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EDUCATIONAL MODEL OF A MODERN STUDENT: EUROPEAN SCOPE

OLENA BUDNYK

Abstract. The paper presents the results of the research of educational ideals in a philosophical context. The essence of the educational ideal is shown in interrelations of the categories “opportunity” and “reality”, “concrete” and “abstract”, “content” and “form”, “cause” and “effect”, “freedom” and “necessity”. The author emphasizes the need to reorient modern educational process on universal values for successful integration. Much attention is paid to national educational ideal of a personality. The necessity of taking into account the pedagogical work of the teacher ideological, political, ethnic, religious, racial differences among students, a tolerant attitude to their philosophical ideas and beliefs. The research deals with the need to focus on joint counteraction to extremism and terrorism.

Keywords: educational ideal, European integration, professional work of the teacher, education environment, educational priorities, the purpose of education, a modern student.

1. INTRODUCTION

The integration with the European community determines the need for modernization of the national of education system. More pressing even is the problem of finding the educational priorities of today's children and youth. An important condition for ensuring the stability of the modern educational environment of the institution consider the availability of comprehensive and educational goals based on universal values and ideology of social unity that unites the interests of participants of social and educational activities [2]. Teacher as a manager in the educational process provides current and future projected coordination purposes. Accordingly goal is regarded as created in imagination final result of professional activity.

Ideal as a concept in general scientific revolution came in the late XIX- early. XX century, primarily through the work of German poet humanist Friedrich Schiller (F. Schiller). He comprehended artistic and aesthetic principles of ideal beauty, human relationships, spirituality. *Ideal* (fr. *ideal* from Greek. *ἰδέα* - idea, prototype) – is the image of the highest perfection, as an example, the rate and ultimate goal, determines a method and nature of a man [6, p. 139].

Conceptual approaches to determine the nature and content of the ideal can be divided into idealistic and materialistic. Subjective idealist interpretation of the ideal content is clearly presented in the theoretical researches of J. Berkeley, I. Kant, J. Nietzsche, A. Schopenhauer, D. Jum and others who absolutised important senses of mind, will, in the knowledge of the world, and in the creation,

operation and manifestation of the ideal. Objectively-idealistic interpretation of the essence of the ideal are clearly represented in philosophical views of G. Hegel, G. Skovoroda, V. Soloviev, P. Florensky, F. Schelling and others., who put absolute idea in the basis of all existence and relativity of being cognition, including the ideal. The current objective idealism as a “refined idealism”, interpreting Hegel's Dialectics and his doctrine of the absolute idea, the real subject of thought believes “absolute reality”. Philosophers F. Bradley, B. Bosanquet, McTaggart, C. Lévi-Strauss, J.-M.-É. Lacan, M. Foucault noted that ideally people should freely obey to the general (public). The materialist conception of educational ideal is mostly represented in the works of K. Helvetius, D. Diderot, G. Rousseau, I. Franko and others who raised the issue of the ideal in the context of ideal and real in terms of antagonistic social relations.

Due to hyperbole and uncritical perception of diverse values of Western European life that often contradict the traditional educational values, in today's children and young people are often formed not inherent ideals that contradict social and cultural norms of the people, their mentality. It is not accidental that the question of national educational priorities in education is reflected in scientific works of Ukrainian scientists – I. Bech, M. Boryshevskyy, G. Vasyanovych, V. Kremen and others.

The *purpose of the article* is to highlight the philosophical meaning of modern educational ideal of a contemporary student in terms of European integration.

2. RESULTS AND DISCUSSION

2.1. THE ESSENCE OF THE EDUCATIONAL IDEAL

In conceptual education systems of different times the image of the educational ideal in most cases was summarized in the category of “knowledge”. In the context of ethical and aesthetics this is the idea of a higher degree of perfection in the relations between people in society; in the pedagogical sense this is the highest representation of results of the educational process. Therefore, educational ideal is the idea of the purpose of forming harmoniously developed personality as a social being with the highest moral priorities.

The source of the purpose that is marked by social character and universality (taking into account the social order) is a socio-educational ideal that reflects the value orientations and attitudes of a particular ethnic community [3, p. 91]. Scientists distinguish social, political, aesthetic, and moral ideals, etc., but they are derived and dependent on educational, formative influence of certain individuals or public institutions. Therefore, the content of educational ideal we consider as true picture of the most important qualities of people, their education, culture relations in society, a behavior model.

