрату основних обов'язків сім'ї.

Ключові слова: узгодженість системи цінностей, сімейні цінності, соціалізація, молоде покоління.

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METHODOLOGY OF PROBLEMS CREATION AND SELECTION FOR ASTRONOMY OLYMPIADS ON EXAMPLE OF TASKS ON THE TOPIC OF KEPLER'S LAWS

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Abstract. Based on many years of experience in the organization of the third stage of Ukrainian National Astronomy Olympiad, the authors of the article attempt to formulate general principles for the selection and compilation of astronomy olympiad problems, as well as to demonstrate the application of the described principles on the example of astronomy olympiads in Ivano-Frankivsk region.

The peculiarities of school Olympiad in astronomy, the purpose of their conduct, the specificity of task packages, including necessity for differentiation by complexity and topics, were analyzed. A characteristic feature of the Olympiad tasks is their non-standard nature, necessity to use methods that are unusual for students to solve problems. On the other hand, such tasks should match intellectual development of the competition participants, and the course of the solution should be accessible to understanding and should not require knowledge of a university program. In particular, on the basis of the analysis by the authors of the process of compiling astronomy Olympiad tasks, which were offered to students in the past years at the regional stage of the student Olympiads, were identified, the methods of their creation were systematized and characterized. Each method contains a detailed explanation, justification for its use and examples, both analytical and practical. For the sake of clarity, the topic "Kepler Laws" was chosen for Olympiad problems, which were analyzed and methods used to create them were described. This topic is one of the fundamental in the school astronomy, which determines both the need to include such tasks in the Olympiad program and the complexity of their choice, and creation, because the topic is narrow enough and is qualitatively covered in various textbooks and collections of problems.

Keywords: Olympiad tasks, Ukrainian National Astronomy Olympiad, Kepler's laws.

1. INTRODUCTION

Traditionally, a school student subject Olympiads is a general measure aimed at stimulating the attraction of individual students to self-education, updating their interest in studying the subject, forming the initial research skills of a future scientist. An analysis of the process of organizing such competitions at school district, city, or regional levels over the years has shown that the problems that arise from this are largely determined by the overly formalized approach of the organizers or subject teachers, the overload of some participants in competitions in multiple subjects over one year,

insufficient attention to the preparation of the psychological state of children (lack of their understanding of expediency to participate in the competition and the benefit of additional training in the subject).

Objective: To explore and formulate tasking principles for Ukrainian National Astronomy Olympiad.

One of the main factors for the success of the National Olympiad at different levels is the adequacy of the selection of tasks of the so-called "Olympiad type", the content of which formulation and approaches to the solution should, on the one hand, not go outside the program, and on the other – contain non-standard, not spelled out in textbooks, elements of approaches to their interpretation or resolution. Of course, the characteristic of the content of the Olympiad tasks is determined by the course and may contain certain elements, depending on the purpose that the author group defines. In this perspective, the subject of the Olympiad in Astronomy is particularly noteworthy. This is due to several features of studying a discipline in a school course.

1. Astronomy as a school subject is usually studied only in the final grades of a comprehensive school. In addition, the number of academic hours allocated to the study of astronomy is very limited. Such factors do not contribute at all to the good learning of the students of the discipline, and the preparation of children for the Olympiad should be conducted in the framework of group work or individual events outside the school curriculum.

2. As experience shows, it is irrational to divide Olympiad participants by classes at school. It is possible to separate the maximum into two groups (senior and junior), formed by the level of training in related subjects (physics, mathematics and geography).

3. In the design of tasks, unlike approaches in the organization of the Olympiad from other disciplines, it is not possible to be guided by the principle of conformity of the content of the tasks with the passed stage of studying the material of the discipline. Thus, the consent of the participants of the Olympiad and their leaders is necessary to solve the task of a level that is much higher than the material of the school discipline. In the case of junior pupils participating in the Olympiad, such material is not studied at all at official lessons.

4. In comparison with other subjects, the astronomical Olympiad movement has a rather short history, which determines the weak level of material and educational base, in particular the lack of literature, including scientific publications, aimed at improving the skills and knowledge of teachers, training of students, etc.

In view of the above arguments, astronomical Olympiads require careful study and development of methods for their conduct.

Despite the efforts of individual domestic and foreign educators, scientists and methodologists (I. Klymyshyn, S. Kuzjmenkov, I. Sokol, A. Buryj, B. Voroncov-Veljjaminov, M. Daghajev, A. Sule, M. Sandu etc.) an important characteristic of astronomy Olympiads in connection with the short history of their conduct is a small amount of literature for the preparation of students.

Much worse is the situation with scientific publications and methodological support for astronomical Olympiads: only a few works are available on this topic. In particular, in the article by S. Malchenko an attempt was made to carry out a general analysis of problems, but the described approach has no clear application in the compilation of astronomical Olympiads [1]. I. Pustynnykova, Ju. Kucher, A. Stavsjka conducted an analysis of the evaluation of the Olympiad tasks [2].

According to the team of authors, the works of the Romanian scientist M. Sandu, especially in [3], where the in-depth presentation of theoretical material on astronomy in the context of the Olympiads is conducted, as well as examples of particularly complex problems with detailed descriptions and explanations are extremely useful for the methodological support of the Olympiads.

2. ANALYSIS AND DISCUSSION

2.1. THE COMPLEXITY OF THE OLYMPIAD PROBLEMS

The task package for school astronomy Olympiad should be differentiated in complexity, that is, contain both basic level tasks, medium and high complexity tasks. This is due to the goals that the organizers of the student Olympiads face, because the event must fulfill the following tasks:

- stimulate creative self-improvement of children, student youth;
- identify and develop gifted students, assist them in choosing a profession, involve them in higher education;
- realize the abilities of talented students;
- increase interest in in-depth study of educational, special and professional disciplines, to develop in the circles of students youth research skills;
- promote the achievements of science and the latest technologies etc. [4]

Thus, the simple, basic tasks included in the package are aimed at strengthening students' self-esteem and preventing the loss of interest in the study of astronomy. It should be noted that the tasks of this class should include, except classical and template problems, simple non-standard tasks for logic and general erudition. Such tasks can be both purely astronomical or belong to related disciplines. At the same time, it is not necessary to be limited only to physical tasks; however, geography, chemistry and mathematics are related to astronomy as well.

To stimulate students' creative self-improvement, it is also necessary to include mid-complexity tasks that require a high level of knowledge of basic models and laws, the limits of their application, knowledge of effects, creative thinking. These tasks should be simple for well-prepared students and encourage less-prepared students to study further. Also, such problems are intended for grading student achievement and identifying winners.

Equally important is the inclusion in the Olympiad of a high level of complexity - creative, non-standard, multi-stage tasks, the solution of which should be based on the application of different laws, taking into account many effects, the use of unusual ways for students to solve and knowledge of other disciplines. These tasks are aimed primarily at realizing the abilities of talented students, determining the winners of the Olympiad. Such tasks should be selected in such a way that they can be solved by units or, even, no complete solution is given. It provides, on the one hand, the selection and stimulation of the interest of the most able and inquisitive students, provides an improvement in the level of knowledge of teachers and students, prevents stagnation in teaching and learning, and on the other, provides the main paradigm of the Olympiads: student evaluation is not on the principle of control work when assessing the correctness of the answer, and on the "idea" principle, when the most important in the problem is the idea of its solution, not its course and final answer. According to the team of authors, the application of the principle of control work (test) to the astronomy Olympiad is the main problem of such events at different levels. In this case, the winners are not the the most trained students with non-standard, creative thinking and sophisticated analytical skills, but the students who are the most proficient in calculations and can make a large amount of calculating with limited numbers of errors for a limited time. This contradicts the principles and objectives of the Ukrainian National Astronomy Olympiad as defined in [4,5].

It is possible to combine sub-items of varying complexity in a complex task. This approach is often used in the tasks of international Olympiads, in particular the International Olympiad in Astronomy and Astrophysics [6,7].

2.2. THEME OF TASKS

Letters from the Institute Of Education Content Modernization and the decree of the Ministry of Education and Science of Ukraine define the indicative list of theoretical questions which student Olympiad tasks should be based on, as well as recommendations for adhering to the subject and format of the previous Olympiad Olympiad, and a list of recommended literature [4; 5].

A feature of astronomy among other disciplines is the relatively small number of topics provided for study. This defines the problem of composing and selecting non-standard tasks of medium and high complexity, and together with the lack of teaching astronomy to students before 11th grade determines the need to use knowledge of related disciplines and general erudition. Here again it should be emphasized that the problem of the modern Ukrainian National Astronomy Olympiad is a significant bias towards physics and neglect of the cross-cutting links with mathematics, geography and chemistry.

It is important to cover a variety of topics in order to encourage students to comprehensively study the discipline and related fields, which should ensure the full development of students participating in astronomy Olympiads. This rule is also confirmed by the statutes of international Olympiads, in particular, the statute of the International Olympiad in Astronomy and Astrophysics determines the need to use at least 4 sections of astronomy in the package of tasks [6]. However, some topics are basic in astronomy, which determines the need for their deep understanding of students. These include, for example, Kepler's laws, the daily motion of Earth, stellar magnitudes and photometry, telescopes and their characteristics, the redshift and the determination of distances to galaxies (for 11th grade students) and more. According to the team of authors, tasks on these topics should be included in each package. There are several problems with this.

The first is the limited size of the task package and the need for balance with other topics. The solution to this problem is complex problems, which need to be solved either by attracting knowledge on different topics, or those that consist of many diversified sub-topics.

The second problem is the considerable complexity of selecting non-standard and creative tasks on these topics. You can use the following methods to solve them. As an example, the topic of "Kepler's Laws", which is one of the fundamental in the school astronomy framework, was chosen to analyze the methods of problem-solving.

2.3. METHODS OF COMPOSING NON-STANDARD ASTRONOMY PROBLEMS

The author's classification of methods for compiling non-standard astronomy problems will be described below. At the same time, the tasks for convenience are presented separately, as some of them illustrate several principles at once.

2.3.1. THE METHOD OF UNUSUAL ACCENT

The school course examines Kepler's laws as follows [8]:

1. Each of the planets moves around the Sun along an ellipse in one of the focuses of which is the Sun.
2. The radius vector of the planet at equal intervals grabs equal areas.
3. The squares of the sidereal periods of rotation of the planets around the sun are directly proportional to the cubes of the large axes of their orbits.

If the sidereal periods of rotation of two planets denote T_1 and T_2 , and the large semi axes of the ellipses - respectively a_1 and a_2 , then the third Kepler law is:

$$\frac{T_1^2}{T_2^2} = \frac{a_1^3}{a_2^3}$$

The students also study the generalized third Kepler law: if the sidereal periods of rotation of two planets denote T_1 and T_2 , the large semi axes of the ellipses - respectively a_1 and a_2 , and the masses of central bodies and their satellites - respectively M_1 and M_2 , m_1 and m_2 , then:

$$\frac{(M_1 + m_1) \cdot T_1^2}{(M_2 + m_2) \cdot T_2^2} = \frac{a_1^3}{a_2^3}$$

Students usually concentrate on Kepler's third law, with the other two getting undeservedly little attention. Thus, shifting the focus of the problem to using the properties of an ellipse (Kepler's first law) or comparing flight time by comparing squares (Kepler's second law) can make the task unusual and interesting.

Thus, to summarize, the basic idea behind this method is to use laws or principles that in other circumstances receive little attention

2.3.2. METHOD OF DETAILS

This method is partly similar to the unusual accent method, since the content of the material, which has received little attention, is the basis of the problem. However, in this case it is not a law, but a certain property or feature of a well-known law. These may be the limits of its application, specific details of its application under certain specific conditions, the unusual nature of submitting certain variables, etc. A good example is to provide data about the orbit parameters of system around its center of mass instead of the satellite orbit parameters around the central body. Thus, the detail is that the third Kepler law can be applied only to a reference system that is fixed to one of the objects of the system, and impossibility to apply it to the reference system connected to the center of mass.

2.3.3. METHOD OF NEGLECTION

A feature of astronomy among other disciplines is low accuracy and a large number of approximations. You can introduce this feature by adding a task into a package to evaluate certain values. Typically, such tasks involve improving creative and non-standard thinking in order to create an idealized model for describing a phenomenon or process that rejects irrelevant details and focuses on the essence. Important in such tasks is to prove the feasibility of simplifications, to demonstrate their capabilities and to evaluate the error in calculations. An example of such assignments is the problem that involves the need to use the second Kepler law to estimate the value of the area grabbed by the radius-vector.

2.3.4. COMPREHENSIVE METHOD

The comprehensive method is one of the easiest ones in this list. It involves merging several, usually 3-5, classic and template tasks into one. However, the complexity of the tasks created by this method is based on the fact that the student needs to split one big problem into several subtasks that need to be solved separately, and then summarize the results for a common solution. Thus, the level of complexity of such tasks is determined by the apparent partitioning and the smoothness of transitions between subtasks.

2.3.5. METHOD OF CONSEQUENCES

According to the team of authors, the tasks accomplished by this method are extremely important, since solving them requires not only a thorough knowledge but also analytical and creative skills of the students. The problem is formulated in such a way that its solution is based on a non-standard consequence of the known law. Usually, the consequence is rather narrow in scope, that is, it is relevant only for a specific set of characteristics of the external or internal environment, or solves a very narrow problem, so that in other circumstances student do not pay attention to it. An example of such an effect on the topic "Kepler's laws" is the invariance of the dependence of the rotation period and the large semi axes on the ratio of body masses of the system. Therefore, it can be assumed that the transfer of mass from one body to another the rotation period and the large semi axes will not change. It should be noted that this effect only acts when it is possible to neglect the mass of the substance, which is currently transmitted from one body to another, in comparison with the mass of the bodies of the system.

2.3.6. THE METHOD OF ANALOGIES

Tasks made using this method use law, pattern, or theory that are familiar to students in one particular context, transferring its use to another, similar in content. Thus, students should draw an analogy between the phenomenon or process described in the problem and what is already known to them, identify common and distinguishing features, and use a known mathematical or physical model, law, or pattern based on it. An example of using this method is to give the task of changing the orbital period when the rate of change is known. Students, for example, may be asked to make an analogy with rectilinear motion and to determine the rotation period after a certain time based on known laws.

2.3.7. METHOD OF NEW LAWS

This method is intended to actualize and improve the analytical and creative abilities of students, and use elements of the subject unknown to the students. The condition of the problem must include a detailed description of model, law or hypothesis that underlies the solution of the problem, except for the moments that the student must reach to on the basis of principles known to him from the school course. Such tasks can be even simple if they only involve the use of the models, laws, or hypotheses described in practice. It should be borne in mind that some students, especially at the first stages of the Olympiad, may not even begin to solve the problem because of the long condition and the presence of unknown formulas in it. However, the team of authors considers it expedient to use such tasks at the III and IV stages of the student Olympiads.

2.4. EXAMPLES OF TASKS ON THE THEME "KEPLER'S LAWS"

The tasks described below have been offered to the participants of the stage III of the Ukrainian National Astronomy Olympiad in the Ivano-Frankivsk region for the last five years. Tasks are chosen to illustrate the above methods of constructing non-standard astronomy problems.

2.4.1. PLANET NATALY-1 AND ITS SATELLITE, PRACTICAL PROBLEM AT III STAGE OF THE UKRAINIAN NATIONAL ASTRONOMY OLYMPIAD IN IVANO-FRANKIVSK REGION FOR 10TH-11TH GRADES STUDENTS, 2016

The Figure 1 shows the trajectory of a satellite rotating around the planet Nataly-1. The mass of this planet is equal to the mass of the Earth (6×10^{24} kg). The influence of the star around which Nataly-1 rotates should not be taken into account. The time during which a satellite flies the indicated particles of its orbit is equal to 20 minutes. The mass of the satellite is much smaller than that of Nataly-1. The area of the ellipse is $S = \pi ab$.

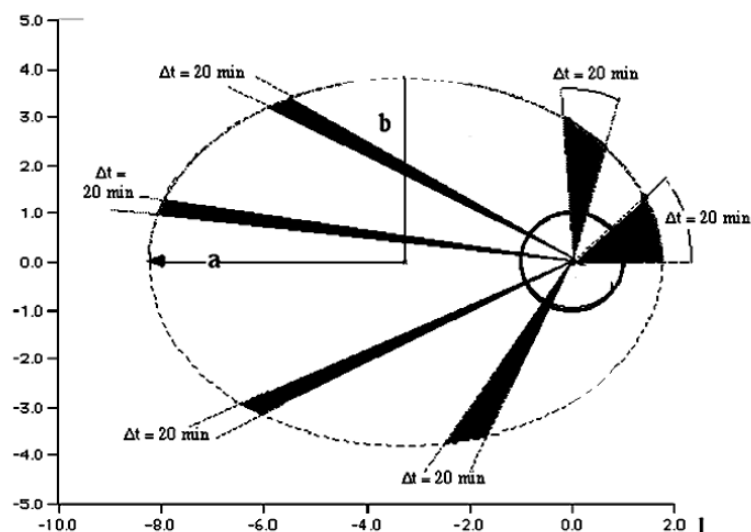


Fig. 1. Trajectory of a satellite rotating around the planet Nataly-1

- a) Estimate the eccentricity e of the satellite's orbit.
- b) Estimate the period T of the satellite's rotation.
- c) Evaluate the large semi axes and the orbits of the satellite.
- d) Estimate the distance r_a at the apocenter and r_p at the pericenter of the satellite orbit.
- e) Estimate the velocity v_a at the apocenter and v_p at the pericenter of the satellite orbit.

This task can be broadly attributed to the base, as subparagraphs (a), (c), and (d) are trivial and should not be difficult to students. Subparagraph (e) requires a deeper knowledge of the motion laws of the planet and the use of formulas for finding the velocity at the pericenter and apocenter, or the comprehensive application of Kepler's second law and the law of conservation of energy. However, the most interesting is subparagraph (b), the drafting of which used neglect and unusual accent methods. Finding the answer to this subparagraph requires the use of Kepler's second law, that is, estimating the area of one of the highlined parts of the satellite's orbit and comparing it to the total area of the ellipse. It is necessary to select the part of the ellipse in which the motion trajectory of the satellite is as close as possible to the straight line to reduce the error of area estimation.

2.4.2. ABNORMAL SHIFT OF MERCURY PERIHELION, THEORETICAL PROBLEM AT III STAGE OF THE UKRAINIAN NATIONAL ASTRONOMY OLYMPIAD IN IVANO-FRANKIVSK REGION FOR 11TH GRADE STUDENTS, 2017

The anomalous shift of the Mercury perihelion - discovered in 1859 feature of the planet Mercury motion, which played an exceptional role in the history of physics. This shift was the first movement of a celestial body that did not obey Newton's law of gravity. Physicists have had to look for ways to modify or generalize the theory of gravity. The search was a success in 1915 when Albert Einstein developed a general theory of relativity. The exact solution of Einstein's equations, obtained by Karl Schwarzschild in January 1916, showed that the perihelion of the planets really must undergo additional displacement compared to Newtonian theory.

The additional displacement of the perihelion of the planet (in radians per revolution) in the general theory of relativity can be written by the formula:

$$\delta \approx \frac{24\pi^3 a^4}{T^2 c^2 b^2}, \text{ where}$$

- c - speed of light (300 000 km/s);
- T - rotation period of the planet around the Sun;
- a - magnitude of the large semi axis of the planet orbit;
- b - magnitude of the small semi axis of the planet orbit.

Mercury data:

Perihelion	46 001 200 km 0,307499 a. u.
Aphelion	69 816 900 km 0,466697 a. u.

Based on the information provided:

- a) determine the large semi axis of the orbit of Mercury;
- b) determine the eccentricity of the orbit of Mercury;
- c) determine the rotation period of Mercury around the Sun;
- d) determine the small semi axis of the orbit of Mercury;
- e) to determine the additional displacement of the perihelion of the orbit of Mercury per revolution (in radians);
- e) to determine the additional displacement of the perihelion of Mercury's orbit per century (in radians);

g) compare the value obtained in the previous subparagraph with the observed value (43.1 ± 0.5 arcsec per century).

This problem illustrates the use of the method of new laws, because the condition introduces the concept of anomalous displacement of Mercury perihelion, gives a mathematical description of this phenomenon according to the general theory of relativity, and proposes to compare the calculated results with the observed value, as well as the method of unusual accents, which require knowing properties of the ellipse to determine small semi axis. To some extent, this task also illustrates the principle of complexity.

2.4.3. XVII CENTURY, THEORETICAL PROBLEM AT III STAGE OF THE UKRAINIAN NATIONAL ASTRONOMY OLYMPIAD IN IVANO-FRANKIVSK REGION FOR 10TH-11TH GRADES STUDENTS, 2019

You sit down with a friend and have lunch discussing Newton's recently read Principia's treatise, in which he generalize Kepler's third law. Your friend said:

"Consider a system that consists of two celestial bodies. Let mass of the first body be 4 masses of the Sun, mass of the second body one mass of the Sun, and the distances from the common center of mass are 2 and 4 astronomical units, respectively. Then we have that period of rotation of the second planet around the common center of mass $T = \sqrt{\frac{(4 \text{ a.u.})^3}{4 \text{ masses of the Sun}}} = 4 \text{ years.}$ "

Find and explain mistakes in a friend's reasoning.

This task illustrates the method of detail - it is based entirely on knowledge of the boundaries and conditions of application of the generalized third Kepler law. Although this law is generally well studied, details and limits of its application are rarely addressed. If we consider the solution of this problem, the errors are as follows:

1. The denominator of the formula must contain sum of the masses of the system objects.
2. The ratio of the distances to the center of mass must be inversely proportional to the mass of the objects.
3. The numerator of the formula must contain distance between the objects, but not to the center of mass.

Note: the formula $a^3 = T^2(M_u + M_c)$ can be used if the large axis in a. u., the period in years, and the mass in the masses of the Sun. To deduce it is enough to substitute in the generalized Kepler law data for the Earth - 1 a. u., 1 year, 1 mass of the Sun.

2.4.4. DUAL STAR SYSTEM, THEORETICAL PROBLEM AT III STAGE OF THE UKRAINIAN NATIONAL ASTRONOMY OLYMPIAD IN IVANO-FRANKIVSK REGION FOR 10TH-11TH GRADES STUDENTS, 2020

Based on the data about the close double star system V Arrow to calculate:

- a) the maximum angular distance between the stars of V Arrow;
- b) estimate the time to merge the stars of the V Arrow system;
- c) the time of halving the distance between the stars of V Arrow system.

$D = 7760$ light years, distance

$P = 0.514212053$ days = 12.34 hours, orbital period

$P' = -1.734 \times 10^{-7}$ days / year, the rate of change of the orbital period

$M_{wd} = 0.85 M_{sun}$, mass of the white dwarf

$M_{comp} = 3.3 M_{sun}$, the mass of the companion star

$M'_{2000} = (1-3) 10^{-5} M_{sun}/\text{year}$ – the accretion rate in the year 2000

This task illustrates the methods of analogies and consequences, based on the examples used to illustrate these methods.

3. CONCLUSIONS

The tasks package for any stage of the Ukrainian National Astronomy Olympiad should consist of tasks with different complexity and topics, while the problems should stimulate creative, non-standard thinking and improve the students' analytical skills, which creates certain difficulties in their preparation. Topics such as Kepler's laws, the daily motion of Earth, stellar magnitudes and photometry, telescopes and their characteristics, the redshift and the determination of distances to galaxies (for 11th grade students) etc., are fundamental in astronomy, and should be included in every task package. Because of this, the problem of selecting and completing tasks is further complicated. To solve it, the methods proposed by the team of authors and described in this article can be used, including the method of unusual accent, method of detail, method of neglecting, comprehensive method, method consequences, analogy method and the method of new laws.

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Ерстенюк Ярослав, Гасюк Іван, Якубовський Петро, Борищак Анна. Методика складання та підбору задач для шкільних астрономічних олімпіад на прикладі задач за темою "Закони Кеплера". *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 156–165.

На основі багаторічного досвіду організації Всеукраїнських олімпіад III рівня у статті було здійснено спробу сформулювати узагальнені принципи підбору та складання олімпіадних задач з астрономії, а також продемонструвати використання описаних принципів на прикладі завдань астрономічних олімпіад в Івано-Франківській області (Україна) протягом останнього п'ятиліття.

Було проведено аналіз особливостей шкільних олімпіад з астрономії, мети їхнього проведення, специфіки пакетів задач, зокрема необхідності диференціації за складністю та темами. Характерною рисою олімпіадних завдань є їхня нестандартність, необхідність використання для їх розв'язування незвичних для учнів методів і способів. При цьому такі задачі повинні відповідати інтелектуальному розвитку учасників змагання, а хід розв'язку повинен бути доступним для розуміння. Це означає проблему творення таких завдань, якій в даній статті була приділена основна увага. Зокрема, на основі аналізу процесу укладання олімпіадних астрономічних задач, які були запропоновані учням в минулі роки на обласному етапі учнівської олімпіади, було виокремлено, систематизовано і охарактеризовано методи їхнього укладання. Кожен метод містить детальне пояснення, аргументацію доцільності його використання та приклади, як аналітичного, так і практичного характеру. Для наочності було проаналізовано олімпіадні задачі та описано методи, використані при їхньому творенні, за темою "закони Кеплера", яка є однією з фундаментальних у рамках шкільного вивчення астрономії, що одночасно визначає як необхідність включення таких завдань в програму олімпіади, так і складність їх вибору і створення, адже тема достатньо вузька і при цьому якісно висвітлена в різноманітних підручниках і збірниках задач.

Ключові слова: нестандартні задачі, Всеукраїнська учнівська олімпіада з астрономії, закони Кеплера.

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PROFESSIONAL TRAINING OF FUTURE MASTERS OF PRIMARY EDUCATION TO INNOVATIVE ACTIVITIES THROUGH THE PRISM OF A COMPETENCE APPROACH

OKSANA TSIUNIAK

Abstract. The current problems of the advanced system, which were most often used by masters who were studying for innovation, are updated. Theoretical analysis of scientific sources with understanding of the concept of “personal approach” is carried out. Changes of important aspects that are covered by methodological research in the field of work carried out in future Master's workplaces are analyzed. The essence and peculiarities of realization of the competence approach in the system of professional preparation of future masters of elementary education for innovative activity are considered. It is noted that the competence approach is aimed at the results of education not as a sum of learned information, but as the ability of a future specialist to creatively use the acquired knowledge in practice. It is concluded that the implementation of a competent approach in the system of training of future masters of elementary education in innovation ensures the achievement of a high level of quality professional training, the result of which is the competent personality of a future specialist, competitive in the labor market, able to act in an innovative educational environment.

Keywords: approach, education, competence approach, competence, professional competence, vocational training, future masters of elementary education, innovative activity.

*“Education is the most powerful weapon,
you can use to change the world.”
Nelson Mandela*

1. INTRODUCTION

Today, Ukrainian society needs professionals with innovative thinking and a keen desire to implement their ideas in social life, driven by information, economic, social, political, cultural and religious processes of the third millennium. The modern world requires young people to be able to respond efficiently and promptly to innovative changes that are taking place in society, to be self-sufficient, proactive, responsible citizens, successful people, that is, professionally competent. That is why the problem of effective professional training of future specialists is an urgent one, which will be able to easily adapt to the changing conditions of today and be competitive in the labor market.

Therefore, according to the Law of Ukraine “On Higher Education”, the master's level of higher education corresponds the seventh qualification level of the National Qualifications Framework and

envisages acquiring a person of advanced theoretical and / or practical knowledge, abilities, skills in the chosen specialty (or specialization), general principles of methodology / or professional activity, other competences sufficient to effectively accomplish tasks of an innovative nature of the appropriate level of professional activity" [6]. Master's degree programs involve training professionals with a high level of autonomy and responsibility in solving professional tasks. As experience shows, this requires not only sound knowledge of professional subjects, but also their effective application in practice and the ability to learn throughout life. Therefore, the task of implementing a competent approach in the system of professional preparation of future masters of elementary education for innovative activity, which involves the formation and development of professional and key competences of the individual, becomes urgent. At the same time, the idea of a competency-based approach is one of the answers to the question of what educational outcome is needed by the individual and is demanded by modern society.

2. ANALYSIS AND DISCUSSION

It is well known that the problem of training a competent person has been the subject of in-depth and in-depth research conducted by international organizations working in the field of education - UNESCO, UNICEF, UNDP, the Council of Europe, Organization for European Cooperation, International Standards Department and others.

The formation of a new higher education system in Ukraine does not imply the imperfection of the previous one, but in the conditions when the demands and needs of the intellectual labor market are changing rapidly, the higher education system should allow students to receive not only theoretical professional training but also advanced and practical ones. It is important to train a competent specialist who has deep understanding and knowledge of his role in society, is able to creatively apply knowledge acquired in practice and able to work in a team following the ideas of partnership pedagogy.

The multifaceted preparation of the next generation of masters has become the leading task of higher education institutions today. I. Babin, V. Bondar, V. Osadchy, O. Eremenko, S. Vitvitska, N. Batechko, P. Luzan, V. Lykova are engaged in researching the organization of professional and professional training of masters. Education was thoroughly considered in the writings of N. Bibik, V. Bidenko, O. Budnyk, V. Verbitsky, L. Vashchenko, E. Zeer, I. Zimnaya, O. Ovcharuk, O. Pometun, A. Khutorsky and others.

The analysis of scientific work on the identified problem allows to distinguish three stages of formation of the competence approach in education (competence education):

The first (1960-1970 biennium) – introduction in the scientific apparatus of the category "competence", creating prerequisites for the separation of concepts of competence.

Second (1970-1990) – use of the category of competence and competence in the theory and practice of language teaching, professionalism in management, management, teaching of communication, content of the concept "Skills / social skills" developed.

The third (since the 1990s) is characterized by the global integration of the approach to national education systems, reflected in the preparation of UNESCO documents, the implementation of this approach in the Bologna process.

Intelligence on this issue proves that the core competency approach to defining the essence of higher education is the pursuit of basic tasks: education should teach students the qualities necessary to achieve professional activity; the criteria and parameters for evaluating the results of modern education should be unified and expressed in terms and results that can be interpreted and taken into account in any country's educational institution. Quite rightly, in our opinion, N. Pobirchenko points out that a competent approach can be considered not only as a means of updating the content of education, but also as a mechanism for bringing it into line with the requirements of the present [9, p. 24–31].

It is worth mentioning that the formula of the New Ukrainian School offers nine key components, one of which is: “a new content of education based on the formation of competences needed for successful self-realization in society” [7].

The competence approach as a direction of modernization of education was substantiated by V. Lugovyi [8, p. 13–25], in the opinion of which competence content approach reflects the content of education, which is not reduced to a knowledge-oriented component, but involves the acquisition of a comprehensive experience in solving life problems, fulfillment of key functions, social roles, identification of competencies. The competency approach is not about the student's awareness, but the development of skills to solve problems that arise in life situations.

A. Yaroshenko, a scientist who considers the competence approach as “one of the directions of modernization of education and which implies high readiness of graduates of higher education institutions for successful activity in various spheres due to the formation of key competences systems in them and corresponds to the accepted in most development, is worthy of attention. Countries of the general concept of the educational standard and directly related to the transition in the design of the content of education and quality control systems to the system of key competences” [10, p. 5–12]. In the context of this problem, let us consider the importance of a competent approach in the system of professional training of future masters of elementary education for innovative activity in HSE.

The presence of the use of the concept “competent approach” in regulatory and conceptual documents, in the scientific reconnaissance of domestic and foreign educators shows that this approach becomes a reality of modern education and is actively implemented in the educational process of higher education institutions. It is a logical continuation of this statement by the views of Academician I. Bekh, who states: “a competent approach was an educational response to the pressing needs of modern society, especially the labor market” [1, p. 4].

We are fascinated by the opinion of the scientist O. Dubaseniuk, who states that “a competent approach reflects an integral manifestation of professionalism, which combines elements of professional and general culture (level of education sufficient for self-education and self-solving of cognitive problems), pedagogical experience and pedagogical activity to be specified in a certain system of knowledge, skills, readiness for professional activity” [5, p. 11]. Researcher S. Vytvytska examines the competence approach through a set of knowledge, abilities, skills, and ways of activity concerning certain processes and phenomena necessary to act qualitatively and productively [4, p. 168]. In other words, a competent approach orientates the education system not only to the accumulation of knowledge in the learning process, but also to the ability to use the acquired knowledge, to put them into professional activity.

It is logical that the focus is on the practical outcome, that is, on the ability of the undergraduates to act practically, using the acquired knowledge, skills and abilities, to carry out their own professional self-development and to take care of the readiness for innovative activity in different fields. For example, the formation of professional competence in higher education applicants can be done through project training. Project technologies have become widely used in higher education institutions: telecommunication projects, projects on the technology “Intelligence for the future”, web-based quests. Project-based training promotes the development of self-knowledge skills, the use of innovative learning technologies, that they have acquired the subject knowledge already gained during their study at higher education institutions (HEI). It is advisable to create real pedagogical situations. We find the proper organization of independent work of undergraduates' particular important. It must be done in compliance with the following conditions: combination of classroom and extra-curricular independent work and methods of its implementation; creation of necessary educational and methodological support of independent work; systematic control over the results of independent work of undergraduates. In addition, we believe that effective implementation of a competent approach in vocational training involves introduction of the following conditions: updating training methods to promote; identifying and developing innovative competence; application of methods of training and education on a competent basis, which involves the formation and solution of practical problem situations using game methods; introduction of various forms of communication: conferences, lectures-

discussions, lectures-consultations, application of alternative assessment systems of students' educational activity. At the same time, it is necessary to strengthen the professional orientation of training at the HEI through practical training; to increase the share of optional subjects in order to better acquaint students with the features of future activity; to increase hours for independent work and use of modern means of control over its conduct. After all, a significant growth in the independent work of undergraduates helps to increase their responsibility for their own performance. Innovative pedagogical and information technologies should also be used to help bring learning activities closer to future innovation activities. For the future, it is advisable to develop new vocational-oriented disciplines and their educational and methodological support, etc. In view of the above, we can say that a competent approach in the system of professional training of future masters of elementary education to innovative activity provides opportunities for future professionals: to analyze and systematize on a scientific basis the practical experience of pedagogical activity; to predict, plan expected results of activity and successfully manage pedagogical processes; optimize the use of resources to solve problems practically; create favorable conditions for personal development and self-development; to develop, introduce new technologies; to choose the most optimal technologies, a set of methods, techniques in order to succeed in their own innovative activity.

3. CONCLUSIONS

In general, it can be concluded that the improvement of the system of professional preparation of future Masters of primary education for innovation through the prism of a competent approach involves the formation of a motivated competent person, able:

- to navigate in an information space quickly, that is dynamically developing and constantly updated;
- to receive, use, create various information;
- to exercise autonomy in formulating tasks and solving them;
- to make informed decisions, to solve problems on the basis of the received knowledge, skills and skills, to take responsibility for the received result;
- to show activity and interest in learning the world;
- to realize the value of knowledge, science, creativity, education and self-education for life and activity;
- to be ready to learn throughout life, to apply the knowledge gained in practice.

The prospects for further scientific research are seen in the development of a structural and functional model of professional preparation of future masters of elementary education for innovation as a training system, which will clearly define the purpose, objectives and content of professional training of a competent specialist.

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Цюняк Оксана. Професійна підготовка майбутніх магістрів початкової освіти до інноваційної діяльності крізь призму компетентнісного підходу. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 166–170.

У статті обґрунтовано актуальність проблеми удосконалення системи професійної підготовки майбутніх магістрів початкової освіти до інноваційної діяльності. Здійснено теоретичний аналіз наукових джерел з осмислення поняття "компетентнісний підхід". Проаналізовано змістові аспекти компетентнісного підходу як методологічного орієнтиру у професійній підготовці майбутніх фахівців освітнього рівня "Магістр". Розглянуто сутність та особливості реалізації компетентнісного підходу у системі професійної підготовки майбутніх магістрів початкової освіти до інноваційної діяльності. Відзначено, що компетентнісний підхід спрямований на результати освіти не як суми засвоєної інформації, а як здатності майбутнього фахівця творчо використовувати набуті знання на практиці. Зроблено висновки, що реалізація компетентнісного підходу у системі професійної підготовки майбутніх магістрів початкової освіти до інноваційної діяльності забезпечує досягнення високого рівня якісної фахової підготовки, результатом якої є особистість майбутнього фахівця, конкурентоспроможного на ринку праці, здатного швидко орієнтуватися в інформаційному просторі, що динамічно розвивається й постійно оновлюється; одержувати, використовувати, створювати різноманітну інформацію; виявляти самостійність у постановці завдань та їх вирішенні; приймати обґрунтовані рішення, вирішувати проблеми на основі отриманих знань, умінь і навичок, брати на себе відповідальність за отриманий результат; активно й зацікавлено пізнавати світ, усвідомлювати цінність знань, науки, творчості, освіти й самоосвіти для життя та інноваційної діяльності; навчатися протягом усього життя та працювати в інноваційному освітньому середовищі.

Ключові слова: підхід, освіта, компетентнісний підхід, компетентність, професійна компетентність, професійна підготовка, майбутні магістри початкової освіти, інноваційна діяльність.

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THEORETICAL SUBSTANTIATION OF SPECIFICS OF FORMATION OF UKRAINIAN NATIONAL MORAL AND ETHICAL VALUES OF THE PERSON AT A YOUNG SCHOOL AGE

MARIA KOPCHUK-KASHETSKA

Abstract. The article provides a theoretical substantiation of the specificity of formation of Ukrainian national moral and ethical values of younger students' personality. The comparative analysis of existing points of view on the nature of moral and ethical values and their functional significance in the formation of personality is carried out. The content of national moral and ethical values as a historical property of the people, which determine its mentality and national character, is revealed. Ukrainian national moral and ethical values are as imperative entities, developed and formed, which exist throughout the life of the Ukrainian people, they have an intransitive character, moral requirements, regulate the regulatory function and use the necessary knowledge regarding their free species and personality. Ukrainian ethnology has shown that it is possible to preserve Ukrainian national moral and ethical factors by growing up in childbirth, defining enrichment and updating the most up-to-date elementary education. The younger school age becomes more sensitive in the development of moral and ethical and the qualities that determine the patterns, moral behavior is formed. The goals and content of the process of formation of moral and ethical values of junior students by means of the sciences are specified through adequate tasks, which reflect the main directions of educational influence on the personality of the student. In the formation of the system of moral and ethical values in the younger students pedagogical efforts and actions of the primary school teacher should be directed to the development of moral and ethical needs and motives of behavior, formation of ethical knowledge and education of ethical feelings, development of appropriate skills, habits, as well as strengthening of will qualities. In formation of moral and ethical values of people do not matter indirect educational actions, but the attitude of the pupil to them, transformation of external influences into the internal moral and psychological sphere of personality, internal perception of external influences, including educational ones.

Keywords: personality, junior high school students, moral and ethical values, Ukrainian national moral and ethical values, moral requirements, moral behavior, Ukrainian Ethnology.

1. INTRODUCTION

At the present stage of the democratic development of the state, upholding its sovereign interests and national revival, the problem of educating the younger generation on the basis of moral and ethical values by the means of ethnology, the affirmation of people's ethical ideals and models of moral behavior is actualized.

The priority in the construction of the New Ukrainian school is the task of forming a system of universal values of students – moral and ethical (dignity, honesty, justice, care, respect for life, respect for oneself and other people) and socio-political (freedom, democracy, cultural diversity, respect for the mother tongue and culture, patriotism, respect for the environment, respect for the law, solidarity, responsibility) [11].

Ukrainian Ethnology

It is well known that it is possible to save children by discovering enrichment and updating the most up-to-date education and attaining primary school that has found people with socio-cultural backgrounds that are constantly used by the Ukrainian population in their own practices.

Appeal to the natural sciences is an arbitrary factor in the revived Ukrainian culture, it is preserved using its own national identity, forming a national identity, moral and ethical importance. Ethnic science, which covers various aspects of Ukrainian culture, remains in the past also a people's morality, embodied in moral and ethical qualities in real life. Formed in the process of life of the people, moral and ethical values reflect positive experience and heritage in the field of morality, outlook, orient to the moral norms and principles of life, enshrined in the traditions, customs, beliefs that are supported in the way of life.

“At the same time, depending on the relationship of a man with the world, the object of perception of values, which are divided into material and spiritual ones; depending on the level of generality – into the concrete and the abstract ones; depending on the way of identifying – into the situational and the stable ones. A quite common classification of values divides them depending on the criterion of membership: personal (individual), group (collective) social, national and universal values” [4, p. 52].

2. ANALYSIS AND DISCUSSION

Reflecting the needs of both the individual and society as a whole, moral and ethical values are time-tested, generally accepted and are not altered by the influence of private views, interests and circumstances. Considering the notion of moral and ethical values as derived from values, Z. Gipters in the “Cultural Dictionary Directory” characterizes value in the context of the life of society and the individual as a common standard, which is directed education [8, p. 293–294].

Since moral and ethical values play an important role in regulating behavior and attitudes towards the outside world in the “Vocabulary”, edited by V. V. Radul, their content is revealed through the activity-interested attitude of the individual towards the world and himself. In particular, attention is paid to the problematic realization of moral needs in life [9, p. 292].