The essence of the educational ideal in professional work of teachers we consider as interrelation of philosophical categories “opportunity” and “reality”, “concrete” and “abstract”, “content” and “form”, “cause” and “effect”, “freedom” and “necessity”.

The ideal is always at the crossroads of potential and actual, therefore, possible and real. Aristotle pointed out that there were two worlds of existence: material and spiritual: the relativity of being possible and the ability of being in reality. G. Hegel pointed out that there was a real first as possible, “true” the philosopher called that thing which corresponded to the concept, idea. *Possibility and reality* reflect certain aspects of the ideal.

Reality ideal - it is the richness of its content. In each moment the ideal has concrete content. It includes some background of the new reality, therefore, its ability (concerning this case). Opportunity is a future ideal in its current manifestation. It does not exist apart from reality, and is one of its points. The possibility is always internally inconsistent so it contains both positive and negative aspects. Opportunity - is something that exists because in reality there are prerequisites for the future. So the opportunity is something non-existent, because the future is not in the present. It should be noted that there are abstract and real possibilities. This fully applies to the educational ideal, which can also be abstract or realistic. Opportunity is ideal objective basis of existence. This foundation is the unity of content and conditions. With the changing ideal content and external conditions the ideal base

capabilities also undergo transformation. This means that opportunities ideal base changes. Upon reaching a certain size of its foundations, ideal opportunity becomes a reality, that is the perfect idea about educating people, able to actively fulfill and change social environment. These are implemented in practice.

The concept of the ideal form of activity we review in the terms of its concreteness and abstraction. Abstraction appears that the idea of the priorities of educational activities in society are the same, regardless of the scope of employment rights, genetic inheritance, national origin, religion, place of residence, talents, social contacts, individual features and more. Specificity involves the use of a certain ideal according to the examined tenets, including the ideal of a citizen, an ideal teacher, the ideal of good, the ideal of beauty, the ideal of an educated man, the ideal society and others.

The content of the ideal - a variable (changeable) set of ideas about the perfect personality of the future, and its shape, which serves as a reflection of how the organization and the existence of things (phenomena) of the world is always conservative, invariant (unchanged) as directed on realization of singled out content, contains valuable meanings. For example, the basic components of the educational content of the ideal are spirituality and nationality. We consider spirituality in the broadest sense of the term as a universal value, which is inseparable from the category of "publicity". The directing the educational process always reflects the ideals of a certain social order.

Educational ideal is nationally determined (predetermined) that is making its content through various forms is based on folk traditions. By investing in the concept of "educational ideal" highest spiritual qualities, G. Vashchenko rightly warned against overuse of secondary Ukrainian traditions and customs, "traditional ideal of man is not an embroidered shirt that you can lose and still remain Ukrainian. The ideal man is the best that people made in understanding the properties of human peculiarity and purpose" [4, p. 103]. So, in socio-cultural terms educational ideal reflects people's mentality regarding the hierarchy of values.

The content of the educational ideal in keeping with the understanding synergistic integrity of the world is also seen by the category of "cause" and "effect". The cause of the dynamics of ideas about the perfect man is a state of crisis in the history of society, in particular in the field of culture, science, education, set the task of forming, improving personal characteristics of growing individual. Thus, the effects of most educational systems are negative, most of ideals (especially educational) remained unfulfilled because of inadequate forms of expression.

Formation of the teachers educational ideal in teaching make possible the conditions of real freedom. Top ideals are distorted and become unnecessary under conditions of lack of freedom of both public and personal. The category of "freedom" in the philosophical and pedagogical literature for a long time was defined as the perceived need and human actions according to their knowledge, skills and the ability to select appropriate actions. Such understanding of freedom are clearly represented in the works of B. Spinoza, G. Hegel, F. Engels, C. Hessen, I. Ilyin and others. In particular, G. Hegel wrote: "The idea is only that which has freedom as its subject" [5, p. 212]. Then the philosopher said: "In the face of freedom, nothing is important, it is universal, which is to achieve affirmative being available, that could be its limit, negation" [5, p. 394].

Only in the fullness of freedom reveals personality. Religious freedom encourages her to understanding the meaning of life, thinking over old and finding new and new ideals. For the teacher it is manifested above all in constant search of educational ideals in their professional activities aimed at humanistic, spiritual and moral education of youth. M. Berdyaev stressed that it doesn't makes any sense to seek the ideal – for the ideal and freedom must have well-targeted purpose and meaning, or a desire to nothingness, impracticability. "Negative, formal, empty, meaningless freedom reborn in necessity, it is being degraded" [1, p. 371]. Freedom as an ideal is to be illuminated in human mind. Educational ideal, which is implemented under conditions of freedom available free educational activities, brings people together in society, making their relationship highly moral. Therefore, the educational ideal is a creative act and cannot expect efficient operation of the individual teacher, is valid only if necessary, or occasional.