Moral and Ethical Values - Imperative formations are produced and formed throughout the life of the Ukrainian people. They are of a transient nature, preserve the continuity of moral requirements, perform a regulatory function in the relationship of people and become personally relevant as a result of their choice and internalization of the individual in the process of education.

In various popular sources, moral and ethical values are recorded in the commandments, tips, instructions, which substantiate the need to observe moral norms and principles of behavior, determine the strategy and tactics of life on the examples of folk heroes, act as a form of social influence.

Due to the multifaceted nature of the concept of “moral and ethical values” there are different approaches in defining its structure, interrelations and interactions of components that broaden and complement each other.

In examining the structure of higher values, I. Bekh draws attention to the different order of the “determinants” from the point of view of the social sphere - their carrier: from the family cell to the whole society; the possible contradiction of the translated values, which can lead to personal conflicts; varying degrees of imperativeness for their acceptance by the subject [1, p. 10].

According to O. Vyshnevsky, the structure of the moral and ethical values of the Ukrainian people is determined by the structure of society, which consistently includes: man - family - community - nation (state) - all humanity [5, p. 200–201].

N. Gannusenko, K. Chorna reveal the pedagogical function of values as orienting and directing the vital activity of the individual, as well as acting as the "axis of consciousness", a condition of its self-realization and behavior. To structural components they include ethical literacy, procedural activity, value-semantic, reflective components [2, p. 6–7].

O. Sukhomlynska attributes to the moral and ethical values normative ideas about good and evil, justice, beautiful and ugly about the purpose of man, human ideals, norms, principles of life, which are of moral importance and affect the general social life. Differentiating moral and ethical values from the main human values, virtues, partial moral values, the scientist points to the presence in each positive value its negative equivalent, which is also included in the structure of values, but as its negatively significant component.

Although the process of engaging children in the moral and ethical values of the Ukrainian people is a long one, the younger school age is considered by us to be the most sensitive, since it is during this period that the foundations of worldview and morality, the need for moral and ethical values and qualities is realized, models are defined, moral behavior is formed.

In modern pedagogical science, the younger school age covers the period of study of a child in primary school from the first to the fourth grade (from 6 to 10 years). Although at different times, the age of younger students was defined differently, which was related to the beginning of schooling: from 9 years in the last century; from 8-7 years in Soviet times. Also, the term of study at school from 3 to 4 years and so on.

At a young school age, the development of a system of moral values is accompanied by the justification of purpose, content of activity. The probability of obtaining a positive result educational activity increases significantly if the latter aims at the formation of certain moral and ethical values, set as a goal.

The general goals of the process of formation of moral and ethical values should be pedagogically instrumental, aimed at practical implementation. The content of moral and ethical education of younger students is focused on the implementation of common educational goals based on the ethnographic approach.

The goals and content of the process of formation of moral and ethical values of junior students by means of the sciences are specified through adequate tasks, which reflect the main directions of educational influence on the personality of the student. It is said that in the formation of the system of moral and ethical values in the younger students pedagogical efforts and actions of the primary school teacher should be directed to the development of moral and ethical needs and motives of behavior, the formation of ethical knowledge and education of ethical feelings, the development of appropriate skills, habits and habits, as well as strengthening the strong-willed qualities.

Purposeful formation of moral and ethical values of the personality is carried out in organized adult educational activity and communication, where the activity of the younger schoolboy's personality is manifested and his moral needs and motives of behavior are formed. It is pedagogically organized activity and communication creates those educational situations and moral relationships that provide the influence and formation of moral and ethical values of younger students.

The peculiarity of the formation of moral and ethical values of the Ukrainian people among younger students is that they are perceived as certain norms and general principles of behavior offered to them by adults. However, even good knowledge of these norms, which determines the cognitive component in the formation of moral and ethical values in children, cannot ensure their firm manifestation in behavior. The internalization of the moral and ethical values of the Ukrainian people through the assimilation of moral norms implies not only the accumulation of knowledge relevant content, but also their refraction through the prism of the child's consciousness - the formation of own moral experience, attitudes to behavioral stereotypes and moral models that are offered, as a result of emotional experience and the transfer of moral and ethical values of the Ukrainian people into the inner world of personality, individual consciousness and behavior.

At a young school age, the social functions and roles of children change, and their moral relationships with the outside world and other people greatly expand. Younger students are actively

involved in the life of the school, actively communicate with adults, peers make some connections with them. During this age period, the child intensively assimilates the moral and ethical rules, norms and principles inherent in the Ukrainian people, which are accompanied by the formation of related moral habits and skills in the behavior of the respective moral qualities. The change in the status of the child necessitates the cultivation of a certain system of moral and ethical values, which would allow them to adapt quickly to new social conditions and help further moral growth.

The moral and ethical values of younger students are reflected in their attitude towards other people. This sphere of life of primary school students is realized through contacts with other people, through communication. The specificity of communication lies in the fact that it is an activity of personality aimed at knowing people and interacting with them. In communication, younger students have the opportunity, unlike other activities, to maximize their moral qualities, to master the moral and ethical standards of behavior and interaction with other people, to gain individual moral experience, to evaluate the actions and actions of adults and peers to understand its correctness.

The formation of the system of moral and ethical values in children of 1-4 grades is determined by the moral experience of the Ukrainian people with the conditions of education and upbringing, the influence of the macro- and microenvironment as well as the types of activities and communication in which they are involved in their life activities.

An important component of an individual's ethical behavior is an act, that is, a single act of his or her socially significant activity. In the act, in its internal structure, the unity of subjective, individual factors (needs, interests, goals, motives of actions) and external - circumstances that are not dependent on the will of the performer, as well as socially significant consequences of the action, act as the focus.

A moral act as an act of objectifying a certain moral and ethical value or group of values is in turn regarded as a peculiar value, which carries new nuances and properties. The moral choice determines the specifics of moral behavior: younger students have to choose a certain model of behavior from several possible ones. It is at this point that the child begins to be guided by the moral and ethical values of the people, based on already existing experience. The child can either help a friend or not; may take advantage of, or decline, all of the privileges accorded to it; to tell the truth whether to remain silent or to say "I do not know" etc. The immoral behavior of children of this age is not punishable by law, and therefore it may seem that there is freedom to choose behavior, regardless of its moral and ethical side. But even at a young school age, free choice in favor of the moral and ethical values of the Ukrainian people is governed by internal instigators: conscience, dignity, as well as public opinion, the opinion of parents and teachers.

In the formation of the moral and ethical values of the Ukrainian people, the primary school pupils have the importance not of indirect educational actions, but of the pupil's attitude towards them, transformation of external influences into the internal moral and psychological sphere of the individual, internal perception of external influences, including educational ones. In the process of education and upbringing of younger students selective attitude to them is formed a which L.Bozhovych explains as the observation of children, the ability to compare opinions and the actions of others, as well as their own with the learned norms and rules of behavior, which shapes one's own view, inner position in the choice and appropriation of certain moral and ethical values.

The effectiveness of the process of formation of moral and ethical values of a person depends on timely identification and resolution of contradictions by changing and improving the pedagogical conditions of raising children. However, in the educational process, contradictions do not only overcome, but can be specially created by the teacher. On the state of formation of moral and ethical values of younger students negatively affected by pedagogical omissions and mistakes, which are:

- authoritarian methods of upbringing, forcibly imposing own value system;
- formal approach to parenting;
- neglectance of folk traditions and pedagogical achievements in educational practice;
- lack of desire to improve business;
- focus on relativistic programs in spite of the need of value education of children;
- ignorance of the specifics of the younger school age;

- separation of educational efforts of family and school;
- inconsistency between the words of adults and their behavior;
- lack of own moral experience;
- conflict or juxtaposition of moral and ethical values in the child's life practice;
- focus not on the moral and ethical values of the Ukrainian people, but on easily attainable goals;
- loss of historical memory.

The process of formation of moral and ethical values of primary school students is of a step character and is carried out in the direction of enrichment and complication not only of the above structural components, but also their content filling. We should take into account the regularity: the formation of some, more complex in structure and content moral and ethical values, which depends on the formation of others - less complex qualities. [7, p. 188].

The moral realm of younger students is a hierarchy interconnected in a single whole, personal formation of moral and ethical values.

3. CONCLUSIONS

“While teaching universal and national values to pupils, we should recognise such factors as the priority ones: taking into account the natural abilities of the student, ethno-psychological and individual characteristics, and cognitive interests. These must be focussed primarily on the study of our own historical experience for the development of high civic culture; democracy in the organisation of educational activities at the national ground; and combine family and regional-national traditions, customs and rituals popular in the mountainous region for filling the living space with the elements of spirituality” [4, p. 65].

We can conclude that the basis of the traditional system of moral and ethical education of Ukrainians is the transfer of customary rules and norms of behavior, principles of folk and morality, awareness of moral preceptions of childhood, development of deep convictions. We also find urgent formation of positive moral and psychological traits, motivation to society and activities, as well as overcoming the negative behaviors in which the customs and traditions of the people, which are important levers and means of modern education, and play an important role. It is significant enrichment at the expense of the ideas of ethnology, in particular Ukrainian ethno-pedagogy. The norms that have been nurtured on Ukrainian lands for centuries are the means of formation and development of moral and ethical values of the student's personality. The formation of moral and ethical values of children by the means of sciences, taking into account the specifics of the younger school age is extremely relevant.

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Копчук-Кашецька Марія. Теоретичне обґрунтування специфіки формування українських національних морально-етичних цінностей особистості в молодшому шкільному віці. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 171–176.

У статті подане теоретичне обґрунтування специфіки формування українських національних морально-етичних цінностей особистості молодших школярів. Проведено порівняльний аналіз існуючих точок зору на природу морально-етичних цінностей та їх функціонального значення в формуванні особистості. Розкрито зміст національних морально-етичних цінностей як історичного надбання народу, що визначають його ментальність та національний характер. Українські національні морально-етичні цінності трактуються як імперативні утворення, вироблені і сформовані впродовж усієї історії життєдіяльності українського народу, мають неперехідний характер, зберігають наступність моральних вимог, виконують регулятивну функцію та набувають особистісної значущості за умов їх вільного вибору та прийняття особистістю у процесі виховання. Українське народознавство розглядається важливим засобом формування українських національних морально-етичних цінностей молодого покоління, покликаним збагатити і оновити зміст сучасної початкової освіти. Молодший шкільний вік визначено як найбільш сенситивний у розвитку морально-етичних цінностей особистості, оскільки саме в цей період закладаються основи світогляду і моральності, усвідомлюється необхідність морально-етичних цінностей і якостей, визначаються взірці, формується моральна поведінка. Цілі і зміст процесу формування морально-етичних цінностей молодших школярів засобами народознавства конкретизуються через адекватні завдання, які відображають основні напрями виховного впливу на особистість учня. Доведено, що у формуванні системи морально-етичних цінностей здобувачів початкової освіти педагогічні зусилля і дії вчителя мають бути спрямовані на розвиток морально-етичних потреб і мотивів поведінки, формування етичних знань і виховання етичних почуттів, вироблення відповідних умінь, навичок і звичок, а також зміцнення вольових якостей. З'ясовано, що у розвитку морально-етичних цінностей українського народу у молодших школярів значення мають не опосередковані виховні дії, а передусім ставлення вихованця до них, трансформація зовнішніх впливів у внутрішню морально-психологічну сферу особистості, внутрішнє сприйняття зовнішніх впливів, у тому числі і виховних.

Ключові слова: особистість, молодші школярі, морально-етичні цінності, українська національні морально-етичні цінності, моральні вимоги, моральна поведінка, українське народознавство.

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FORMATION OF THE COMPETENCES “INITIATIVE AND ENTREPRENEURSHIP” AT THE LESSONS OF HISTORY OF UKRAINE (10TH GRADE)

TAMARA HALYTSKA-DIDUKH

Abstract. The article examines the components and importance of forming one of the key competences “initiative and entrepreneurship” in the context of reforming modern secondary education; possibilities of its introduction in school historical education are determined on the basis of development of historical competence of students. The components of historical competence by integrating the economic dimension into the content of the tasks are highlighted. The subject “History of Ukraine” is focused on the formation of competence “initiative and entrepreneurship” through integration of inter-curriculum relations at the lesson of History of Ukraine, creative and activity approaches to the educational process. It is important not the accumulation of knowledge, but the ability to identify and analyze problems (including specific economic situations), to seek ways of their rational solution, to be able to think critically and to apply the acquired knowledge, skills and expertise to solve new problems. This is largely facilitated by active teaching methods that encourage students to be initiative, sociable, personally responsible; forms skills and abilities of non-standard problem-solving, independent choice of effective life strategies. The project method, which involves the ability to creatively apply the acquired knowledge in non-standard situations to solve various educational problems, should be noted separately; ability to find the necessary information independently; to work with different sources of information; develop group collaboration skills; ability to argue their own opinion, discuss other topics. An example is the subject of 10th grade projects that shape a given competence. Thus, forming the initiative and entrepreneurship competences at the lessons of History of Ukraine will contribute to the improvement of the students' overall vital competences, form in them the ability to creatively apply the acquired knowledge, skills and expertise to solve social problems, improve their well-being in non-standard life situations and conditions in general.

Keywords: competences of “initiative and entrepreneurship”, school history education, integration of cross-curricular links, activity approach, active teaching methods, project method.

*“Education is the most powerful weapon,
you can use to change the world.”
Nelson Mandela*

1. INTRODUCTION

Contemporary education should meet the demands of contemporary world, which put the problem of social realization of today's student in the future. Hence the need for the formation of socially

conscious citizens who understand the effects of the laws and phenomena of economic life; are aware of social development processes; realize their own role in the production process; respect state property, private and others' property; capable of making new decisions quickly, taking responsibility. Competent approach was chosen as a priority in the educational process to determine these qualities. The competence approach in education is "the focus of the educational process on the formation and development of competences of the learner's personality" [1]. There are key (inter-curriculum) competences, general and subject competences.

In the national methodology of teaching History the issues of competence approach were investigated in the works by K. Bahanov, V. Vlasov, Z. Vozna, M. Bibik, M. Burda, N. Gupana, O. Ovcharuk, O. Pometun and others. In particular, the competence approach in modern education is analyzed through world experience and Ukrainian perspectives [2]. O. Sagun highlights the technologies and methods of forming the key competences of students [3]. Issues related to economic competence and competence "initiative and entrepreneurship" were considered in their works by such scientists as G. Kovtun, R. Balandyuk, O. Bilyk, A. Zavgorodnya, O. Vovchak, T. Girchenko, O. Martynenko, V. Dzhulai, N. Pasichnyk, L. Novikova, Y. Kuzmenko and others. In particular, N. Pasichnyk investigates economic relations through the educational process [4]. R. Balandyuk [5] deals with studying the state of education of the economic component in the content of the history of Ukraine in the 8th grades of a comprehensive school.

Under the economic competence of students in modern pedagogy is understood a set of economic knowledge and practical skills, experience, economic culture and thinking, the presence of a stable need and interest in professional competence [6, p. 137]. A. Zavgorodnya understands the concept of "economic competence" in this way:

1. Economic knowledge and economic thinking.
2. Use of economic knowledge of economic thinking in life situations.
3. Ability to generate economically sound valuation judgments [7, p.114].

In the vocabulary of economic education, it is interpreted as training "specialists in planning, accounting, finance and other areas of economic work in the national economy, as well as for scientific and pedagogical activities in the field of economic sciences" [8, p. 111]. The definition reflects only the essence of professional economic education obtained in vocational and higher educational establishments, A. Zavgorodnya by definition "economic education" means the systematic formation of economic knowledge, which includes explanations of basic economic concepts, phenomena, principles, patterns, economic processes and relationships, as well as the development of economic skills and competences that students can then use in their daily and professional lives to make economically reasonable decisions [7, p. 115].

For the formation of economic competence we find important "economic knowledge", which is "proven by the result of knowledge of economic reality, adequate reflection of it in the thinking of students through a set of ideas, concepts, judgments, theories, ideas" [9, p. 17]. Economic thinking is a process in which a person, through conscious and unconscious mental processes, based on previously acquired scientifically grounded and effectively formed knowledge, assesses the situation or the issues facing it, from an economic point of view, for economic expediency [7, p. 113].

On January 17, 2018, the European Parliament and the Council of the European Union endorsed the Framework Program for Updated Key Competences for Lifelong Learning, in which "entrepreneurship" means the ability to respond to opportunities and ideas and turn them into values for others. Entrepreneurship means the ability to plan and manage projects of cultural, social or commercial value. In turn, entrepreneurship is a personality trait, the basis of which is the establishment of a constant search for new opportunities beyond the available resources, self-development and self-realization, effective activity under uncertainty [10, p. 101].

Methodological recommendations for teaching subjects in general secondary education in the 2019/2020 academic year, prepared jointly with the National Academy of Pedagogical Sciences of Ukraine and the Institute for the Modernization of the Content of Education, through the line "Entrepreneurship and financial literacy" defines education of young people as the ability to use funds,

cost planning, stimulating leadership initiatives, desire to successfully operate in a rapidly changing technological environment [11].

We believe that not only the lessons of Economics form economic knowledge and economic thinking, but the lessons of History as well. Studying economic history, strategies for solving economic situations in specific historical conditions is the basis for the formation of economic thinking and in the future economic culture of the student. The curriculum for general secondary educational establishments provides for a key competency called “initiative and entrepreneurship”, which is implemented through educational classes of History of Ukraine through the integration of entrepreneurial background into the content.

2. ANALYSIS AND DISCUSSION

The purpose of the article is to consider the peculiarities of forming the initiative and entrepreneurship competences at History lessons of Ukraine (the 10th grade) in a general secondary education establishments.

The formation of economic awareness and entrepreneurship of students in the context of reforming modern secondary education is dictated by the need for graduates to adapt to the dynamics of modern market relations in Ukraine. School history education in its content opens up great opportunities for students to develop key competences, including competence “initiative and enterprise”. This is based on the formation and development of substantive historical competence of students.

Historical competence is the ability of a student to independently understand the history and culture of Ukraine in the context of the world historical process and to adequately assess the social and moral experience of past generations [1, p. 24]. Consider the components of historical competence by integrating the economic dimension into the content of the tasks.

In chronological competence, the ability to consider economic phenomena in development and in specific historical conditions of a certain time is ensured; to compare events, phenomena of economic history within periods (epochs) [1, p. 25]. In particular, we formulate tasks that require knowledge of dates (new economic policy collectivization, etc.); “sooner or later” tasks (beginning of nationalization of industry or introduction of tax); establishment of chronological sequence, chronological correspondence of others.

Spatial competence implies the ability of students to relate the development of historical phenomena and processes to the geographical location of countries and natural conditions; map with regional features. Yes, the following tasks are suggested: mark the area most affected by the famine of 1932-1933 on the map; analyze, using the map, the results of forced industrialization in Soviet Ukraine, etc.

Information competence provides students with the ability to critically analyze and evaluate historical sources, identify trending information, and explain its bias; use different sources for self-seeking information; compile tables, diagrams, independently interpret the content of historical sources and reflect facts, phenomena, processes; to build oral and written statements (position) on specific events, figures [1, p. 25–26]. Specifically, the following objectives are proposed: what is the purpose of creating a settlement on the basis of the text of the law? How would you feel about participating in such a committee? Why? Analyze the legal basis of continuous collectivization etc.

The logical competence of the students implies the ability to define and apply the concept as a tool for learning new things; compare and imply phenomena and processes; determine the causes, nature, consequences and meanings of historical phenomena and events, significant connections; formulate conclusions on the facts and justify them, build arguments and considerations; analyze, synthesize and synthesize a significant amount of information in a specific system (verbal, written and visual); conduct research designing their own activity [1, p. 26]. In particular, we formulate the tasks, for example, as:

- to define terms (sedimentation, pacification, oriental feuds, national cooperation, etc.), comparison (features of the socio-economic life of Ukrainian lands in Poland, Romania, Czechoslovakia and the USSR in 1921-1939);

– to establish a contradiction (between the communist doctrine and the new economic policy, the doctrine of internationalism and the policy of indigenization, the development of industry and planned industrialization, cooperation and collectivization, between the real and definite constitution of 1937 the state-political status of the USSR, the propaganda ideal and the real image of the Soviet man (Curriculum for general educational establishments. History of Ukraine. World History 10–11 grades), etc.

Axiological competence provides students with the ability to compare, explain, summarize and critically evaluate facts, as well as the activities of individuals based on acquired knowledge, from the point of view of human and national values through their own value system; identify contradictions in positions, different interests, needs of social groups and individuals and evaluate their role in the historical process; give ratings on historical backgrounds. In particular, the following tasks are suggested: Can it be argued that certain effects of collectivization are still being felt in Ukrainian agriculture today? What role did the workers play in the bread-making units during the famine of 1932-1933? Express your views on the ability to apply the constitution rules of “socialism” to the everyday life of Soviet people in the USSR; M. Volobuyev and “volobuevshchina”: Ukrainian “separatism”?

The subject “History of Ukraine” is focused on the formation of competence “initiative and entrepreneurship” through the integration of cross-curricular relations at the lesson of History of Ukraine, creative and activity approach to the educational process. In the process of studying history, according to the curriculum, students should be prepared to use historical experience for self-discovery and achievement of well-being; awareness of the importance of compliance with ethical standards of business activity, as well as the need to develop a socially responsible business; a balanced approach to risk-based decision-making based on the experience of past and present social life.

The curriculum for general secondary educational establishments provides for the following skills in the “initiative and entrepreneurship” competence:

– use the experience of knowing the history to choose actionable life strategies. In particular, we formulate the following tasks: the contradiction of the impact of the new economic policy on labor, leisure, consumption practices of the Ukrainian peasantry; the dynamics of the spread of abnormal phenomena in society in the conditions of the famine of 1932-1933.

– identify opportunities and threats for future professional and entrepreneurial activity, analyzing the experience and lessons learnt from the past. Tasks that demonstrate objective threats related to natural phenomena (e.g. the impact of drought on 1921-1923 famine) are offered; subjective, which are related to human activities (in particular, inefficiency of command and administration management system in the USSR).

– work for the common good of the community. This ability is formed through the analysis of the activities of cooperative associations; measures of Ukrainian Sich shooters to help the victims of war fever, assistance to peasants in the field works; assistance of the residents of Western Ukraine to the starving in Soviet Ukraine, etc.

– generate new ideas, evaluate the benefits and risks, negotiate, work independently and in a group. In particular, this skill is formed when considering questions: what scientific studies of Ukrainian scientists were related to production? Was the risk of labor migrants justified in the interwar period?

– plan, organize, implement individual or team projects (including scientific and research projects), present their results. We develop this skill during a court lesson on the subject of the “Stakhanov movement: pros and cons”; project on the theme of “The fate of women in the era of modernization”, “Everyday life of the population in the USSR and in the Ukrainian regions within Poland, Czechoslovakia, Romania in the interwar period: common and different”, etc.

The curriculum for general secondary educational establishments defines within the framework of competence, the “initiative and enterprise” attitude: “willingness to use the experience of history for self-discovery and achievement of well-being; awareness of the importance of compliance with ethical standards of business activity and the need to develop a socially responsible business; a balanced approach to risk-based decision-making based on the experience of past and present social life” [12].

Educational resources are biographies of historical figures, well-known philanthropists who developed Ukrainian culture.

The main methodological bases for studying the latest period of Ukrainian history are systematic, holistic; synthetics; human-centrism; a person-centered approach; openness; a combination of local and global, national and all-European. There is a need to dispel the bias of individual teachers about the salience of the economic component in Ukrainian history. The revision of the methodology of teaching the economic component of the content of the school course of Ukrainian history is relevant.

We believe that the main focus at the lessons should be not on memorization, but on the understanding of the learned material, on the formation of students' beliefs, values, and the development of social qualities. For this purpose, in addition to the traditional, active methods of teaching should be used, which are aimed at intensifying the educational and cognitive activity, developing students' critical thinking, forming skills and abilities of non-standard problem solving, independent choice of effective life strategies.

Among the forms of training, group and individual are the priorities. The project method, which involves the ability to creatively apply the acquired knowledge in non-standard situations to solve various educational problems, should be noted separately; ability to find the necessary information independently, to work with different sources of information; develop group collaboration skills; ability to argue their own opinion, discuss others. In particular, the method of projects in grade 10 allows not only to deepen theoretical and practical knowledge of educational material concerning the economic aspect of history, but also contributes to the formation of economic culture of students. Economic personality culture is a system of vital ideas, values, patterns of behavior, norms and, in the end, such a way of actions of the person in solving economic issues of any nature, which fully meets the current economic principles and social economic values [7, p. 116].

The following project topics can be suggested: “Economic and Social Policy of Ukrainian Governments, its place in building Ukrainian statehood”; “Economic aspects in relations of the Ukrainian Central Council with the states of the Fourth Union”; “Market relations in the period of P. Skoropadsky's hetmanate”; “Relationship between the measures of “military communism” and anti-Soviet insurgency”, “Images and everyday life of peasants, workers, nomenclature, intelligentsia, Orthodox clergy, entrepreneurs in the 20's of the XX-th century in Soviet Ukraine ”; “Soviet Ideology, Propaganda, and Everyday Life of the 1930s”; “The main methods and measures of the Soviet government's struggle against the private market as one of the main causes of the 1932-1933 famine”; “Formation of a “new society” and education of a “new person” in the USSR and Germany in the 30's of XX century: An Economic Toolkit”, etc.

3. CONCLUSIONS

Meeting social and individual needs is the ultimate goal of structural changes in the Ukrainian economy in the XXI-st century. The activity component of the content of historical education contributes to the formation of active life position of the student. School history education in its content opens up great opportunities for students to develop key competencies, including competence “initiative and enterprise”. This is primarily based on the formation and development of the historical competence of students in the subject. Which components, in addition to knowledge of economic history, form the ability of students to assess future models of economic policy of Ukraine in various internal and external political and socio-economic circumstances, as well as the ability to cope with the unrecognized ambiguity and risk as integral parts of informed decision making, to realize creative potential in social and commercial activity.

The subject “History of Ukraine” is focused on the formation of competence “initiative and entrepreneurship” through the integration of cross-curricular relations in the lesson of the history of Ukraine, creative and activity approach to the educational process. In our opinion, not the accumulation of knowledge is important, but the ability to identify and analyze problems (including specific economic situations), seek ways of their rational solution, be able to think critically and apply

the acquired knowledge, skills and expertise to solve new problems. This is largely facilitated by active teaching methods that encourage students to be initiative, sociable, personally responsible, form skills and abilities of non-standard problem-solving, independent choice of effective life strategies.

It is also important for students to realize that failures in socio-economic policy, economic devastation, along with political disasters, hostilities, occupation of Ukrainian lands by neighboring states in the first half of the XX-th century prevented all democratic governments from implementing state-building plans within a short period of their existence.

Thus, forming the initiative and entrepreneurship competence at the lessons of History of Ukraine will contribute to the improvement of the students' overall vital competence, form in them the ability to creatively apply the acquired knowledge, skills and expertise to solve social problems, improve their well-being in non-standard life situations and conditions in general.

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Галицька-Дідух Тамара. Формування компетентності “ініціативність і підприємливість” на уроках історії України (10 клас). *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 177–183.

У статті розглянуто складові та значення формування однієї з ключових компетентностей “ініціативність і підприємливість” в умовах реформування сучасної середньої освіти; визначено можливості її впровадження в шкільній історичній освіті на основі розвитку предметної історичної компетентності школярів. Висвітлено складові історичної компетентності через інтеграцію економічного аспекту в зміст завдань. Стверджено, що формування компетентності “ініціативність і підприємливість” відбувається завдяки інтеграції міжпредметних зв’язків на уроці історії України, творчого і діяльнісного підходу до навчально-виховного процесу. Наголошено на потребі формування вміння виокремити й проаналізувати проблеми (в т. ч. й конкретні економічні ситуації), шукати шляхи їх раціонального розв’язання, вміння критично мислити і застосовувати набуті знання, вміння і навички на практиці. Рекомендовано використання активних методів навчання, які спонукають учнів бути ініціативними, комунікабельними, особисто відповідальними, формують навички і вміння нестандартного вирішення проблем, самостійного вибору дійових життєвих стратегій. Окремо відзначено метод проєктів, який передбачає вміння творчо застосовувати у нестандартних ситуаціях здобуті знання для розв’язання різноманітних навчальних проблем; вміння самостійно знаходити потрібну інформацію, працювати з різними джерелами інформації; розвивати навички групової співпраці; вміння аргументовано відстоювати власну думку, вести дискусію ін. Як приклад наведено тематику проєктів для 10 класу, які формують дану компетентність.

Стверджено, що формування компетентності “ініціативність і підприємливість” на уроках історії України сприятиме поліпшенню загальної життєвої компетентності учнів, сформує у них вміння творчо застосовувати здобуті знання, уміння і навички в нестандартних життєвих ситуаціях для розв’язання соціальних проблем, покращення власного добробуту і розвитку українського суспільства і держави.

Ключові слова: компетентність “ініціативність і підприємливість”, шкільна історична освіта, інтеграція міжпредметних зв’язків, діяльнісний підхід, активні методи навчання, метод проєктів.

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PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF STUDENTS' ADAPTATION TO STUDYING AT HIGHER EDUCATION INSTITUTIONS

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Abstract. The article describes the peculiarities of the process of students' adaptation to studying at a higher education institution, emphasizes the relevance of this problem in the context of the issue of training highly qualified specialists capable of effective work in the specialty at the level of world standards, ready for continuous professional improvement and personal development. The paper emphasized that the period of adaptation is a particularly important stage of studying at a higher education institution. It is particularly relevant when higher education students adapt to the content and nature of the educational process, in the period of adoption of norms and requirements of the new social environment, inclusion in the system of interpersonal relations, formation of a system of personal orientations, values, necessary for professional activity. The relationship between students' academic success and their level of adaptation to studying at a higher education institution has been identified. The results of an experimental study are presented, where the main factors of adaptation of higher education students, affecting their activity and academic success, are identified. Among these factors, the authors singled out magnitude of educational and extracurricular workload, working capacity during the school day and week, health condition, manifestation of various signs of fatigue, self-efficacy, motivation to learning, relationships with classmates and teachers, social frustration. The researchers stressed that the first-year students' adaptation period is different, depending on their individual and psychological characteristics, the level of readiness to study at a higher education institution, the correct choice of the future profession. On the basis of the results of the experimental study, the ways and directions of successful students' adaptation are determined, which foresees, first of all, the reduction of the impact of maladaptation factors on higher education students, increase in their resistance to these factors and strengthening of those factors that are favorable to them.

Keywords: adaptation, adaptation process, forms of adaptation, factors of adaptation, educational activity, academic success, institution of higher education, first-year student, future primary school teachers.

1. INTRODUCTION

Studying at a higher education institution is one of the most important periods in the life of a modern young person when personal growth and professional becoming takes place. These processes are efficient, some students quickly adapt to changed social conditions and new activity, which cause the replacement of the dynamic stereotype and emotional experiences associated with it. The entry of

yesterday's pupil into the system of higher education is characterized by a great dynamic of mental processes, which is caused by the novelty of the student status, the lack of a reference group, the intense mode of study, which becomes more complex in form and content. A special role in this process belongs to the educational activity, which is associated with receiving, processing and communicating a large amount of information and is characterized by regular fatigue, high emotional load, stressful situations that occur from time to time. Stress factors affecting students also include misunderstanding or insufficient knowledge of subjects, high intensity of studying, conflicts with peers and teachers, malnutrition, lack of time, lack of physical activity, etc.

The adaptation period, which lasts for the first months of studying in a higher school, is an important stage in students' lives. It is during this period that the assimilation of a new way of life, qualitatively other forms of relations with teachers and administration, a new social environment, adaptation to changed living conditions take place. Therefore, the functional systems of the freshman's body are not operating at an optimum level at this time, their energy reserves, the level of emotional-volitional and cognitive processes, physiological indicators of the state of the organism, the renewable capabilities of the body and overall performance are significantly reduced. Thus, according to various experimental studies, more than half of the first-year students suffer from sleep disorders. About 80% undergo excessively strong emotional experiences; one third of students have low levels of mood, suffer from psychosomatic disorders, which is manifested in nervous system arousal and loss of emotional control; a quarter of students have chronic somatic diseases; about 70% of students experience fatigue at the end of the work day, 35% suffer from decreased attention [5].

Taking into account the tendency for deterioration of the health condition of the students, whose educational activity is characterized by intense mental and emotional load, regular fatigue, stressful situations, which often leads to various forms of impairment of their mental and physical health, it is obvious that there is a need to identify and overcome maladaptation factors that prevent effective freshmen's learning activity. In the experimental study, the results of which are outlined below, we have identified and characterized the importance of various adaptation factors, taking into account the peculiarities of students' educational activity. At the same time, academic success was considered an important criterion for the effectiveness of education and adaptation of higher education students to it.

2. ANALYSIS AND DISCUSSION

Integration of students into the educational environment of a higher education institution is inextricably linked with the awareness and acceptance of their new social status, their inclusion in new social connections and relationships with well-defined goals, objectives, requirements and responsibilities. Therefore, students have an urgent need to adapt to living conditions and activities in accordance with new social functions and characteristics of the organization of study at a higher education institution. This process is complicated by the fact that in the process of adaptation freshmen need to overcome a number of subjective difficulties, which are caused by individual characteristics of anatomical, physiological, mental and social development, and objective difficulties, determined by the environment, circumstances, features of the educational institution activity. Thus, S. Izbash (2007) claims that in the transition from one degree of education to another, there are inevitably difficulties associated with self-expression of personal qualities in new conditions and mastering new activities. The researcher correlates the normalization of such inconsistencies with the socio-professional adaptation of students, understanding it from the standpoint of activity-personal approach as a process of personal changes in the motivational, operational and reflexive spheres of the student's personality under the influence of external and internal factors, socio-economic conditions, connected with involving the individual in the process of preparation for professional activity [3].

While researching students' adaptation to studying at a higher education institution, we proceeded from the fact that the adaptation period, which starts from the first days of studying, is a very important stage in the personal and professional development of future professionals. It involves the entry of higher education students into a new social environment, the assimilation and reproduction of

social norms and values characteristic of this environment, mastering the respective roles and functions, developing a new model of behavior and activity [1]. Therefore, psychological and pedagogical support are important factors for successful adaptation of freshmen. Researcher G. Vasianovych (2008) identifies the following types of pedagogical support for students in the process of adaptation to studying at a higher education institution: individual, group and social. Individual support is carried out mainly in the sphere of personal adaptation by gaining experience of emotional and value relationships, which involves the identification of difficulties and problems, involving the student in self-knowledge in accordance with the self-concept, resolving intra-personal contradictions in predicting the individual trajectory of personal development. Group support involves diagnostics and coordination of influences on the group, formation of favorable psychological climate and interpersonal communication, activity of groups and collectives with participation in socially important activities, correction of intragroup relations, and involvement of personality in the activity of these groups and collectives, assisting in life conflict resolution. Social support is carried out in the social environment and aims at the student's successful adaptation to the conditions of modern society [11, p. 25].

In the fundamental works of leading scientists, the optimization of the adaptation process of students of higher education institutions is considered as the most important reserve for improving the effectiveness of studying. At the same time, more and more attention is given to the pedagogical provision of the freshmen's adaptation process, the general content of which includes, according to I. Sokolova (2001), three components: socio-psychological, which reflects the change of the student's social role, adjustment of his needs and value system, necessity of more flexible regulation of his behavior, acceptance of norms and traditions established in the institution of higher education; psychological, that is restructuring the student's thinking and language, sharp increase in attention and memory functions, increase in emotional tension; activity, that is students' adaptation to new psychological and physiological loads, involvement in hard educational work, overcoming a kind of "information explosion" [9, p. 28]. Researchers G. Levkivska, V. Sorochynska, and V. Shtyfurak (2001) identify the main components of the process of adaptation of freshmen to study: formal, social-psychological and didactic [6]. V. Liesovyi (2017), who identifies physiological, social-psychological, didactic and professional components of the students' adaptation process [7], supplements this classification as well.

61 first-year students of the specialty "Primary education" of the Pedagogical faculty of Vasyl Stefanyk Precarpathian National University participated in the experimental study. In the course of the research, we used questionnaires, the methods of diagnostics of the level of social frustration of Wasserman-Boiko [5], self-efficacy scale of R. Shvarcer and M. Jerusalem [5]. Using the methods and questionnaires, information was obtained on such adaptive factors for first-year students as:

- magnitude of study load and extracurricular load;
- performance during the school day and week;
- health condition;
- manifestation of different signs of fatigue during studying;
- educational self-efficacy;
- motivation to study;
- relations with groupmates and teachers;
- social frustration.

Investigating the impact of study load and extracurricular load on the process of successful adaptation of freshmen, we proceeded from the assumption that the amount of study load is determined primarily by the average time spent by the student to prepare for the classes. With regard to extracurricular loads, this is the time used by higher education students to solve family and domestic affairs, part-time jobs, hobbies, etc. (Table 1).

The indicator	1–2 hours	2,5–4 hours	more than 5 hours
Study load	41%	52%	7%
Extracurricular load	49%	46%	5%

Tab. 1. Students' assessment of study load and extracurricular load

Therefore, we can state that 52% of freshmen spend 2.5 - 4 hours preparing for classes, 41% - 1-2 hours and 7% - 5 hours or more. As for extracurricular load, it takes students less time, but in 5% of students, this indicator is very high.

An important stage of the study was to determine the self-assessment by higher education students of the magnitude of their study load and overall workload, which includes the time students spend preparing for academic classes and extracurricular activities during the day (Table 2).

Load rating	Low	Normal	High	Very high
Study load	3%	66%	26%	5%
Overall workload	3%	74%	20%	3%

Tab. 2. Students' assessment of the magnitude of study load and overall workload

The received data show that more than half of the students rate their workload as normal, 26% consider it high, a small number of the freshmen think their workload is very high, and only 3% of the respondents rate it as low. The study made it possible to determine students' assessment of their overall workload, which, according to the freshmen, is normal (74%), high (20%), very high (3%) and low (3%). Overall, it can be said that only for a small number of higher education students study load and overall workload is low or very high.

Determining the performance of students during the day and week, we proceeded from the assumption that the effectiveness of freshmen's educational activity is largely determined by the level of their working capacity (Table 3).

Performance	Degrades	Does not change	Improves
During the day	54%	38%	8%
During the week	59%	34%	7%

Tab. 3. Students' assessment of the dynamics of their performance

The results of the study show that the performance of the students during the day (51%) and week (54%) is worsening. In addition, this is quite understandable, because the study was conducted in the 1st semester, when the process of adaptation of freshmen to the organization of the educational process in higher education institution is still actively taking place. The data presented by the self-assessment indicators of higher education students' performance during the day and week showed that they were significantly lower than in the study by O. Kokun (2004) [5], which found out that only 40% of students experience fatigue at the end of the day and 32% - at the end of the week.

In the course of the study, it was important to examine the students' self-assessment of their health condition, which is extremely important in the process of carrying out the educational activity and greatly influences its effectiveness (Table 4).

Health condition	Bad	Good	Very good
Number of students	13%	72%	15%

Tab. 4. Students' self-assessment of their health condition

As we can see, many students rate their health as good (72%) and very good (15%). However, 13% of freshmen think that they have poor health, which should be taken into account in the organization of higher education students' educational activity.

One of the important aspects of optimizing the study process in the institution of higher education is taking into account the signs of fatigue that students experience while studying. Thus, the research made it possible to state that in the process of studying freshmen experience such signs of fatigue as deterioration of health condition (20%), decrease in working capacity (33%), deterioration of attention (34%), nervous tension (26%), increase in irritability (21%), mood instability (26%), indifference (24%). Note that a certain number of students indicated several signs of fatigue caused by their study, 5% did not name a single sign, 11% indicated other signs of fatigue, including drowsiness, hunger, headache.

The academic success of higher education students is most closely linked with their educational self-efficacy [2]. It is a component of such personal quality as general self-efficacy, which determines a person's success in various spheres of activity. It is advisable to emphasize that the value of self-efficacy for students is significantly increased in difficult conditions and when they achieve complicated goals [10]. Investigating the self-efficacy of freshmen, we used the self-efficacy scale of R. Shvarcer and M. Jerusalem [5] (Table 5).

Educational Self-efficacy	Points	Number of students
High	30–40	61%
Average	20–29	36%
Low	≥ 19	3%

Tab. 5. Educational self-efficacy of students

The results of the study showed that 61% of students demonstrated a high level of educational self-efficacy, which testifies to their potential ability to carry out successful educational activity and effectively fulfill the academic load of higher education institution. The average level of educational self-efficacy was shown by 36% of higher education students, which indicates that they have some problems in the educational sphere. In the course of the study, we found out that among students there are those whose educational self-efficacy is at a low level, which indicates that they have a pronounced disadaptation factor.

The analysis of scientific research has shown that there is a close link between student self-efficacy and student motivation to study [4]. The motivational sphere of the individual plays an important role throughout the adaptation process. This is primarily due to the fact that the leading motives play the role of a driving force that directs the activity of the individual, occurring in the external subject and social environment, as well as having an inherent emotional and meaningful side with it [8, with. 83]. Thus, examining the level of motivation of freshmen to study, it was found out that 23% of students have very high interest in studying, 45% have a high level of interest, 27% have an average level of motivation and only 5% showed a low level of interest in studying.