2.2. NATIONAL EDUCATIONAL IDEAL

The objective as an ideal reflection of final result of education in ethnic pedagogy of most countries of Europe served for upbringing of a physically fit, spiritually rich, intellectually developed, hard-working and creative personality, however the most important criteria of this good breeding was everyday behaviour and activity.

In the countries of the former Soviet Union education in its development was oriented on communist pedagogic ideal, ignoring a person itself ("Think of your Motherland first and only then of yourself"). A significant part of the professor G.Vaschenko's book "An educational ideal" is paid to critique of "Bolshevistic", "soviet" educational ideal [4]. Considering an educational ideal as serving to God and nation, stressing "the first absolute value for the youth to be God, the second – the Motherland", the scientist, who was obliged to live for many years of his life in immigration, popularizes Christian moral, love of the nation and the land, patriotism among the young people. Christian moral is based on acceptance of higher spiritual priorities such as the truth, good, honesty, justice, love and others. The formation of these values is inseparable from a person as their supporter and a subject of world cognition. From our point of view the latter proves the connection of the author's educational concept with a personality.

Despite the numerous discussions of scientists concerning the essence of educational priorities, the significant fact is that traditional ideals are assumed as its a basis. An American George Gasfield proves this conclusion in his researches. He notes that it is very urgent for the development of a certain country to be guided by traditions. Every man as a representative of nation is extremely sensible to his or her own origin, to those spiritual values whose carrier he or she is. At the same time he or she is an individual, and that's why does not want to be generalized to the whole nation. Surely every certain nation has individual characteristic features (positive and negative) what does not allow to think of all the representatives of a certain nation as follows: "they all are the same".

G. Lebon says that a thousand of Frenchmen, a thousand of Englishmen, and a thousand of Chinese selectively taken naturally differ from one another. But because their racial heredity they are characterized by some general peculiarities, on which base it is easy to project an ideal type of a Frenchman, Englishman or Chinese [8, p. 22].

The problem of national education, formation of a conscientious citizen-patriot of the nation became really active in many European countries after the World War II. For example, the French people endured the period of national oppression, humiliation by occupation, when a certain part of the citizens took collaborationist position. Not accidentally the main task of the present-day state education in France is formation the values of freedom, peace, tolerance, democracy, respect for the native language, state symbols. At the same time France plays a visible role in European and worldwide integration processes. In the postwar Germany in the field of education great attention was paid to tolerance of mutual cooperation, love for world community in organic connection with the feeling of civic duty and patriotism formation.

European education experience is instructive for the post soviet countries that endured long stateless period and the time of national humiliation. Thus, unlike many European peoples, the formation of the Ukrainian nation had discrete character, as Ukraine did not have its own state system and consequently was deprived of possibility to create its own national educational ideal. At the same time the experience of national education in civilized countries was not only preserved but also is being passed to generations through ideals of humanism, democracy, solidarity, state responsibility, respect for history, culture, moral, national interest protection etc. That is why there appeared an objective need for comprehension of world development and globalization processes from the point of view of each country's achievements, its interests, national features.

Rapprochement of educational systems of different European nations will evidently serve to successful integration in many spheres of activity. And it is particularly urgent today when Europe in spite of local wars, moves forward to the nations reunification.

The end of the XX – beginning of the XXI centuries marked a new period of orientation of post soviet countries on common European values. If not long ago the system of education of these countries

was based on cultivation of a communist ideology, dehumanization of educational process, predomination of a group over personality's interests, now it is directed to democratization and humanization of all spheres of social life, world integration.

3. CONCLUSIONS

The category of educational ideal reflects deep social meaning, since changing social formations provided usage by social elite of significant new ideas about the ideals of morality, goodness, freedom, beauty, equality, fraternity, tolerance and so on. The ideal as a goal and the process of professional teaching activity involves the preservation educational traditions of society, but at every stage of socio-historical development priorities and contradictions of a certain epoch are reflected.