An important stage in the study was to identify students' evaluations of their relationships with classmates and teachers, which significantly influence the educational activities of higher education students (Table 6).

Relationships	Bad	Mediocre	Good	Very good
With groupmates	5%	22%	50%	23%
With teachers	5%	21%	56%	18%

Tab. 6. Students' assessment of relationships with classmates and teachers

The above data indicate that there is a good relationship between students, students and teachers. In particular, students rated their relationships with classmates as very good - 23%, good - 50%. As for relationships with teachers, 74% of freshmen classify them as good and very good. Although there are

students, who consider their relations with their classmates (22%) and teachers (21%) to be mediocre, a small number (5%) define them as bad, which requires special attention. However, it should be noted that the relations with the groupmates turned out to be somewhat better than with the teachers.

The Wasserman-Boiko's questionnaire was used to investigate the level of social frustration of higher education students [5]. The analysis of the results on different issues that make up the level of students' social frustration made it possible to identify the most and least frustrating (maladaptation) factors for them (Table 7).

№	Satisfaction Level	High	Medium	Low
1.	Living conditions	33%	43%	24%
2.	Financial condition	28%	24%	48%
3.	The sphere of services and household services	24%	30%	46%
4.	Health care sphere	21%	31%	48%
5.	Leisure	54%	24%	22%
6.	Holiday opportunity	57%	22%	21%
7.	Place of study	74%	18%	8%
8.	Learning content	75%	17%	8%
9.	Learning conditions	61%	29%	10%
10.	Relationships with friends, acquaintances	80%	17%	3%
11.	Relations with groupmates	75%	22%	5%
12.	Relations with teachers	74%	21%	5%
13.	Relations with the administration of the higher education institution	72%	21%	7%
14.	Relations with parents	89%	8%	3%
15.	Relations with relatives	80%	15%	5%
16.	Relations with neighbors	61%	29%	10%
17.	Choice of study place	74%	18%	8%
18.	Lifestyle in general	75%	17%	8%

Tab. 7. Components of students' social frustration

The study revealed the least frustrating factors for first-year students, including those related to the area of relationships (with parents, relatives, friends, classmates, teachers), as well as satisfaction with their place of study and its content. The most frustrating (maladaptation) factors for students were the sphere of services and household services, living conditions, health care, social status and financial status. Note that our study results are in line with those of O. Kokun (2004) [5].

Coming out of the results of the experimental study, we will determine the main directions of optimization of the adaptation capacity of higher education students through the influence on the overall adaptive factors that are important for them. They include enhancement of educational self-efficacy; improving health; increasing motivation to study; overcoming various signs of fatigue during study; increase of working capacity; improving relationships with groupmates and teachers. This can be achieved through trainings, individual consultations, student involvement in the socio-cultural life of the institution, participation in various competitions, foreign programs, social and educational projects, a system of financial and moral incentives, in particular, awards of the rector, scholarships, certificates, providing explanatory work on the peculiarities of the organization of the educational process in the higher education institution, the need to maintain and promote health, leading a healthy lifestyle, organizing various activities, aimed at increasing the level of interaction and communication between students, increasing the role of the curator in the adaptation of students to the conditions of study at the higher education institution.

3. CONCLUSIONS

Today, the value of pedagogical work is increasing in our country, and there is an increased interest in the teaching profession, which is caused by fundamental changes in political, economic and social life. Therefore, institutions of higher education are responsible for the preparation of highly qualified specialists, for providing each student with real conditions for development, for improving the cultural and professional levels, self-improvement and self-education. Particularly an important stage of studying at a higher education institution is the period of adaptation. The period when higher education students adapt to the content and nature of the educational process, adoption of norms and requirements of the new social environment, inclusion in the system of interpersonal relationships, formation of a system of personal orientations, values and qualities, necessary for professional activity. This period is a dynamic process of physiological and psychological transformations of the personality and optimization of the learning environment. It takes place as the result of organized interaction between the teacher and the student in order to develop a strategy of effective involvement in educational activity, meeting the needs and opportunities arising in the process of studying at a higher education institution. It is clear that the main focus of this activity should be to reduce the impact on freshmen of maladaptation factors, to increase their resistance to these factors, and to strengthen those that are favorable to them.

The results of the study showed that among the common important factors of the effective adaptation of the students, which have a positive impact on their activity and academic success. There is the expedient amount of educational and extracurricular workload, high performance of the freshmen during the school day and week, satisfactory health condition, manifestation of different signs of fatigue during the study, high educational self-efficacy of higher education students, high level of their motivation to study, friendly relationship with classmates and teachers. Respectively, low self-esteem, excessive self-confidence, conflicts, poor relations with classmates, high levels of anxiety and stress, dissatisfaction with studying negatively affect the educational activity and students' success. Based on the obtained results, we determined the directions of work with first-year students of the specialty "Primary education" and carried out a number of activities to successfully adapt them to studying at Vasyl Stefanyk Precarpathian National University.

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Лійчук Любомира, Воробець Олексій. Психолого-педагогічні особливості адаптації студентів до навчання у закладах вищої освіти. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 184–191.

У статті розкрито особливості процесу адаптації студентів до навчання у закладі вищої освіти, підкреслено актуальність означеної проблеми в умовах, коли актуалізується питання підготовки висококваліфікованих фахівців, здатних до ефективної роботи зі спеціальності на рівні світових стандартів, готових до постійного професійного удосконалення та особистісного зростання. Підкреслюється, що період адаптації є особливо важливим етапом навчання у вищій школі, коли відбувається пристосування здобувачів вищої освіти до змісту і характеру навчального процесу, прийняття норм та вимог нового соціального середовища, включення до системи міжособистісних стосунків, формування системи особистісних орієнтацій, цінностей і якостей, необхідних для професійної діяльності. Виявлено взаємозв'язок між навчальною успішністю студентів і рівнем їх адаптованості до навчання у закладі вищої освіти. Представлено результати експериментального дослідження, у процесі якого визначено основні фактори адаптації здобувачів вищої освіти, що позначаються на їх діяльності та навчальній успішності, серед яких: величина навчального й позанавчального навантаження, працездатність впродовж навчального дня і тижня, стан здоров'я, прояв різних ознак втоми під час навчання, навчальна самоефективність, мотивація до навчання, стосунки з однокурсниками та викладачами, соціальна фрустрованість. Наголошено на тому, що адаптаційний період у першокурсників проходить по-різному, залежно від їхніх індивідуально-психологічних особливостей, рівня готовності до навчання у вищій школі, правильності вибору майбутньої професії. Виходячи із результатів експериментального дослідження, визначено шляхи та напрями успішної адаптації студентів, які передбачають насамперед зменшення впливу на здобувачів вищої освіти дезадаптаційних факторів, підвищення їх стійкості до цих факторів та підсилення тих факторів, які є для них сприятливими.

Ключові слова: адаптація, адаптаційний процес, форми адаптації, фактори адаптації, навчальна діяльність, навчальна успішність, заклад вищої освіти, студент-першокурсник, майбутні учителі початкової школи.

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THE CONCEPT OF DIPLOMA THESIS USING DESIGN THINKING

ANETA DUDA, PIOTR MAZUR

Abstract. The article substantiates the urgency of the problem in the context of contemporary public challenges, in particular, the improvement of the quality of the provision of educational services for the training of teaching staff. One of these challenges is practically oriented pedagogy, which involves a close combination of theory and practice in a particular socio-cultural situation. In this sense, the need to develop teachers' professional competence, creativity, critical and design thinking is emphasized by the authors. The aim of this article is to present the concept of diploma thesis using the Design Thinking method. The goal of Design Thinking is to create new solutions based on a deep understanding of users' problems and needs. The human-centered design consists of five stages: empathisation, defining the problem, generating the ideas, prototyping and testing. The article is based on the authors' experience of implementing Design Thinking in education.

The importance of design thinking in the educational process is stressed, in particular for the effective diagnosis of students' educational needs during the lessons preparation. It is mentioned that educators learning specific methods of work and project thinking could successfully organize lessons or create a school environment that addresses the interests and creative needs of students. The article is written using the practical experience of the authors to introduce design thinking into education. The researchers are convinced of the need to involve young people in the writing of diploma researchers on the development of design thinking, professional creativity. At the same time, it is also important to carry out pedagogical research in a particular field of scientific knowledge, since the scientific and pedagogical community needs experts and theorists in the field of education.

Keywords: design thinking, creative thinking, creativity, educational process, human-centered design.

1. INTRODUCTION

The question about the relationship between theory and practice is one of the basic issues in pedagogy. Currently, the aspect of educating teachers in the relationship between theory and practice is a big challenge for Polish universities.

Wolfgang Brezinka, writing about practical pedagogy, rightly notes that "Practical pedagogy is a theory that prepares for proper educational activities in a given socio-cultural situation. Whenever possible, it should be based on scientific knowledge, but must be free of unnecessary scientific ballast. It has four tasks to perform that exceed the capabilities of other sciences. Practical pedagogy should:

- offer the educators an evaluative interpretation of the socio-cultural situation;
- set and justify specific goals for education;

- provide practical assessments, rules or proposals concerning the educational activities and various forms of educational institutions;
- promote the professional virtues of educators and their specific orientation as to the social values, provide them with intellectual and emotional support" [1, p. 209].

On the other hand, Stanisław Nalaskowski proposes "to divide the views on the pedagogical studies into two groups, according to which:

- pedagogical studies are purely professional, so their goal is to educate candidates for a specific profession, in a narrow specialisation. After completing these studies, the graduates will be specialists-practitioners, professionals in the field of activity designated in the process of social division of labour (e.g. caring educator, andragogue, educational counsellor, etc.);
- pedagogical studies are studies of a specific field of knowledge, i.e. pedagogy as a science, so the graduates supply the scientific community of theoreticians, experts in this branch of knowledge and research methodology corresponding to the selected subdiscipline of educational science (e.g. educational historian, educational theorist, general pedagogue, etc.)" [11, p. 151].

Bogusław Śliwerski points out that "The current profession of pedagogue is increasingly seen as a competency. The need for specialist preparation for this role is emphasized in terms of desirable skills and abilities, which should be supported by general theoretical, disciplinary (pedagogical) and specialization knowledge as well as necessary personality traits, including the one connected with (preferably creative) thinking" [12, p. 37].

The Report to UNESCO, submitted by the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors, emphasises that modern education should focus on four main aspects, which in the future will become the pillars of knowledge for each individual: learning to know, learning to do, learning to live together and learning to be [7, p. 103-112].

In the context of the above-mentioned demands, one more important dimension of university education should be added: learning to think! Above all, the university's goal for young people is "learning to think alone" [4, p. 129].

So what is thinking then? Thinking, i.e. talking with yourself, is a critical reflection on the world and human life. It is also a skilful way of expression. Smartness in thinking is proved by, among others, way of expression. Independence in thinking is therefore a difficult art that should be acquired in the course of study by every university graduate [9, p. 75-79]. This is even more important because contemporary entrepreneurs require universities to develop the creativity of individuals by strengthening cultural competences as well as creative, critical, independent thinking and acting skills [2, p. 10-12].

2. CURRENT CHALLENGES FOR COMPLETING THE PROFESSIONAL PRACTICE

The amendment to the *Law on Higher Education* of 11.07.2015 introduced a distinction between the general academic profile and the practical profile of education. Pursuant to the provisions of the Act, the practical training programme includes modules for the student to acquire practical skills and social competences implemented on the assumption that over 50% of the study programme specified in ECTS points includes practical classes shaping these skills and competences, including skills acquired during workshop classes.

The Regulation of Minister of Science and Higher Education of 26 September 2016, on Conditions of Studies specifies that classes related to practical professional preparation are to be conducted: in conditions appropriate for the given scope of professional activity; in a way enabling students to perform practical activities; by people, most of whom have professional experience acquired outside the university, corresponding to the scope of the classes.

The vast majority of the State Schools of Higher Education decided to modify the curricula for a practical profile. Until the end of 2016, the schools were required to introduce the three-month professional practices in their first degree practical studies curricula.

In the general opinion of employers, the studies and the internships are too little practical, too little suited to the real needs of the constantly changing labour market. One of their postulates was that the content of teaching should be more adapted to real conditions in the workplaces. The analysis carried out by Katarzyna Klimkiewicz shows that there are serious discrepancies in the perception of the internships by employers, students and universities. An important difference between the professional practices programmes planned by the university and the ones organised by the employers is that they are much more focussed on achieving the objectives of the workplaces. The internships are an opportunity for the student to be acquainted with the real labour market [6, p. 93-101].

The support for the effectiveness and efficiency of the professional practices is the constant cooperation between the universities and the educators, teachers and directors of the institutions where the students realise their practices. It should be based on concluded contracts and agreements, by monitoring the implementation of individual stages of the practice, evaluation of defined activities, and validation of the practices implementation process [10, p. 675].

The student internships are an important element of the education program of the State Schools of Higher Education. The objectives of these professional practices focus on substantive issues related to learning processes and procedures (including health and safety rules), learning the specifics of the workplaces and the rules that apply in it, and gaining experience in the realisation of practical tasks, using the knowledge gained during studies.

In 2016, as part of a non-competitive conceptual project *The internship programme at the State Schools of Higher Education*, 27 public and professional schools of higher education were selected, which task was to conduct additional internship for students of faculties with a practical profile. The aim of the project was to develop a nationwide, uniform system of 6-month professional practices at the professional schools of higher education. The result of the project was the development of students' competences, increasing the schools' flexibility in creating education programmes, and strengthening cooperation between employers and universities. One of the tasks for the participating schools was to prepare the implementation works [8, p. 91-98]. The ideal solution for pedagogy students is to prepare a diploma thesis using the Design Thinking method.

3. IMPLEMENTATION WORKS USING THE DESIGN THINKING METHOD

"Design Thinking is an approach to creating new products and services based on a deep understanding of users' problems and needs" [13].

This is a design method developed by the Design Institute at Stanford University. Its creator is David M. Kelley, who, together with his brother Tom, by spreading this method widely, wished to give future innovators a chance to realise their passion. Design Thinking is based on a strong focus on the user, looking at the problem from many perspectives and experimenting constantly by building new prototypes.

Creativity is needed to create innovation, which should not be equated with talent reserved only for the few. The brothers refute the myth of creativity associated with artistic activities. According to them, everyone is creative, they just need to unleash the courage they call "creative courage" [5, p. 14]. Working in interdisciplinary teams and following the next steps supports the release of creative potential and gives the opportunity to develop custom solutions.

The first step should be the empathisation, which aim is to "enter the client's shoe." Thanks to exercises such as the circle of needs, ethnographic interviews, empathy map and persona, the needs that users alone cannot accurately name and describe. It is important to observe users in action, because they can apply some of their own improvements that can be an inspiration for new products. Defining the right problem is the second step in the Design Thinking method. It assumes that the collected information will be synthesised and the proper problem will be chosen. At this stage, it is important to break through the thought frames that limit the field of view. In the next step, one need to work out the largest possible number of solutions for the defined problem. The brainstorming process is the best way to achieve this goal. The team should agree on one solution that will be prototyped. To build a

prototype, you can use simple elements, cartons, straws, tapes, but you can also draw a solution or demonstrate it by playing a scene. After the presentation, all comments on the proposed solution should be collected. Once we have the prototype ready, we can go for testing. It should take place in a real environment. After a positive test result, we can say that the product or service is ready for implementation.

Giant corporations such as Google perfectly understand that the success of their products depends on the right matching their services together with the needs of users. Design Thinking could also be helpful in efficient diagnosis of the educational needs of students while preparing lessons. Educators learning the method of work and assumptions of project thinking could successfully arrange classes or school space based on the students' needs.

Piaget claimed that "the main goal of education in schools should be the creation of men and women who are capable of doing new things, not simply repeating what other generations have done. Men and women who are creative, inventive and discoverers. People who can be critical, validating, and not necessarily accepting everything that is offered to them" [6, p. 43]. Diploma theses that combine theory and practice and give the opportunity to create new things that are possible to implement at school can contribute to improving the quality of education.

Our diploma thesis using the Design Thinking method consists of four basic chapters: theoretical, diagnostic, research and describing the implementation of project activities.

The theoretical chapter discusses the adopted problem / topic in the light of the literature on the subject. This chapter contains some subchapters that detail the undertaken research subject in the context, such as the age group to which the author of the work relates or the specifics of work in a given institution. Student, when analysing the literature, should present its effects in a problem way. Individual subchapters should have a specific structure and be accompanied by introductions and summaries.

The diagnostic chapter's role is to define the design goal. Depending on the issue being examined, we can use Design Thinking such tools to diagnose the needs: wheel of needs, context map, persona, stakeholder map. In order to define the design goal, we can use design verbs to the phrase: "How could we... improve / transform / organize / increase, etc. ..."

The research chapter presents the basics of own empirical research. This chapter contains the following elements: subject and purpose of the research, characteristics of the study group, organisation and course of the research, research methods, techniques and tools, analysis of the research results.

In the last chapter, the problem raised in the subject of the thesis should be presented in the light of own activities carried out in the institution during the internship. Its structure should correlate with the research problems specified in chapter two. An important element of this chapter are the conclusions and recommendations, in which a summary of the entire project and suggestions should be made to improve the existing, diagnosed situation in the workplace. When formulating conclusions, there should be some reference to the theoretical part of the work in such a way that it forms a coherent whole.

An example of a diploma thesis layout:

Topic: Preventive actions in the field of ensuring the safety of pupils in the social therapeutic centre

Chapter I – Security in the light of the literature on the subject

1. The concept of security
2. Children's safety in legal regulations
3. Safety in the social therapeutic centre

Chapter II – Creating secure solutions using the Design Thinking project method

1. Empathisatio' - a problem of pupils' safety
2. Defining the design goal and the problem to be solved
3. Generating ideas to improve pupils' safety
4. Prototyping the activity, description of the prototype created
5. Testing the prototype in the therapeutic therapeutic centre

Chapter III – Methodology of own research

1. Subject and objectives of the research
2. Characteristics of the study group
3. Organisation and course of the research
4. Research methods, techniques and tools
5. Analysis of the research results

Chapter IV – Realisation of project activities

1. Realisation of the implemented activities
2. Realisation of the implemented activities
3. Planning for the implementation in the facility.

4. CONCLUSIONS

“Design Thinking was as originally popularized for creating commercial products (like the original apple mouse), and it is typically used to create market-based products and/or services. Human-Centered Design takes this a step further and provides a mindset and tools to ensure these products and/or services actually improve the lives of the end-users or beneficiaries. Combined, they offer a process and mindset that creates self-sustaining solutions to some of the world’s greatest challenges” [17]. Human-centered design proves that building a successful product depends on insightful research (personas, scenarios, use cases, customer journey maps, user testing, and more) and a conscious approach that lies in understanding how your end-users feel and behave [16]. Creating any product by a person involves research, creativity [14].

“To make this clearer, any business can use Design Thinking to build a solution that is capable of making money. For example, a company may use Design Thinking to create a video game or TV show for kids. Applying Human-Centered Design on top of this will ensure that the show actually serves the needs of the people watching it (for example meeting the learning objectives of the children watching the show or playing the game)” [17]. Therefore, we are convinced that pedagogy should be practical. After all, education also should be linked to the life of the child.

From the point of view of the tasks that the modern school faces, it seems necessary to train future teachers in a way that will prepare them to create educational reality on their own. In the face of challenges posed by society towards the individual, it is not enough to pass on any ready knowledge, because individuals are increasingly required to independently search for and study the surrounding reality, to make direct observations and to use natural curiosity and creativity. It is also expected that in professional work a man will be able to think and act independently and make responsible decisions. In addition - due to the fact that more and more often work requires much cooperation - it is expected that teachers will shape students' attitude that will allow them to undertake group work, cooperation and team work, as well as the communication with each other. The teacher's task should, therefore, be to stimulate students to creative, multi-faceted search for answers to their bothering questions, and to look for solutions to emerging problems. Our professional experience confirms that the use of the Design Thinking method in working with students prepares them to solve real educational problems, and allows them to develop their creative thinking.

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Дуда Анета, Мазур Піотр. Концепція дипломної роботи з використанням дизайнерського мислення. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 192–198.

У статті обґрунтовано актуальність проблеми в руслі сучасних суспільних викликів, зокрема йдеться про підвищення якості надання освітніх послуг щодо підготовки педагогічних працівників. Одним із таких викликів є практико орієнтована педагогіка, що передбачає тісне поєднання теорії і практики у конкретній соціокультурній ситуації. У цьому сенсі наголошено на потребі розвитку професійної компетентності вчителів, здатності до творчості, критичного та дизайнерського мислення. Представлено концепцію дослідження за допомогою методу дизайнерського мислення. Автори вважають, що метою дизайнерського мислення є створення нових рішень на основі глибокого розуміння проблем та потреб користувачів. Дизайн, орієнтований на людину, передбачає п'ять етапів: співпереживання (емпатія), визначення проблеми (фокусування), генерування ідей, складання прототипів та тестування. Обґрунтовано значення дизайнерського мислення в освітньому процесі, зокрема для ефективної діагностики освітніх потреб учнів під час підготовки уроків. Наголошено на тому, що педагоги, котрі вивчають конкретні методи роботи та проектного мислення, могли б успішно організувати заняття чи створювати шкільне середовище з урахуванням потреб і творчих запитів учнів. Стаття написана з використанням практичного досвіду авторів з упровадження дизайнерського мислення в освіту. Автори переконують на потребі залучення молоді до написання дипломних робіт з розвитку дизайнерського мислення, професійної творчості. Водночас йдеться також і про важливість здійснення педагогічних досліджень у певній галузі наукових знань, оскільки науково-педагогічне співтовариство потребує експертів і теоретиків у сфері освіти.

Ключові слова: дизайнерське мислення; креативне мислення; творчість; освітній процес; дизайн, орієнтований на людину.

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SYSTEM ANALYSIS OF THE FUTURE EDUCATORS' PSYCHOLOGICAL AND PEDAGOGICAL TRAINING EXPERIENCE

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Abstract. It is established that the integration of the higher education of Ukraine to the European educational space is connected to the problems of vocational education system reformation in order with the international requirements. It was determined that an effective way to implement the requirements to the future specialists' professional qualities is to diversify their professional training as well as to create and provide conditions for a positive synergy with the aim to ensure scientific character, conformity to culture, fundamentals, humanization, consistency, innovation, accessibility, unity and accessibility, continuity and diversity training for applicants.

The research work deals with the terminological aspects of future specialists' psychological and pedagogical training in higher education institutions. The essential analysis of vocational training teachers' psychological and pedagogical training is based on the unity of pedagogical theory and practice and considers contextual education and upbringing, based on the laws and mechanisms of pedagogical creativity.

The analysis of scientific works, published up till now by domestic and foreign researchers, made us come to the conclusions that one of the reasons for the backwardness of the students' psychological and pedagogical training is a low level of pedagogical science development, inflexibility of educational programs, fragmented courses, lack of practical orientation. Development of requirements for the training of vocational teachers, with sectorial and integrated psychological and pedagogical components, is a priority now. The main task of higher vocational education is to prepare teachers who are ready for the organization and implementation of fundamental, technical and vocational training in practice at all levels of vocational education: vocational schools, technical schools, colleges, professional lyceums and gymnasiums, etc.

The research work analyzes the terminology and clarifies the concepts "training", "vocational teacher training", "general pedagogical training" and "psycho-pedagogical training of future specialists in pedagogical institutions".

Keywords: psychological and pedagogical training, professional educators, higher education, vocational education.

1. INTRODUCTION

The transformation of the higher pedagogical education is motivated by the education system structure modernization in Ukraine and necessity of its integration into European and world educational space. Implementation strategy of this task involves detailed analysis of available experience of previous generations, and its adaptation to new, innovative, advanced learning

technologies oriented on the further positive synergies. The integration of the teachers' education system lies in its quality. The provision of quality psychological and pedagogical training of vocational training teachers is a pedagogical problem. In addition, without solving this problem it is impossible to provide high-quality professional training of the future specialists in the education sphere and to ensure the development of competitive national system of higher education.

The initiated analysis of the recent researches and publications is supposed to solve this problem. Progressive ways of vocational training teachers' psychological and pedagogical training modernization are currently a very urgent direction in modern vocational education development and the object of many domestic and foreign scholars' researches. Meanwhile, the research system of vocational training teachers' psychological and pedagogical training hardly carries out all the existing specializations (profiles).

The goal of the article lies in theoretical and methodological analysis of vocational education teachers' psychological and pedagogical training to justify its nature and key categories' formation.

2. ANALYSIS AND DISCUSSION

Scientific and theoretical basis for the justification of modern approaches in vocational training teachers' psychological and pedagogical training implementation became philosophical, methodological, pedagogical and psychological basis in the sphere of higher pedagogical education (which is mentioned in the works of V. Andrushchenko, N. Demyanenko, V. Kremen, M. Korets, P. Pakeistas, N. Protassova, City of Seleucus, V. Sidorenko, D. Korzhevskogo and others), in the sphere of professional education (which is represented in the researches of S. Batyshev, A. Belyaeva, N. Bryukhanova, V. Bezrukova, A. Dubbink There. Sera, A. Kovalenko, V. Flint, From. Kurland, V. Lozovetska, N. Have nichkalo, V. Radkevich, A. Shcherbakov and others).

Methodological areas of future specialists' professional training research in the sphere of professional education are represented in scientific works of I. Bender, R. Gurevich, G. Gorbatyuk, I. Bankovskogo, A. Litvin and N. Manuka, A. Markov, V. Mozgovoy, L. Tarhan and many others.

According to the "Encyclopedia of professional education" under the edition of S. Batyshev, training is seen to be "a body of special knowledge, skills, qualities, work experience and behavior rules that ensure the possibility to reach success in a particular profession. Depending on the skill level and complexity, profession training includes secondary, lower (vocational) or higher education" [21, p. 3]. Fundamentally, a philosophical interpretation of V. Andrushchenko as a co-author of the document "Pedagogical Constitution of Europe" emphasizes "the unification of the educational processes, which occur in modern Europe, is to encourage the search for general principles of the complex professional training of teachers. Pedagogical Constitution of Europe provides a definition of a single value and methodological platform to prepare a new teacher for United Europe of the XXI century". [2, p. 7].

Exploring the theoretical and methodological bases of didactic competence formation of future teachers of engineering, L. Tarhan notes that the main professional requirements of a competent teacher of engineering are associated with mastering the skill-oriented design of the training cycle, namely, design description of training objectives, selection exercises, adequate for these indicators, the choice of teaching methods and its usage sequence, definition of the parameters required to receive information on the development progress of the subjects studied, the correction of mastering process and evaluation of the results. According to the researcher, the theoretical readiness of the vocational training teacher is evident in his activities, in a generalized ability to think in a pedagogical way, in the presence of analytical, predictive, design skills and reflection.

As L. Tarhan said, that the cross-cutting component of training is a formation of professional competence methodological bases, which has the following components: social, psycho-pedagogical, didactic, special, methodological, informational, management, cultural, communication, research, and reflective.

The aim and result of education is to transform the didactic competence of future teachers of engineering. L. Tarhan outlines the list of necessary professional knowledge, skills and professional

qualities expedient to train the future teachers of engineering in the HEF educational process. The researcher believes that the didactic competence of teachers of engineering is a critical component in the overall training system for future vocational and educational activities, methodological basis for the planning and design of educational and scientific processes in HEF engineering science education. According to L. Tarhan, interaction and interpenetration of the educational and engineering components in engineering-pedagogical education is most effectively revealed in didactic activities, which aims to transform the engineering knowledge in order to solve didactic problems.

Ensurance of the integrity of the didactic competence content and structure in the training framework allowed the researchers to highlight the professional pedagogical unit discipline, so-called "competence core". The main goal of the discipline is to form the didactic competence of future teachers of engineering, which is consistent with the competence-active approach in training, as far as it has theoretical and practical forms of expression. It contributed to the selection and implementation of the best variant of each component of the educational process, namely, the optimal selection of the content, forms and methods, technologies and training tools, functional activities, forms of self-development realization [17, p. 18-20].

We share the position G. Romantsev on the interpretation of teacher's professional training. Professional educator is creative and innovative. He covers the labor market research, enterprise peculiarities and development prospects (regional enterprises), on the basis of which he is able to create projects, semantic blocks of educational process (professional characteristics of the employee, training and software documentation, etc.) and the procedural units (individualized, focused on a future career, and comprehensive didactic means). In addition, the activities of this specialist involves the implementation of his own educational methods, organization and realization of educational process in the secondary school sphere, based on the concept of industrial education and productive labor combination, with the active application of advanced industrial technologies [19, p. 11]. "Psycho-pedagogical training is a kind of psychological and pedagogical education of the individual, aimed at developing the psycho-pedagogical competences and ensuring the experts' orientation at professional development, creative potential development, personal growth and so on" [8, p. 9].

Exploring the aspects of the primary school teachers' professional and pedagogical training, L. Khomich, found that this kind of training "is the process of teaching the psycho-pedagogical disciplines to students while doing academic and research work. All the disciplines of the psycho-pedagogical cycle, combined together, will determine the professional orientation of pedagogical institutions, to be at the core of students' professional training" [20, p. 3].

According to V. Garden, future educators' professional and pedagogical training, "is an integrative holistic system, which is characterized by internal unity of components focused on the achievement of certain strategic goals of pedagogical education, disclosure of internal personality potential for future pedagogical activity" [16, p. 36].

According to A. Abdullina, professional-pedagogical preparation of the teacher in pedagogical higher education institution is a multi-faceted system, which integrates relatively independent, but interrelated and interdependent training system: socio-political, scientific, psychological, pedagogical and cultural, the main point of which is general pedagogical training [1, p. 24].

Authors in the article [22] deals with the problem of professional training of future teachers in Pavol Jozef Šafárik University in Košice (Slovak Republic). The authors found that the psychological and pedagogical component of the content is half the total volume of training.

Scientific interests of N. Demyanenko lie in the sphere of general pedagogical teacher training, the essence of which is "to achieve the unity of educational theory and practice, as well as cultural conformity, fundamentals and mobility of knowledge" [4, p. 13]. We believe that this definition is acceptable for the psycho-pedagogical training of future vocational training teachers.

The study based on the defined term "professional teacher training", suggested by the creative team headed by A. Boyko, interpretes the scientific and methodological support of this training as a focused, independent, orderly and controlled system of regulations, policies, plans, programs and guidelines, as well as "specific organizational and pedagogical conditions and means, united by a

common concept of the individual teacher's creative personality in the conditions of multilevel education" [11, p. 3].

S. Vitvitska notes that teacher's education in the respective occupations for various educational stages covers the "fundamental psycho-pedagogical, methodological, informational, technological, practical and socio-humanitarian training" [5, p. 45]. However, justifying every kind of training, the scientist does not distinguish the terms "teacher's training" and "fundamental psycho-pedagogical training", namely, "educational preparation involves study, in addition to traditional academic disciplines (didactics, education theory, history of pedagogy, comparative pedagogy, basic pedagogical skills, modern educational technology and other disciplines based on profession features" [5, p. 45]. We agree that methodical training of a future teacher is cross-cutting and is interrelated with the psycho-pedagogical training, because it aims at learning the academic subject and extracurricular activity teaching methodology. This is done while studying the psychological and pedagogical disciplines, assignments, training, production (pedagogical) practices and regarding the methodological orientation on fundamental academic disciplines [5, p. 45].

G. Gorbatyuk defines the methodological training of vocational training educators as an integral component of their professional training, but, along with that he sees it as a "separate component, which is to ensure the integration of related scientific knowledge in the process of analysis and selection of learning paths, the justification of the principles, contents, methods and forms of learning in each specific situation. In the vocational training educators' training system it is necessary to use a unifying component that integrates all the blocks (cycles) into a single entity. That is called "monospecialty" [3, p. 129–130].

Regarding the definition of "psychological training", we have a few following interpretations of this term:

1. "Mental preparation – the system of psycho-pedagogical influence on the person to involve him into a specific activity" [15, p. 386];

2. "Individual psychological preparation for professional activity", which is defined as "the process of psychological readiness formation for productive participation in professional activities through a number of stages (information-semantic, diagnostic, remedial and developmental), providing the formation and development of psychological competence and psychological culture of the person" [13, p. 353].

Psychological readiness of the individual to the profession as the "education of complex multidimensional personality" and "the result of psychological preparation of the individual for professional activity" consists of the following components: "motivational (set of motivations in specialist's professional activity), cognitive (a set of psychological knowledge about the nature and patterns of professional activity), operational (a set of psychological skills to ensure the effective implementation of professional activities), personality (a set of professionally important qualities of the specialist personality)" [13, p. 353].

Exploring the system of continuous methodical training of future vocational training teachers, V. Kosyrev offers the following definition: "psycho-pedagogical training is a component of the integral process of future specialist identity formation in the system of professional education in higher education institutions, aimed primarily at the formation of professionally-pedagogical and social experience through the development of the system of psychological and pedagogical concepts, knowledge, skills and ways of action. Methodological training is the final stage of the integral process of the future specialist identity formation, a process that integrates social-humanitarian, natural-scientific, psychological-pedagogical, general professional and special (sectorial) training and is aimed at mastering the pedagogical activity technology" [9, p. 4].

A. Krivelyova explored the psychological and pedagogical training of future teachers of physics and mathematics in vocational education institutions and found out that "psychological and pedagogical training is the external influence on the internal state of the individual through the creation of corresponding organizational pedagogical conditions to achieve his optimal level of psychological and pedagogical competence" [10, p. 15]. The researcher also highlighted the internal and external

psycho-pedagogical training of future vocational training teachers of physical and mathematical disciplines, namely, "an external psycho-pedagogical training is an organized educational process to create the conditions for students to achieve the optimal level of psychological and pedagogical competence, internal psycho-pedagogical training is the process of mastering the competencies defined in the achievement of the psycho-pedagogical competence, preconditions of formation which is to improve the performing basic professional functions corresponding to certain types of psycho-pedagogical activity" [10, p. 15].

We share this statement and offer the next graduation levels in the psycho-pedagogical training of vocational training teachers:

1) basic psychological-pedagogical training (general pedagogical), which involves learning the basics of didactics, psychology the history of pedagogy;

2) fundamental psychological and pedagogical training, which aims at the development of teachers' professional training in educational psychology, professional pedagogy and elective courses in psycho-pedagogical sphere (pedagogical image studies, professional mobility, etc.);

3) scientific psycho-pedagogical training, which involves some work on a coursework project on vocational training methods and diploma project;

4) functional psycho-pedagogical training, which requires students to learn techniques as applied discipline (professional education methods, educational work methodology, methodology of study groups and extracurricular activities, e-learning, etc.) and to implement the acquired knowledge in the process of teaching practice production;

5) creative psycho-pedagogical training of vocational training teachers, which is aimed at realization of creative projects, participation in Olympiads, competitions, etc., the result of which is the comprehensive qualifying examination [18].

So, our interpretation is the next one. Psycho-pedagogical training of vocational training teachers is a complex multilevel process of the future specialist's multifunctional activity in the field of vocational education, which results in formation of vocational training teacher's psychological and pedagogical readiness, manifested in the development of individual psychological and pedagogical education, individual psychological and pedagogical competence, individual psychological and pedagogical culture [18].

The content analysis of vocational training teachers' psychological and pedagogical training [12, 7, 14] showed that the diversity of professional-pedagogical education is not always fully reflected; and it is vital to fill it with modern trends in the teaching theory and practice with the aim to improve its quality.

Accordingly, the main content of the vocational training teacher's educational activity should be shared in ways of action in order to solve a class of problems aimed at mastering general ways of learning. In connection with this provision, the number of scientists, namely, V. Slastyonin, N. Tamarina, V. Burn, S. Spirin, G. Sarantsev, S. Yakushev, A. Mishchenko and others interpret the professional competence of teacher in the secondary professional education system through the next simulation: given the pedagogical activity structure and define it as a measure of activity impact in the pedagogical task solution.

It is also important to conduct research to identify attitudes of future professionals to professional ethics [23].

As L. Karavayev claims, "The prestige of the vocational training teacher is an ability to find creative problem solutions in a constantly changing environment, to satisfy and develop the educational necessities of applicants' education, self-education and self-improvement abilities. The formation of the profession prestige is possible not only through the subject-subject and subject-object activities, but also through the goals to create an independent design of one's own activities and its reflexive analysis. That is why, first of all, a teacher faces the task to direct his professional activity to rethink his own activities, structures and organization forms of students' activities [6, p. 183].

We share the idea of G. Romantsev about the training content in vocational and pedagogical education that needs to be built on the integration of psycho-pedagogical and industrial components. It

is appropriate to emphasize that the methods of vocational education, which involves the intensification of future specialists' professional activity, focused on training students on future occupation, or rather training trade group to create working professionals. Thus, the emphasis is not on the academic subjects, but on the professional and qualification requirements for the worker of the relevant industry, which are embodied in the subject structure of the general professional and special curriculum cycles and fill every academic subject with content [19, p. 11].

According to scientific works of S. Batyshev the contents of engineering pedagogical education consists of the following blocks:

- general scientific and humanitarian training that contains a cycle of general disciplines;
- engineering and technical training;
- psycho-pedagogical training;
- production and technological preparation [21].

Based on the above and taking into account the necessity of vocational education and modernization in information technology development, the proposed structure of professional training teacher's psycho-pedagogical preparation, which is coordinated with competitive approach that underpins the Bologna process and the international European Commission Project "Harmonization of educational structures in Europe".

The structure of professional training teacher's psycho-pedagogical preparation consists of the next components: professional, invariant, variable and efficient. The generalized goal of the training is to form the vocational training teacher's psychological and pedagogical readiness, manifested in the development of special individual psychological and pedagogical professional competence.

The concept of "special psychological and pedagogical professional competence" is treated as a special set of qualities (professional handicraft, pedagogical skills, mentoring, motivation to the professional problem and situational task solution), aptitude (algorithmic, repetitive cyclical operations, professional score production processes), knowledge, and skills of psychological-pedagogical direction in accordance with the semantic purpose of professional environments in the types of economic activity and etiology of professional development, pedagogical, psychological and methodological effects of the educational process to modernize the system of vocational training teachers' professional training with transformational abilities" [18].

3. CONCLUSIONS

While evaluating the results of the previous research works produced in the field of vocational education in terms of the employers' requirements and the requirements of contemporary society to the future specialist, there is a reason to conclude that the psycho-pedagogical training of vocational training teachers involves development of the future specialist's ability to the mastery of pedagogical innovations and it is a decisive factor in the upcoming modernization of the vocational education system, and, consequently, in the sphere of education content update and the introduction of modern forms, means and methods of training.

We suggest, the structure of professional training teacher's psycho-pedagogical preparation consists of three main components, namely, invariant, variable, professional and efficient. The invariant component involves the study of normative disciplines of the vocational and practical training cycle and mastering students of two pedagogical practices (propedeutical and industrial) and course work on vocational training methodology. The variant component consists of two parts, which contains the disciplines chosen by HEF, and the disciplines of the students' free choice. The result component is a summary of the psychological and pedagogical preparation of future vocational training teachers, which takes into account the results of the examinations, reports on pedagogical and technological practices, and a comprehensive qualification exam, which is intended to check the level of readiness of students or graduates for their future professionalism in professional problem solutions.

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Титова Наталія, Кацєро Оксана, Кондур Оксана. Системний аналіз досвіду психолого-педагогічної підготовки майбутніх педагогів. *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 199–206.

У статті зазначено, що інтеграція вищої освіти України до європейського освітнього простору пов'язана з проблемами реформування системи професійної освіти відповідно до міжнародних вимог, тому актуальне системне дослідження загально педагогічної підготовки майбутніх вчителів та викладачів. Основним завданням вищої професійної освіти є підготовка вчителів, готових до організації та впровадження фундаментальної, технічної та професійної підготовки на практиці на всіх рівнях професійної освіти. Визначено, що ефективним способом реалізації вимог до професійних якостей майбутніх спеціалістів є диверсифікація їх професійної підготовки. Водночас важливим є створення та забезпечення умов для позитивної синергії з метою забезпечення науковості, послідовності, інноваційності, доступності, неперервності та різноманітності освіта для майбутніх педагогічних фахівців.

Здійснено аналіз сутності психолого-педагогічної підготовки педагогів, особливо професійного навчання, що ґрунтується на єдності педагогічної теорії та практики, контекстного навчання і виховання, спирається на закономірності й механізми педагогічної творчості. За результатами проведеного аналізу встановлено, що основними принципами даної підготовки є: науковість, культуровідповідність, фундаментальність, гуманізація, системність. Запропоновано формувати структуру психолого-педагогічної підготовки майбутнього вчителя з трьох основних компонент: інваріантної, змінної, результативної. Ці складові наповнені відповідними навчальними контентами. Проаналізовано термінологічні аспекти психолого-педагогічної підготовки майбутніх фахівців у закладах вищої освіти. З урахуванням сучасних вимог уточнено поняття: “навчання”, “професійно-технічна підготовка вчителів”, “загально педагогічна підготовка” та “психолого-педагогічна підготовка майбутніх фахівців педагогічних закладів”.

Ключові слова: психолого-педагогічна підготовка, педагоги професійного навчання, вища освіта, професійна освіта.