Based on the fact that the educational ideal is evolutionarily conditioned, understanding the goals, ideas about the model of perfection differ significantly, especially in content and form. Thus, in the Soviet period the priority was the idea of a decisive influence of society in the development of human beings, the dominance of the collective consciousness of the individual. This was reflected in the formation of educational ideals in education. Since the beginning of democratic change in many countries real opportunities for implementation of humanistic educational paradigm were used, interest in the ideas of folk pedagogy increased. Deeper knowledge of national educational ideal is a basis for efficient formation of the personality of a modern student, adjusting the ratio of natural elements and targeted impact in terms of integration into the European educational space.

Educational ideal of society and the educational purpose of the teacher which knowingly and deliberately is carried out by professionals, clearly reflect the integration processes of existing social and educational trends. In modern conditions of European integration the hierarchy of values of the modern student is also changing.

In the world educational expense some attempts of search for innovational ways of pedagogical activity, which is based on postmodern foundation are well visible. At the same time the values system, which the process of education is directed toward, has cultural-historic character. Therefore globalization and intergovernmental integration into modern world community are to be realized taking into consideration educational traditions of every country as formation and development of a person are inseparable from social medium of the people.

Rapprochement of educational systems of European countries is marked and attempts to go to common educational basis are made. The essence of civil education is seen in the priorities of respect for ideological, political, national, religious, racial differences of the peoples, tolerant attitude towards their outlooks, intolerance to extremism and world terrorism.

Prospects for further researches we see in the design of socio-cultural space in schools of different types on the basis of dominant educational ideals, development of theoretical and methodological support for the use of socio-educational technologies in higher and postgraduate education and more.

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Будник Олена. Виховний ідеал сучасного учня: європейський вимір. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 9–14.

У статті представлено результати дослідження виховного ідеалу у філософському контексті. Сутність виховного ідеалу висвітлено в співвідношенні категорій: “можливість” і “дійсність”, “конкретність” й “абстрактність”, “зміст” і “форма”, “причина” і “наслідок”, “свобода” й “необхідність”. Автор наголошує на потребі переорієнтації сучасного освітнього процесу на загальнолюдські цінності для успішної євроінтеграції. Значна увага приділена питанням національного виховного ідеалу особистості. Обґрунтовано необхідність врахування в педагогічній діяльності вчителя ідеологічних, політичних, національних, релігійних, расових відмінностей учнів, толерантного ставлення до їх світоглядних уявлень і переконань. Висвітлено потребу орієнтації на спільну протидію екстремізму і міжнародному тероризму.

Ключові слова: виховний ідеал, європейська інтеграція, професійна діяльність учителя, освітнє середовище, виховні пріоритети, мета освітньої діяльності, сучасний учень.

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EDUCATION AS A GENUINE SOCIAL AND PERSONAL VALUE

NATALIYA MACHYNSKA, YULIYA DERKACH

Abstract. Education is considered to play the role of social institution which transmits basic cultural values and goals of society. It helps to create new things not forgetting about the old ones. The process of education turns and directs the life of society, saving even of the smallest value to humans. Education has the capacity to design individual skills and values, to increase the mobility of the individual in society being the main source of forming a certain system of human values. A person who is able to live effectively and work in a global environment should be prepared by education. Education as a personal value is displayed through the implementation of tasks of patriotic education, which is important because of a sense of belonging to a nation and state. In order the education to become valuable for everybody, it is necessary it to give the key knowledge. To encourage a new generation of independent, individual learning, that will reflect in the desire to do something and to create something.

Keywords: education, educational process, value, social value, personal value individual.

1. INTRODUCTION

The course of integration into the European future and increase of the intensity of life requires qualitative changes in all spheres of our life. What is a tool which will help to achieve favorable positive changes that are expected? It all starts with the person and to change something does not mean just to be a man, but an educated person. Hence, the education plays the role of new builder. It turns and directs the life of society, saving all that is even of the smallest value to humans; determines the strategy and realistic conditions of the development of the society, turning it from the "society of today" into the "society of tomorrow", generates new way of thinking of citizens, a new vision of the meaning of life [13].

As the category of pedagogics, education concept initially developed in the context of anthropology and philosophy. According to this approach the individual must be "educated", focusing on a specific image of a man. This image can be identified with a fully developed personality, or (as in Christian ethics) focus on excellence that is the Absolute, or the person acquiring the image of human in history time and cultural environment. Thus, education is always linked with personality. However, though it is a prerequisite for its existence by external moments which have a certain impact on it, the process of development of the world takes place within the individual, in the space of the attitude of the subject.

However, education is an internal process that develops under the influence of internal incentives and interests of the individual. The outer circle phenomena can only prepare the process of acquiring

education but direct educational development is within the subject and because of his personal efforts [2, p. 43].

2. RESULTS AND DISCUSSION

So, what is education? There are a lot of definitions of the concept. Moreover every of them has a right to exist.

Education it is...:

- The transfer of the accumulated knowledge of generations and cultural values;
- Social institution through which basic cultural values and goals of society are passed and implemented;
- Internal human condition because of the need to learn new things, acquire knowledge, produce material and spiritual values, be helpful, create kindness.

American politician and specialist in education John Brademas mentioned that the current role and importance of education means: "Firstly, education is necessary for happiness, as the Greeks said, through learning human vitality is developing and the horizons are expanding. Secondly, education is like a "ladder" for social and economic success. In addition to the high capacity of education to design individual skills and values, to increase the mobility of the individual in society, education became the basis of our hopes for strengthening the nation in economic and material relationships possessing the quality level of intellectual and cultural life" [4].

Education in general is a complex of research, interdisciplinary approach and system analysis, because it is a "system" object. Its main problematic situations have systematic character either. Here opens a wide space for anthropic dimension of philosophy of education. For the reflection any area of relationships between the subject of the learning with its process (object) can be a problem of philosophical reflection, though at a certain angle and philosophical goals necessary to guide a man in the world and the construction of adequate practical action [6].

According to S. Sysoieva, today the term "education" is broadly defined in different contexts, which can be summarized as follows: [14]. Education is a value (public, social, personal); the system of various schools and educational institutions; special process; multi-level result; social and cultural phenomenon; social institution that affects the state of consciousness of society.

Having analyzed each one it is possible to conclude that education includes not only the process of enriching scientific knowledge about certain phenomena or events, but also reflects the way of the moral and cultural development of the person who gets education. One of the main social functions of education is socio-cultural or cultural that allows to develop, store and transmit spiritual heritage, moral values, to form culture aware personality.

Education is the main source of forming a certain system of human values, because it is able to transmit this cultural heritage from the past through the present to the future and, most importantly, education is the builder material that is able to build a new system of human values . However, is education a value itself?

To answer this question, we should clarify what is meant by the term "values"?

Values are especially important for humans. Their awareness and implementation enables the individual to emerge as a person, to feel satisfaction from work.

A. Nikiforov thinks that the value of education must be viewed from three positions: as value of the state; social value; and personal one [12]. The first two values of education reflect a common social significance of this cultural phenomenon. Every society reproduces itself through the system of education, broadcasting to the next generation the knowledge, skills that enable young people to be included in the structure of society, to adapt to the changes to live in society, to find themselves in personal and professional directions [13].

According to V. Kremen, civilizational development trends pose new challenges to the individual, and therefore to education, which play a crucial role in the development of each individual [7].

According to R. Inghart, the value of education is that, on the one hand, it prepares people for life in existing society, and on the other creates a person's ability to make independent, authentic solutions to change positively themselves and the society in which they live [4].

Education is a powerful driver of social development. Modern educational practice because of the active and dynamic social development and modernization of education in Ukraine needs to provide integrated solutions to problems facing education. Education becomes the object of special studies of various branches of knowledge, namely, philosophy, economics, education, psychology, sociology, cultural studies, management theory, policy and education science - scientific knowledge integrated learning about education itself.

In Ukraine, the scientific field of integrated knowledge of education was proposed by the academician Volodymyr Ognevyuk in 1995. The scientist grounded the object, the subject, the subject matter of education science and philosophical foundations of this scientific direction [8]. According to V. Ognevyuk's concept, the object of the study of education science is the sphere of education in sustainable development. The subject of the research of education science covers the existing systems and subsystems of education in sustainable development, conditions and factors that influence this development, the dominance of modern education. The main objective for education science is the development of educational field as an integral social phenomenon that promotes the spiritual, social and economic, scientific and technological development of society [8].

It is believed that the education of the XXI century is the education for a man. Modern methods of gaining knowledge allow each individual to become highly skilled in the beloved profession. Nevertheless another question should be asked: Does each person consider education as the value? Nowadays, there are many of those who do not consider to value education. For them it becomes a tool to achieve the goal: money and fame. Thus, this result devalues the value of education in its cultural sense.