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ADOPTING AND ADAPTING HERMENEUTIC METHOD WITHIN TRANSLATION STUDIES

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Abstract. The present study focuses on the application of the hermeneutic method within translation process. The examination of the issue draws on the already established concepts of translational hermeneutics, which consider this method as a part of the initial phase of the translation activity. However, the study presents the approach according to which hermeneutic activity is present throughout whole translation process. The author thus examines deployment of Ricoeur's hermeneutic concept of interpretation and understanding of the complex translation activity. Finally, a new hermeneutic-pragmalinguistic conceptualization method is introduced applying the hermeneutic approach within the complex translation process. It is noted that on a semantic level the person who pronounces the word I, which is associated with a specific name, forms personal identity. At the pragmatic level, the meaning of the word I become contextually dependent on the discourse in which it is constantly formed. On the borderline between semantics and pragmatics, a person becomes a reflexive Self, capable of hermeneutical activity of understanding. The author focuses on Ricoeur's research, which defines language as an objective system and / or code and discourse. He also argues that language as a code is collective in that it exists as a set of parallel rules (synchronous system) and is anonymous in the sense that it is not the result of any intention. The language is not conscious in terms of structural or cultural unconsciousness.

The author focuses on the stages of hermeneutic activity. This indicates that the first step reveals the essence of interpretation as an important part of the hermeneutical method, which is a dynamic process that includes a non-methodological moment of understanding and a methodological moment of explanation. Characterizes the second stage of hermeneutic activity it is the stage of configuration. That is, the stage of conceptualizing meaning in language. The third stage, that is, the stage of refiguration, is a complete understanding of the discourse and its interpretation. Hermeneutic activity is fully realized in reading, which represents the space between pragmatics and semantic structure. This phenomenon is described as the stage where a person operates with all their knowledge, pragmatic language and experience, not yet structured to solve one particular cognitive-reflexive task. With regard to the thematic and non-thematic cognitive abilities of each person, the translator, as a professional user of at least two languages, has a cognitive-reflexive knowledge in which at least two language cultures interrelate and intersect. It is vaccinated that, at the interlingual and interlingual levels of hermeneutic activity (in interpretation and understanding), an individual not only uses language but also changes and transforms it.

Keywords: Discourse, Hermeneutics, Interpretation, Text, Translation, Hermeneutic-pragmalinguistic Conceptualization Method.

1. INTRODUCTION

The identification of the basic issues examined within translation studies, such as the issues of equivalence, transfer of meaning and form, the function of the translation and its cultural appropriateness, has initiated the development of numerous approaches within this field varying from traditional approaches drawing on the concept of equivalence to approaches building on the Skopos theory. In addition to the confrontation of numerous approaches, the incorporation of other social and human sciences into translation studies can be observed, as the focus of research is the person of a translator. A translator becomes the focal point of the translation process, and the central issues dealt with by translation studies are thus explored with regard to a translator's cultural and linguistic anchorage in two different lingua-cultures and the issue of hermeneutic understanding as a basic translation tool within translation as intercultural communication. To clarify the issue of the function of hermeneutic understanding, translation studies draw on the current philosophy, which is characterized by prioritizing the issues of human linguistic anchorage and human understanding of the whole extralinguistic reality including one's existence.

2. RESULTS AND DISCUSSION

Although the idea of applying the hermeneutic method in translation studies has emerged some time ago, its full adaptation to translation activity is not yet fully reflected in this field. Stolze (2011) considers hermeneutic understanding to be one of the basic priorities of translation activity. He draws on the concept of Snell-Hornby (1992) and Tytler, who rank among the basic principles of translation excellent knowledge of source and target language, knowledge of the translated material, ease of style and understanding of the content and form of the source text. Stolze (2008) claims that these principles inevitably lead to the need to use the hermeneutic method in translation.

Modern hermeneutic theories build on the concepts of a person's personal identity as a social construct constantly evolving in their linguistic activities and interaction with other participants, whether at the level of a community, a particular society, a wider culture, the whole lingua-culture, or intercultural and intercultural relations. Paul Ricoeur (1974, 1976, 1978, 1989, 1991a, 1991b, 2000) created an important conceptual basis for scholarly research of hermeneutic understanding as a human approach to social reality and the world. His hermeneutic theory, which is currently used in various interpretation disciplines, is widely applicable to translation research.

As already mentioned, his theory is based on the definition of man as being different from animals at the level of language (Ricoeur, 1989). Personal identity is thus conceptualized and structured in language, at the vague interface of semantics and pragmatics (1989). At the semantic level, personal identity is formed by a person saying the word *I*, which is associated with a particular name. At the pragmatic level, the meaning of the word *I* becomes contextually dependent on the discourse within which it is continually formed. On the border between semantics and pragmatics, one becomes a reflexive *Self* capable of hermeneutic activity of understanding.

Ricoeur defines language as an objective system and/or code and discourse. He also argues that language as a code is of a collective nature, because it exists as a set of concurrent rules (synchronous system) and is anonymous in the sense that it is not the result of any intention. Language is non-conscious in terms of structural or cultural non-consciousness (Ricoeur, 1976). At the same time, discourse represents a temporal event in language and thus the realization of language. Discourse as an event in language has several characteristics. (1) Discourse always takes place at a particular time, in the present. Language is an object placed outside of time. (2) Discourse has a self-reference character, i.e. discourse refers to who speaks through several indicators, including personal pronouns. (3) Discourse always refers to something. Language, on the contrary, refers to signs that are placed within the same system. Discourse refers to a world that can be described. This is where language and discourse intersect, because discourse serves the language to become actual through it. (4) Participants in the discourse to which the discourse is addressed are also part of the discourse (Ricoeur, 1974).

Language, in Ricoeur's view, cannot be reduced to unambiguous meanings, because it is in the language where ambiguity is reflected, and therefore approaching a language always requires hermeneutical interpretative activity, necessarily anticipating understanding [8, p. 33]. The necessity of hermeneutic activity within his theory results from the definition of language as a system of symbols, where the symbol represents "any structure of signification in which direct, primary and literal meaning denotes another meaning that is indirect, secondary, figurative, which can only be achieved by primary meaning" [9, p. 98]. Ricoeur also builds his hermeneutical definition of interpretation on the "assertion of thinking, which consists in decoding the hidden meaning in the apparent meaning and uncovering the levels of meaning contained in the literal meaning of the word" [9, p. 98]. The translation activity, which seeks not only to achieve equivalence but also to create a translation functional in the target lingua-culture, necessarily calls for the use of such a hermeneutic method that questions any primary meaning of a lexeme and leads to revealing secondary meanings of a particular expression in both the source and target languages. Drawing on the above mentioned it follows that that hermeneutic activity is present throughout whole translation activity and is not just its first stage, as Stolze (2011) suggests.

Interpretation as an essential part of the hermeneutic method represents a dynamic process incorporating a non-methodological moment of understanding and a methodological moment of explanation. Ricoeur describes this relationship as follows: "Understanding... precedes, accompanies, concludes and therefore surrounds the explanation. Explanation, on the other hand, develops understanding" [12, p. 142]. Therefore, although these moments are different from each other, they are also interconnected because they stand in a dialectical relationship. Interpretation cannot be reduced to one of them and therefore cannot stand alone. "Just as language, being brought to existence in discourse and performed as an event, discourse enters the process of understanding and becomes an event and meaning" (Ricoeur, [12, p. 78]). Interpretation is a significant aspect of the existence of man in contemporary society, which can be characterized for the presence of attempts to euphemize reality and for selective terminological inaccuracy with manipulative goals (Polačko, 2019).

In Ricoeur's theory, hermeneutic understanding is conceptualized as one of the essential determinations of man and so as a method by which man not only captures the conceptualized conceptsphere in the form of cognitive operations, but also is able to existentially reflect, understand and interpret the yet unthematized axiosphere.

Ricoeur's hermeneutic method consists of three stages, i.e. (1) prefiguration, (2) configuration, and (3) refiguration. The prefiguration stage is a phase of pre-understanding as implicit understanding of all networked relationships and structures of a particular cultural reality at all its levels. An individual at a given stage possesses a non-articulated knowledge of the society and culture, which they belong to and of the language in which they verbalize all meanings. This stage can also be described as the stage where an individual operates with all of their knowledge, pragmatic language and experience not yet structured to address one particular cognitive-reflective task. With regard to the thematic and non-thematic cognitive abilities of each individual, the translator, as a professional user of at least two languages, has cognitive-reflective knowledge in which at least two linguacultures interrelate and overlap. At the intralingual and interlingual levels of hermeneutic activity, it is necessary to point out that in the interpretation and understanding the individual not only uses the language but also changes and transforms it. As Taylor argues, language is not just a cluster of separable tools. Language is network-like and presents itself as a whole in each of its parts. People continually shape the language, stretch the boundaries of expression, create new terms, move the old ones, give the language a changed range of meanings (Taylor, 1985). The second stage of hermeneutic activity is the configuration stage, i.e. the stage of meaning conceptualization in language. The third stage, i.e. the stage of refiguration represents a full understanding of discourse and its interpretation. In the refiguration phase, the world of text and the world of the reader overlap (Ricoeur, 2000). Hermeneutic activity is fully executed in reading, which represents the space between pragmatics and semantic structure.

Ricoeur's hermeneutic method of understanding and interpreting the text represents a shift in translation theory in terms of directing attention to the concept of hermeneutic understanding and the

analysis of the three stages of the hermeneutic interpretation process. However, with regard to examining possible approaches to translation and achieving optimal balance between equivalence in relation to the source text, functionality and adequacy of the translation, Ricoeur's theory has also weak points. Ricoeur argues that after writing the text, the author loses their control and a new relationship is established between the text and the reader in the process of appropriation. The text is open not only to an infinite number of readings, but also to infinite number of interpretations. Applying this approach to translation could also lead to a situation in which the meaning of the source text in the translation activity as an interpretative activity would be lost. Definitely, translation cannot become space of an unlimited number of interpretations. The borders of transfer of meaning and form on the one hand and the functionality and appropriateness of the target text limit translation creativity. For a translator, in order to achieve such a balance in their activity, hermeneutic activity is required throughout whole translation process and not only in its initial phase.

In my opinion, hermeneutic understanding activity is present throughout the translation process, which, however, takes place not only at the intralingual level but also in the interlingual space and therefore necessitates its revision to reflect the translator's membership in at least two different lingua-cultures.

2.1. THE USE OF HERMENEUTIC-PRAGMALINGUISTIC CONCEPTUALIZATION METHOD IN THE TRANSLATION PROCESS

Based on the concept of the translator as a multilingual identity formed in the interlingual space during the translation activity and on the hermeneutic nature of this activity, a four-stage hermeneutic-pragmalinguistic conceptualization method may be used in order to achieve the translation as an optimal result of this activity. The four-stage nature of this method and its structure are the result of team research in translatology, pragmalinguistics, cognitive linguistics, lexicography, hermeneutics, linguistic terminology and core linguistic disciplines¹.

The main arguments for formulating the method of conceptualizing meaning in multilingual consciousness are the following ones: a) a man is a being, which conceptualizes meaning in language on intralingual and interlingual levels; (b) hermeneutic understanding involving a cognitive and existential aspect is an essential part of the conceptualization in the interlingual space; c) conceptualization is a culturally conventionalized and institutionalized principle of verbalizing meaning, and is distinctive for each particular lingua-culture. Drawing on the above-mentioned arguments as the theoretical basis of the translation process, any language unit (lexeme, sentence, syntactic structure, text) becomes a text unit as the subject of the hermeneutic method.

The proposed hermeneutic method, as defined in the previous research in which I participated (Bilá, Kačmárová, Vaňková 2017; Kačmárová, Bilá, Vaňková 2018), has the following structure within the translation activity:

1. establishing a cognitive framework;
2. encoding / preunderstanding;
3. salience as mentally preferred verbalization of meaning based on past experience;
4. code configuration.

Within the discussion on the conceptualization of the meaning in language, creators of framework semantics advocate the need to use a cognitive structuring tool allowing the use of differentiating criteria or an organizer of human experience to achieve conceptualization (Fillmore, 1985). Within this paradigm, the meaning comes from the experience schematization of the translator's language environment, which is based on their comprehensive experience and conscious epistemic and cognitive learning processes. It follows that the whole lexicon is organized in a certain and specific way through mental frameworks within which the semantic interconnection of individual lexemes is ensured based on their similarity and/or differences in their meaning and pragmatics (Fillmore, 1978). The translator

¹ The method was proposed within grant research task entitled *Virtual interactive bilingual (English-Slovak-English) and encyclopedic dictionary of general linguistics*.

thus uses cognitive frameworks to allocate the meaning of a particular language unit to a particular semantic area. As stated in the study on the issue of translation of a selected type of linguistic landscape (Bilá, Vaňková, 2019), this stage represents a phase of identifying the function of the text, a target audience, a reader (cf. Nord, 2005) and topic(s). Only a reasonable understanding of the mental framework allows the translator to undertake an in-depth analysis of the source text.

Drawing on the aforementioned, translation activity must necessarily include a hermeneutic pre-understanding (Ricoeur, 2000), which is an essential initial phase of any cognitive and hermeneutic process. Within the translation activity, this role is played by pre-conceptual knowledge of the cultural and linguistic structural systems and codes of the respective source language and target language acquired through comprehensive experience, formal specialized education and lifelong career education. The concept of hermeneutic pre-understanding is based on the theory of human anchoring in language (Taylor, 1985), in which man, as a linguistic being, is able to articulate their experience and axiological conceptsphere (conventionalized and institutionalized concepts including morals) in the language. The articulation of human experience is the process of configuring meaning and its signification in the language. Conceptualization of meaning in the target language can be understood as a process of code creation aimed at the concept denotation. At this stage, a translator identifies a particular type of discourse and the subject of their translation activity, and on the basis of this identification further specifics of their work will be determined.

The third stage of the proposed structure is that of salience, i.e. verbalization of mentally preferred meaning based on previous experience and comprehensive knowledge. Giora (1997, In: Kačmárová, Bilá, Vaňková, 2018) argues that such preferred meanings are coded as conventional in the human mind. These favored meanings are dealt with automatically in a particular situation and are automatically processed based on previous experience and internalized comprehensive knowledge of a translator as well as on the translation and communication situation itself. This stage is possible if any particular experience becomes so preferred that it becomes dominant within a particular cognitive framework, then it is stored and retrieved whenever a verbalization of this meaning is needed. The more often a translator uses the preferred meaning, the more dominant it becomes within the relevant mental framework in the lexicon.

The phase of the meaning configuration in the target language completes the translation process as intercultural communication. In this phase, a translator implements the available translation strategies and uses appropriate translation solutions to verbalize the meanings in the target language, and then edits and posts the translation.

3. CONCLUSIONS

The use of the hermeneutic-pragmalinguistic conceptualization method in the translation process seems to be a solution for executing translation as intercultural communication. At the same time, it provides a tool for conducting translation at the level of lexemes, sentence and text. However, when using the proposed method, it should be added that its individual phases require the specification of the translator's work and the necessary hermeneutic-cognitive processes.

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Дане дослідження зосереджено на застосуванні герменевтичного методу в перекладацькій діяльності. Розгляд проблеми опирається на вже сформовані концепції трансляційної герменевтики, які розглядають цей метод як частину початкової фази перекладацької діяльності. Однак у дослідженні представлений підхід, згідно з яким герменевтична активність присутня протягом усього процесу перекладу. Автор розглядає розгортання герменевтичної концепції Рікера в інтерпретації та розумінні на складній перекладацькій діяльності. Нарешті, новий герменевтико-прагмалінгвістичний метод концептуалізації впроваджується із застосуванням герменевтичного підходу в рамках складного процесу перекладу. Відзначається, що на смисловому рівні особистісна ідентичність формується людиною, яка вимовляє слово І, яка асоціюється з певним іменем. На прагматичному рівні значення слова І стає контекстно залежним від дискурсу, в якому воно постійно формується. На межі між семантикою та прагматикою людина стає рефлексивним Я, здатним до герменевтичної діяльності розуміння. Автор акцентує увагу на дослідженнях Рікера, який визначає мову як об'єктивну

систему та / або код і дискурс. Він також стверджує, що мова як код має колективний характер, оскільки існує як сукупність паралельних правил (синхронна система) і є анонімною в тому сенсі, що вона не є результатом будь-якого наміру. Мова не усвідомлена з погляду структурної чи культурної несвідомості. Описано етапи герменевтичної діяльності. Вказано, що на першому етапі розкривається сутність інтерпретації як важливої частини герменевтичного методу, який являє собою динамічний процес, що включає неметодологічний момент розуміння та методологічний момент пояснення. Другий етап герменевтичної діяльності – етап конфігурації, тобто стадія концептуалізації сенсу в мові. Третя стадія, тобто стадія рефігурації, – повне розуміння дискурсу та його інтерпретації.

Обґрунтовано, що герменевтична діяльність повністю реалізується в читанні, що представляє простір між прагматикою та семантичною структурою. Цей етап описується як етап, коли людина оперує усіма своїми знаннями, прагматичною мовою та досвідом, ще не структурованими для вирішення одного конкретного когнітивно-рефлексивного завдання. Що стосується тематичних та нетематичних пізнавальних здібностей кожної людини, то перекладач, як професійний користувач щонайменше двох мов, має когнітивно-рефлексивні знання, в яких принаймні дві мовні культури взаємозв'язуються та перетинаються. Доведено, що на внутрішньомовному та міжмовному рівнях герменевтичної діяльності (в інтерпретації та розумінні) індивід не лише використовує мову, а й змінює та перетворює її.

Ключові слова: дискурс, герменевтика, інтерпретація, текст, переклад, герменевтико-прагмалінгвістична концептуалізація.

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INTEGRATED APPROACH TO LEARNING (ON THE EXAMPLE OF A PRIVATE INSTITUTION “SCHOOL OF THE FREE AND RESPONSIVE”)

OLHA PYLYPIV

Abstract. The current stage of reforming the Ukrainian national school is characterized by a complication of the content of education, an increase in the amount of information and a reduction in the time allotted for its learning. Today, the development of education as a system must be realized through systemic knowledge, which is necessary for forming holistic and systemic thinking. This knowledge can be obtained through the integration of the humanities and fundamental disciplines and should be guided by the global level of science development. This approach contributes to the formation of holistic ideas about the world and a human as a whole. These ideas are outlined by the author in the article.

The search for ways to improve the education system at school has helped revive the notion of integration of learning, which is gradually being implemented in primary school practice. The purpose of the article is to analyze the main aspects of an integrated approach to teaching at elementary school and to reveal the pedagogical value of thematic days. At the moment, the main task of education in the 21st century is to improve, develop and shape attention, imagination, thinking and memory. However, in general, today's level of the development of education in Ukraine does not give an opportunity to fully fulfill the function of the key resource of the socio-economic development of the country and increase the welfare of citizens. The prestige of education and science in society remains low nowadays. Today, in Ukraine different legislative and regulatory acts provide the implementation of cardinal changes aimed at “a comprehensive development of a person as a personality and the highest value of society, shaping his or her talents, mental and physical abilities, upbringing high moral qualities, forming the citizens capable of a conscious public choice, enrichment on this basis of intellectual, creative, cultural potential of the nation, raising the educational level of the people, providing the national economy with qualified specialists. Ukraine recognizes education as a priority area of socio-economic, spiritual and cultural development of society” [7, p. 65].

Keywords: integration, thematic learning, content of education, elementary school, educational process.

1. INTRODUCTION

Based on the main tasks of the Ukrainian legislation on education and taking into account the social component of life and the health status of children and youth, the Ministry of Education and Science of

Ukraine, which implements state policy, makes decisions on the organization of innovative activity in the field of education as well as coordinates and supervises its implementation.

In 2016, the concept of a New Ukrainian school was launched and the primary school programs were updated. It enables younger students to acquire key competences in a more comfortable way without being overloaded with theoretical information and increase motivation for learning. According to this, there are 10 key competences of the New Ukrainian School:

1. Communication in the national (and native in case of difference) languages.
2. Basic competences in natural sciences and technologies.
3. Digital competence.
4. The ability to learn throughout life.
5. Communication in foreign languages.
6. Mathematical competence.
7. Initiative and enterprising.
8. Awareness and expression in the cultural sphere.
9. Environmental literacy and healthy living.
10. Social and civic competences [11, p. 13].

Integrated learning is optimal for the current stage of development of the national school because at present there is a complication of the content of education, an increase in the amount of necessary information and a reduction in the time allotted for its learning [1, p. 96]. Along with the principles of humanization and differentiation, the principle of integration in Ukraine is proclaimed as one of the basic principles of educational reform. The importance of finding rational ways to integrate different disciplines in the process of primary education is also increased due to the students' overload with academic subjects, the thematic peculiarities of educational disciplines and the need to form a holistic outlook in the interconnection of its elements.