An important factor that transforms higher education system of most countries in the twentieth century, happen to be the idea of mass higher education, which became widespread. The USA in the late 1920s went through the system of mass higher education. They were followed by European countries in the 1960s, and in 1970 - 1980 mass higher education was popularised in Asia. In the twentieth century it is expected that this process will cover all higher education in developing countries. Today 140 million people are studying in higher educational institutions in the world; 60% of teenagers become students. The massive demand for higher education spawned significant financial problems for the state, which contributed to the spread of neoliberal ideas regarding the role and place of education in society. The ideas about higher education as a public good were replaced by those about private good that should be paid by each individual who gets an education. In practice, this has led to the transformation of economic policy in the sphere of higher education and to the rise of direct participation of citizens in financing their own education [1, p. 85].

In order the education to become valuable for everybody, it is necessary that it not only gave the key knowledge, but also to encourage a new generation of independent, individual learning, meaning self-development that will reflect in the desire to do something, to create something, to cognize something.

The peculiarity of national school is explained by the fact that it sends to the younger generation the ethnic culture in the broadest sense of the word. Traditions, folklore, national epic, music and painting, crafts, ethnopedagogics and traditional medicine, philosophy and religion all of these in varying degrees, is a component of educational content displayed in the national school programs. Thus, a school, if it is truly national, has since the first days of the child attendance to raise his national culture, folk ideals and art, the system of national values [2, p. 48; 3, p. 22-23].

The universality of higher education in UNESCO documents provides that any carried out under its auspices activities should promote a culture of peace and understanding, and this culture begins with the respect and consideration of the interests and wishes of the other. The culture of Peace is the key to public safety implies participation, involvement, responsibility, sense of respect, keeping to the obligations. To promote the culture of peace means taking the necessary extensive research in this area

(studying, for example, factors that give rise to war and civil conflict, of violence, of disorder, spreading hate, etc.), paying to this issue its proper attention in the curriculum [11].

The leading factor in the recognition of education as a general social and personal value is the ratio of “man – power”. The long stage of the historical past of our country is characterized by total faith of people to the government. This is what caused the mass labor enthusiasm and active dissemination of the concept of “labor morality”. A man consciously or unconsciously downplayed the significance of their current social life for himself, and lived on a “belief in the bright future”, limiting the range of his needs and aspirations, and in return exaggerating promised weight of the good prospects. Radical social, economic, political, cultural and religious changes in our country significantly reduced the level of confidence in the government which reflected in the fall of morality (unreliable person, especially if he is in authority over others, a sharp drop in educational action of public opinion and national traditions), which could mean social and psychological crisis of society.

As it is noted by V. Ognevyuk in the twenty-first century, the role of education in the life of modern civilization has become defining. Philosophy and education sciences should pay attention to the evolutionary process of forming of a new type of a man – “homo educatus” (educated person). The emergence of homo educatus is primarily the result of intellectual and spiritual development of modern man, which distinguishes this type of a man among his predecessors in the evolutionary series. Of course, this does not exclude the influence of natural, biological and social factors, but factors of intelligent and moral content of the appearance of homo educatus are crucial. The most important of them should include:

- awareness of bio-spiritual nature of a man;
- deployment of the process of self-awareness through self-knowledge;
- mastering knowledge of system integrity and unity of the world;
- develop the system of values on which unfolds own worldview and life position;
- understanding of the responsibility for global harmony.

Special mission of homo educatus is that he seeks to harmonize his being and his spiritual sphere of existence in the world that distinguishes him from homo sapiens [9, p. 74-75].

Every society reproduces itself through education, broadcasting to younger generation the knowledge and skills that allow to become a significant and meaningful part in the structure of modern society adapting to changes, The education system is a conservative on its own merits. That is why not the innovations in education cause social changes, but rather social changes open the way to new things in education. Development, as the process of improving any system in the new environment, including the development of the industry, person, begins with a new philosophy, a new culture. It is, on the one hand, the new philosophy and culture of the organization caused by the policy of social and economic relations in the country, on the other hand it is about the need for innovative changes that determine the possibility of the existence and development of the organization in the marketplace. Thus, the new business environment defines as a new business culture [15, p. 10].

The analysis research gives every reason to believe that the dramatic changes in society led to the emergence and development of new groups of values or rethinking of the past ones. The promotion of the values that have outlived their age or are in the process of completing it, means a negative impact not only on the nature of the individual, the adequacy of the historical time, but definitely on the way of life of a man and the nature of society. Vasyl Kremen said: “The formation of inadequate time values gives a three legs man, bends his life and substantially reduces, if not negates self-realization” [5, p. 18].

The problem of forming the values is caused by the following reasons:

- general civilized character of changes;
- Ukrainian society transformation (creation of an independent state, the transition to democracy, the market economy, establishing diverse spiritual world, etc.).

Upgrading of economic thinking in society, awareness by youth the realities of civilized economic relations in the XXI century.

3. CONCLUSIONS

Correction of values of educational process is the result of the various changes that occur in human relationships and the state, of man and the world, the state and the world. Education should prepare a person who is able to live effectively and work in a global environment. Here is extremely wide range of tasks - from the formation of the worldview ability to communicate with the world, with the people from other countries learning from their achievements. But along with this globalization means the increase in competition among the nations which is globally spread not only in the economy but other spheres of countries.

This is especially important for Ukraine as a state that has become an independent subject of geopolitics recently, when the world was already divided into zones of influence by traditional geopolitical countries - players. "Thus in a globalized civil unity, national cohesion and, therefore, patriotic education of youth, not only does not lose relevance, but rather is a truly the task of strategic importance" [5, p. 22].

Education as a personal value is displayed through the implementation of tasks of patriotic education, which is important not only because of a sense of belonging to a nation and state, but possesses a purely applied character. The formation of the people belonging to national unity promotes more effective pursuit of national interests in relations with other states and, ultimately, social stability.

Education as a general social value promotes professional development of the individual and their preparation for life in the modern world. The main goal is generally to understand the nature of changes that new time brings, to direct the society and the state in a conscious, consistent and dynamic perceptions. And, of course, to prepare people for life and work in new conditions. This is the task of the whole society, and especially of the education.

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Мачинська Наталія, Деркач Юлія. Освіта як унікальна соціальна і особистісна цінність. *Журнал Прикарпатського університету імені Василя Стефаника*, **3** (2-3) (2016), 15–20.

У статті представлено результати дослідження проблеми освіти в контексті окремих категорій цінностей: загальносуспільної та особистісної. Сутність освіти схарактеризовано як: процес передачі накопичених поколіннями знань і культурних цінностей; соціальний інститут, через який передаються і втілюються базові культурні цінності та цілі розвитку суспільства; внутрішній стан людини на рівні потреби пізнавати нове, здобувати знання, виробляти матеріальні і духовні цінності, допомагати ближньому, бути добротворцем; поле комплексних досліджень, міждисциплінарного підходу і системного аналізу тощо.

Автори концентрують увагу на взаємозалежності освіти та рівня сформованості різної групи цінностей; зазначають, що цінність освіти необхідно розглядати з трьох позицій: цінність державну; цінність суспільну; цінність особистісну. Значна увага приділена освітології як наукового напрямку інтегрованого пізнання сфери освіти. Зазначено, що головне завдання освітології – це розвиток сфери освіти як цілісного суспільного феномену, що сприяє духовному, соціально-економічному й науково-технологічному розвитку суспільства. Виокремлено, що провідним чинником у визнанні освіти як загальносуспільної та особистісної цінності є відношення “людина-влада”.

Ключові слова: освіта, цінність, освітологія, загальносуспільна цінність, особистісна цінність, філософія, вища освіта.

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INNOVATIVE PROCESSES IN EDUCATION: SCIENTIFIC APPROACHES

OKSANA MARYNOVSKA

Abstract. The article analyzes the scientific approaches that define the directions of innovative development of education in Ukraine.

Keywords: education, approach, innovation.

1. INTRODUCTION

In the context of modernization of the educational sector, theoreticians and practitioners focus attention on the implementation of scientific approaches that define the direction of innovation in education. The scientific approach represents a corresponding paradigm that serves as a methodological regulator of pedagogical science and innovative practices.

The category "approach" is used to describe the practical orientation of the teacher on a set of concepts, ideas and methods of his professional activities. The researchers note that the range of such approaches is quite wide but "orientation on one of them allows building a strategy for educational activity, creating a scientific grounding of the designed innovative educational model. <...> In the practical teaching activities, different approaches complement one another, they are implemented in unity, but there is also a prevailing one, that establishes the system" [9]. Let us consider the basic scientific approaches that define the directions of modernization of innovative development of education in Ukraine.