The research of didactic peculiarities of the integration of the content of teaching was performed by outstanding teachers: L. Varzatska, L. Horhosh, L. Nikolenko O. Prosina [3, 5, 10, 13]. Leading didactic and methodologists' attention to the problem of integration is explained by the fact that it is aimed at enhancing information content and emotional enrichment of students' perceptions, thoughts and feelings through the attraction of additional interesting material, which enables to learn the phenomenon and concepts from different perspectives as well as to achieve the integrity of students' knowledge.

At present, the formation of personal qualities of young children in the integrated education is insufficiently scientifically substantiated, and numerous problems related to the creation of optimal conditions for their harmonious development in the educational process are not solved.

In the elementary school, much attention is paid to knowledge integration because, according to M. Vashulenko, there are objective reasons and preconditions for this, in particular: the need to eliminate children's overload; to reduce the number of teaching hours during the week and to allocate the withdrawn hours for the subjects of the developmental-educational cycle; the integrated course in elementary classes can be conducted by the class teacher at no extra cost, since he or she has to teach these subjects to students in the traditional way (as opposed to the upper classes) [4, p. 24].

2. ANALYSIS AND DISCUSSION

At present, the principle of integration in Ukraine has been proclaimed on the basic principle of educational reform along with the principles of differentiation and humanization. In the world countries, a lot of educational technologies are being developed and implemented on the basis of an integrated approach.

In primary school, the problem of integrated learning and education is important for both theory and practice. Its demand is inspired by new social requests for school and is caused by the changes in manufacturing and science. An integrated approach in the learning process serves as an important participant in enhancing students' learning and cognitive activity.

Primary school has a major task to create the right conditions for the holistic development of the child's personality and self-organization. This can be done by solving the following problems: forming a sense of psychological protection in each student; creating the appropriate conditions for meeting the basic needs of the child in development, improvement, activity of his or her personality, etc.; creating reliable and trusting relations "teacher-student", "student-student", "student-teacher"; giving each child the opportunity to realize himself or herself in the most important areas of life, with the greatest possible development of his or her abilities and capabilities.

It is almost impossible to achieve and realize the set goals and objectives within the framework of traditional educational process. It involves a specific distribution orientation of educational and upbringing processes, despite the individual and mental characteristics of children as well as compliance with the common organization of the learning process with complex tasks for everybody, mode moments, division of the educational process not into the content, but into the time segments. Integration, as a leading trend of updating the content of education, gives the chance to qualitatively change the content of education, to supplement various subjects with interconnected knowledge in the history of science and psycho-economic, socio-philosophical and historical knowledge. Integration is a powerful way of forming an outlook, which does not have a regulatory but a personal character. Compliance with the terms of its successful methodological implementation provides with high-quality education that is competitive, able to create successful conditions for each student to independently achieve his or her own life goals and creatively affirm in various social sectors.

Advanced modern primary education teachers (M.S. Vashulenko, V.R. Ilchenko, Y.M.Kalyagin, O.Y. Savchenko, V.K. Sidorenko) emphasize two aspects of the concept of "integration":

- 1) creation of a holistic view of the outside world in primary school students (integration is seen as a goal of learning);
- 2) obtaining a common ground for combining subject knowledge (integration is used as a learning tool).

Introduction of the first aspect of the problem will allow to give students knowledge that shows the connection of certain components of the outside world to a single system, to develop students' visions of the outside world as a whole, where all the elements are interconnected and ordered. The worldwide experience of primary education with predominant integrated courses such as "A human and the Environment", "Humanities Integrated Course", "Art of Speech", "Artistic Work", "Music and Movement", etc. [15, p. 5] prove this position to be correct.

According to the National Strategy for the Development of Education in Ukraine for the period until 2021, "building a national education system in modern conditions, taking into account the fundamental changes in all spheres of public life, the historical challenges of the 21st century requires a critical reflection on what has been achieved and focusing efforts and resources on solving the most urgent problems that impede development and enable the provision of a new quality of education adequate to the current historical era" [9, p. 4].

Implementation of cross-curricular integration of the content of learning is a topical question of today, since the educational model based on integration helps students create a holistic picture of the world, form cross-curricular and key (extra-curricular) competences, stimulate the development of their cognitive and creative skills and solve the problem of intellectual overload of primary school students. The number of subjects based on only one science is reduced by the introduction of integrated courses based on knowledge of several related fields of science. The idea of integration in education is a significant achievement of didactics, since subject to its successful methodological implementation; the goal of high-quality education is realized [2, p. 15].

Therefore, integration as a requirement for combining into the whole of the components of learning objects is a necessary didactic means by which the creation of a holistic view of the object under study and a cross-curricular competence is formed among the students.

Y.A. Komensky also emphasized the need "to always bring together what is related to each other". The great didactic explained the need for an integrated thematic approach to the organization of the educational process in the following way: "All knowledge grows from one rootp – the surrounding

reality; all knowledge is connected, and therefore, must be studied in connections." And "... in cases when the program material of different educational subjects allows to integrate itself within one school day, so-called "thematic days" can be organized, when all lessons in the schedule are directed for the implementation of a single educational goal, which finds a logical continuation in the educational event" [14, p. 245].

Integration acts as a natural interconnection of the sciences, disciplines, sections and topics of different subjects based on the leading idea and principles. At the present stage, there are three forms of integration: full, partial and box. Complete – merging educational material into a single course. Partial – merging most of the educational material with the selection of specific sections. Box – building standalone boxes with standalone programs or sections of a general program. It is more appropriate to start the integration with a box form, calculated for a quarter, six months or a year [8, p. 30].

A. Danylyuk believes that integration is an innovative technique that can solve many problems of education. Integration in the field of education and upbringing can be carried out at any stage of the pedagogical process, being a universal way of its transformation.

There are both favorable and unfavorable factors for integration in primary education. They largely determine the tactics of integration. Positive factors include the child's intelligence. Negative factors include a limited number of subjects, the need to develop extremely important reading, writing and numeracy skills. They require subject training [6, p. 28].

The traditional experience of teaching reading and mathematics testifies to the broad integration possibilities that can be further enhanced. However, not every combination of different disciplines becomes integrated learning.

Integration of a school content may be complete or partial. Integrated courses have become a characteristic feature of elementary schools in the most foreign countries. For example, reading, writing and speaking are combined into the "Art of Speech"; theater, design, music and dances in "Artistic Directions", chess, thinking, mathematics in "Mathematical block". The experience of conducting integrated lessons shows that their methodology requires a very high level of teachers' professionalism and erudition.

The main ideas of integrated learning are focused on personality (the person is the main value of the educational process); priority of the main motivations in learning (impelling, internal, external and organizational); systematic learning; problematic learning; reflection.

The purposes of integrated learning are as follows: to form students' holistic worldview, activate their cognitive activity, improve the quality of mastering the perceived material, form a creative atmosphere in the team, identify students' abilities and their peculiarities, form skills of individual work with additional literature, supporting words and schemes, effectively implement the development of educational function of learning, etc.

The main task of cross-curricular communication is to duplicate the educational material, even if it has been studied for a long time. Students usually can revise the previously learned material on other subjects on their own or at the teacher's instruction; however, there should be not only revision but also knowledge deepening during integrated lessons. Forming a cross-curricular concept is the final step in establishing cross-curricular relationships. The new generalized cognition result, the summary of the cross-curricular links must be expressed verbally. That is why, cross-curricular integration should be implemented in teaching methods and consolidated in students' skills, not just applied in content.

Therefore, the primary school teacher should focus on the main components of the New Ukrainian School Concept:

1. The new content of education, based on the formation of competencies needed for successful self-realization in society.
2. The needs of the student in the educational process, child-centrism.
3. The continuous education process which forms values.
4. Pedagogy, which is based on partnership between pupil, teacher and parents [12, p. 136].

However, the integration of learning requires skills, creativity, inspiration, teacher's desire, careful preparation and personality based communication with students [16, p. 105].

Integrated lessons often contain a considerable amount of material. So it is better to distribute this material into several lessons. This enables students to gain comprehensive knowledge on the topic and not overwhelm children with the amount of the material in one lesson.

Obviously, meaningful and purposeful integrated lessons bring novelty and originality into the familiar structure of schooling and have some advantages:

- promote development to a greater extent than ordinary lessons of attention, memory, students' thinking (logical, artistic, creative), aesthetic perception, imagination;
- increase motivation, form cognitive interest, which leads to a higher level of students' inspiration and better manners;
- contribute to the formation of a coherent scientific picture of the world and seeing subjects and phenomena from different perspectives: theoretical, practical and applied;
- promote the development of oral and written speech, help to understand more deeply the lexical meaning of the word, its aesthetic essence;
- allow to systematize knowledge.

It is noticeable that conducting integrated lessons leads to increasing the teacher's professional skills, as it requires mastering the methodology of new technologies of the educational process, additional time for preparation and implementation of an active approach to learning.

A survey of the teachers of the School of the Free and Responsive showed that during such studies, the information on different subjects is successfully combined around a single topic, which promotes information enrichment of students' perceptions, thoughts and feelings by involving interesting material. The pedagogical staff of this educational institution successfully uses the idea of such education because it leads to the achievement of the goal of high-quality education, allows to learn comprehensively about some phenomenon, concepts and to achieve the integrity of knowledge. For example, when studying literary reading, students acquire knowledge in literature and art, form practical skills and develop creative abilities.

Having conducted a survey of the pedagogical staff of the School of Free and Responsive (18 teachers of 1-4 grades) who work after NUS-2, namely: according to the textbook on Mathematics (O.M. His, I.V. Filyak.), "I am exploring the world" (O.V. Voloshchenko, A.P. Kozak) and copyright textbook "Ukrainian language" (author - Ulyana Dobrika), it turned out that most of them face some difficulties in implementing cross-curricular relations in the process of applying an integrated approach in teaching younger students. They include:

- ignorance of algorithms for the implementation of knowledge integration (choice of integrating factor);
- establishing the type of integration and integration links;
- creation of an integrated object;
- lack of appropriate scientific and methodological recommendations and complexes;
- the complexity of involvement of the teachers of other disciplines in integrated classes;
- lack of time to develop integrated content of disciplines, etc.

While observing the students during the usual lessons, we noticed complaints of lack of attention and misconduct due to the constant static and uniformity of tasks. The problem is that during prolonged and difficult work, the body not to bring itself to fatigue, sort of disconnects consciousness from the object of activity and shifts the focus to another object. Words, exclamations, orders in this case will not help. It takes a little rest to get the desired result - mindfulness. You also need to periodically do exercises, encourage attention that is easily achieved by changing activities.

Children's developed attention ensures an integrated lesson. It is a powerful stimulator of the child's mental activity. Students begin to analyze, collate, compare, find connections between objects and phenomena. Keeping the general direction, the attention periodically increases and diminishes. Alternating tension and relaxation is a "must" for the attention stability.

After conducting an integrated lesson in mathematics and literary reading in "Vilnodumtsi" Experimental Class, we have noticed a significant increase in attention, imagination, activity and research. The topic of the lesson was "Characteristic features of a rectangle and a square. Construction

of a rectangle and square with given lengths of sides. The first printed books, their appearance, size and shape". It had a threefold purpose:

- educational: to specify the concept of a rectangle and a square; familiarize with their characteristic features; teach to find the perimeter of these figures; continue developing computing skills; improve problem solving skills; enrich with knowledge on the history of the book.
- developmental: develop attention, logical thinking, mathematical language, ability to compare, analyze, draw conclusions, improve reading skills and develop the ability to briefly retell what has been read.
- upbringing (to cultivate accuracy in the construction of figures and calculation of their perimeter; neatness, diligence and interest in books).
- required equipment for the lesson: a textbook on mathematics and literary reading for the 3rd form, riddles, books of various forms, additional tasks.

During the organizational moment, the students were told where we are surrounded by squares and rectangles, that they are present on Ukrainian embroideries, on our desks, in our class, at home and surround us throughout our lives. Kazymyr Malevich "Black Square" gave an example of the artistic painting. The teacher elicited from the students where they meet a square and a rectangle in their everyday life. The attention was also paid to the appearance of books. The children told about the books, their shapes, year of publishing, number of pages, their cost, etc. Therefore, we learned what the students were aware of before teaching the topic. To find out the topic and aim of the lesson, the children solved three riddles (about a square, a rectangle, and a book). They were pictured on the board and having guessed them, students showed the guess cards. We started working on the topic with a fairy tale called "Relatives". It described the life of an important figure called Square. At the beginning there was only a description of this figure, and later the students named it. In the tale, the Square had to find his relative called Rectangle. While listening to the tale, the students had to name the common and the distinctive features of a square and a rectangle.

Then followed the work with a textbook on mathematics and literary reading. The students did tasks and solved problems on the subject of the first book, in particular the time when it was written. They also learned that the books were very expensive, because they were handwritten; therefore, only wealthy people could read them. Later, students worked on vocabulary (connecting words with their meaning); reading the text aloud; working with expressions the results of which had to be replaced by the letters that formed the sentence about the book; book tasks; discussion of the books in the class library, etc.

Observing the activities of the students at the lesson, it is clear that learning directly depends on their feelings, experience, and interest. The complex interplay of external and internal conditions gives the result of drawing up an associative series, developing critical thinking and analyzing the situation. Physical activities were held with the children, in which math and literary reading were combined. The students eagerly participated, and several students were given the opportunity to demonstrate the movements for the rest of the class.

After that, knowledge of the perimeter of the rectangle and the square was reinforced. Selective reading (description of the printing process) was done and the "Press Conference" game was played. There was a student who was an author, a student an author's representative, and the rest of the students were journalists. The task was as follows: the author's representative gives a floor to the journalists, the journalists, in turn, come to the microphone, say their name, ask questions and the author gives the answers. The main requirement was that the questions could only be asked about the content of the lesson (the text that was read, solved problems, books' discussion, etc.).

To reinforce the learned material, the cards with various geometric shapes were handed out. The teacher described a figure, and the students had to color it in the appropriate color. During the reflection, the game "Tangle" was used, in which the students had to tell what they learnt during the lesson while unwinding a tangle. The teacher also used questions and assignments from other subjects relevant to the study of its topic at the integrated lesson. The teacher asked the students the following questions:

- Where was the first printed book written? Which continent is this country on?
- Who was the first printer?
- Where are the books stored? Where are the books in our classroom stored?
- In what language was it written?
- Who created the first large library in Ukraine? Where was it situated?
- What were the first printed letters like? How did they differ from the modern ones?

These are simples at the lessons that contribute to the deeper perception and comprehension of a particular concept or phenomenon. Guided by the main didactic goals, we sought the best combination of integrated learning tools, avoiding the unwanted accumulation of activities that only made children feel tired. Using a variety of riddles, tasks, cards of various forms, it was possible to keep the children's attention as long as possible. The students shared different information about the subject of the study with interest, actively answered the questions, worked in pairs and groups. As the topic of the lesson was related to the books, they brought them from their home libraries. Particular attention was paid to the fact that each book had a different shape, texture, volume, year of publishing. The children calculated the books' perimeters, counted the number of pages, searched for the oldest book, grouped them together according to common features, and looked for differences. During the physical activity, the students had to line up with their books in ascending or descending order, depending on the number of pages, calculated perimeter, as well as to divide into the groups according to the shapes (rectangles or squares).

In the control class "Dreamers", two separate lessons in Mathematics and Literary reading were held. The topics were the same, but they were not related at the lesson. The lesson lasted 40 minutes. Observations showed that children were often distracted by different sounds, and their fatigue was evident. Despite the presence of physical activities during the lesson, students often checked back teacher's questions, did the tasks for a long time. In general, the lessons were successful; the children learned the presented topics well.

An important task of a primary school teacher is to involve younger students in cognitive activities, create the necessary conditions for integrated learning. Using integrated approach to teaching contributed to expanding the social and cognitive experience of students in line with the teacher's specific educational tasks, development of critical thinking in the students, increasing motivational activity, intensive students' development in terms of selected topics, improvement of memory, attention, imagination, shaping interest to the events and phenomena of reality, as well as the expansion of a holistic system of ideas about the world.

The analysis of the previous programs for the four-year primary school and the study of teachers' work, show great opportunities for integration of teaching material in individual subjects. The thematic unity of the subjects allowed teachers to plan integrated topics for the lessons. Thematic integration has certain ways of accomplishing its tasks: integrated lessons; integrated courses; binary lessons; integrated thematic days; cross-curricular lessons and thematic training.

Therefore, the advantage of the thematic integration of learning is the creation of prerequisites for the formation of not a narrowly informed specialist, but a creative personality who has a holistic world outlook and is able to actively work in the social and professional sphere. Also, as a result of this approach to learning, students get a holistic picture of the world in terms of the content of the vertical theme. The point of contact of different subjects is important as it helps to shape the student's worldview, reveals his or her attitude to the world, nature, society and him or herself.

Cross-curricular links make it possible to deepen the study of the material at no additional cost, to realize mutual systematic coherence, to stimulate students to use the acquired knowledge in everyday practice.

The teachers of "School of the Free and Responsive" have found out that the use of the integrative forms of learning helps build understanding and improve the cooperation of teachers and students in the learning process, as well as makes it possible to use the potential for the content of educational material more widely, form the motivation of students' learning and develop their creative abilities.

Integrated lessons provide students with an integrated system of ideas about the world, their relationship and interdependence; contribute to deepening and expanding students' knowledge. Integrated lessons increase cognitive interest, develop imagination, attention, thinking, speech and memory, encourage active cognition of the surrounding reality, understanding and finding cause and effect relationships, as well as developing logic, thinking and communicative abilities.

3. CONCLUSIONS

To sum up, the integrated lesson in the elementary school introduces novelty, originality, contributes to the formation of a holistic picture of the world, examining the subject from different perspectives; it allows to systematize knowledge, create favorable conditions for the realization of personally oriented education. Therefore, an integrated lesson at the elementary school deserves much attention. It enhances the effectiveness of learning because students find new logical connections in the educational material based on the knowledge acquired in other subjects. This, in turn, develops their interest in learning, activates thinking, makes their knowledge conscious and strong. Moreover, cross-curricular links make it possible to use the time for studying the material in a rational way and significantly reduce the students' workload.

The teachers concluded when creating appropriate pedagogical conditions, the use of integrated lessons develops, shapes and contributes to the stability of students' attention, cognitive activity, intellectual and creative initiative, interest in acquiring new knowledge, skills and abilities.

Therefore, integration in today's school is a time requirement that is relevant to all teachers who are interested in developing a comprehensively competent student who perceives the world holistically and is able to actively participate in social and professional spheres.

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Пилипів Ольга. Інтегрований підхід до навчання (на прикладі приватного навчального закладу I ступеня “Школи вільних та небайдужих”). *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 214–222.

Для сучасного етапу реформування української національної школи характерним є ускладнення змісту освіти, зростання обсягу інформації і зменшення часу, відведеного для її засвоєння. Сьогодні розвиток освіти як системи повинен реалізуватися через системні знання, що є необхідними для формування цілісного, системного мислення. Ці знання можуть бути отримані на основі інтеграції гуманітарних і фундаментальних дисциплін, які повинні орієнтуватися на світовий рівень розвитку науки. Такий підхід сприяє формуванню цілісних уявлень про світ і людину в цілому. Ці ідеї викладені автором у статті.

Акцентовано, що пошуки шляхів удосконалення системи освіти в школі сприяли відродженню інтегрованого навчання, що поступово знаходить втілення у практиці початкової школи. У статті проаналізовано основні аспекти інтегрованого підходу до навчання у початковій школі та розкрито педагогічну цінність тематичних днів. Обґрунтовано, що основним завданням освіти у XXI столітті є вдосконалення, розвиток та формування уваги, уяви, мислення та пам'яті. Проте загалом сьогоdnішній рівень розвитку освіти в Україні не дає змоги сповна виконати функцію ключового ресурсу соціально-економічного розвитку держави і зростання добробуту громадян. Зазначено, що престижність науки та освіти в суспільстві нині залишається низькою. Тому на сьогодні в Україні різними законодавчими та нормативними актами передбачено упровадження кардинальних змін, спрямованих на “всебічний розвиток людини як особистості та найвищої цінності суспільства, формування її талантів, розумових і фізичних здібностей, виховання високих моральних якостей, формування громадян, здатних до свідомого суспільного вибору, збагачення на цій основі інтелектуального, творчого, культурного потенціалу народу, підвищення освітнього рівня народу, забезпечення народного господарства кваліфікованими фахівцями. Україна визнає освіту пріоритетною сферою соціально-економічного, духовного і культурного розвитку суспільства” [7, с. 65].

Ключові слова: інтеграція, тематичне навчання, зміст освіти, початкова школа, освітній процес.

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