2. ANALYSIS AND DISCUSSION

Within the activity approach, we delineate the definitions of "information" and "knowledge". The approach is represented by a category of "orientative basis of action" (P. Halperin) "It includes the orientative basis (part) and the performing part. These two main parts can be subjectively called as "understanding" of an action and "ability" to perform it" [2, p. 29]. I. Bekh writes that "behind the formula "from object-transforming action to knowledge" lies the direction from thinking to knowledge. In its procedural development, any object-oriented action is the process of thinking, which, respectively, is also object-oriented. <...> The activity approach practically implements the idea, according to which the school should *teach to think*, and not simply full out students with academic material" [2, p. 32]. The idea of training the "ability to learn" was actively developed within the concept of establishing the

school of thinking. The top examples of innovations of that time that have evolved to the level of education systems include developmental learning, problem learning and other. Orientation on obtaining the system of knowledge, abilities and skills had a pronounced academic subject-related and methodological framework that included the active promotion and use of specific methods of teaching academic subjects. For example, the technique of working with key details ("The learning process after E. Ilyin is built according to the formula "from experience of the individual- to the analysis of the artistic work, and from there - to the Book". Introduction of students to the structure of educational material was carried out using the following chain: "detail - question - problem" [11]). The innovative teachers drew attention to the importance of personal experience of a student as a subject of learning that has been the topic of further theoretical comprehension.

The **individual-oriented approach** developed the conceptual idea of development and personal fulfillment of *individuality as a subject of learning*, which implies establishment of *subject-subject* relationship as a new ethics of pedagogical interaction. Scientists develop educational technologies focused on development of *personal qualities* of the child. Thus, the technology of development of critical thinking has the purpose to develop the critical thinking of a student as a subject of learning; the technology of the individual-oriented lesson provides development of student's subjectivity; the interactive training ensures formation of communication skills and cooperation as the basis of interactivity; etc. Within this approach, researchers actualize the question of involving the students in goal-setting, which is the basis of their subjectivity, reliance on their subjective experience, modeling of personal forms of content, subject-subject interaction, etc. "Individual-oriented education as a scientific priority" is a title of an article by V. Kremen, which dealt with preventing imbalance between intellectual and personal development of a student. "A full intellectual component as an estimated basis of practical actions is essential for the acquisition of this universal quality. Research data indicates immaturity of students' theoretical attitude towards surrounding reality as a direct content of learning activities; its inability to transform into subjective value prevents the maximal development of their personal capabilities" [5, p. 53]. One should raise issues of specific didactic basis of intellectual development of students, their educational aspirations in educational situation, interpersonal interaction, and absence of disparity of educational content. "If we accept the position of totality of individual-oriented content in the learning process, it will sharply reduce the level of intellectual component in the overall mental development of the subject, and his personal formation will face serious complications" [5, p. 57].

The **technological approach** actively works on the idea of developing the subjectivity of student implemented through means of educational technology, the essential purpose of which is to design the process in order to achieve a guaranteed result. The latter is achieved under presence of technological compatibility of innovations regarding specific problems that should be solved, since the purpose of the technology has to meet the educational appropriateness of its practical application. This approach actualizes problems of formation of readiness of teachers to innovations, provides *technologization* of educational process and *personalization* that ensures personal sense of interaction between teacher and student, introduces the concept of "technologized knowledge" that justifies the *importance of skills* as a prototype of the knowledge acquired in the personal context, develops technology, the essential feature of which is algorithmization of the learning process in order to achieve results. ("So, the defining component of teaching technology is diagnostically specified purpose as the standard of learning presented in a list of specific learning outcomes, possible levels of mastering knowledge, abilities, skills, experience of formation of creative activity by students" [3]). Analysis of the implementation of technologies shows that "innovation is not an end in itself but rather a means of improving the quality of education". Researchers developed the models of scientific and methodological support of innovation activities, the laws of formation of readiness of teachers to design and implementation activities, the common pedagogical and specific principles [8, p. 101], such as: voluntarism and partnership, morally responsible choice, personalization and technologization, synergistically coordinated interaction between subjects of these activities. "Thus, the school has to embrace the updated scientific and pedagogical methodological paradigm aimed at implementing forms of

interaction between educators and students, improving communication culture of teachers, their ability to solve complex educational and extracurricular situations correctly" [4, p. 85].

The **axiological approach** brings understanding that the issue of quality of education is rooted in the system of its *value orientation* [6, p. 126–146]. Educational work actualizes problems of formation of value attitude of students towards society and the state, people, nature, art, work, and most importantly, towards oneself because treatment is a result of and a precondition for the effectiveness of any activity that involves choice backed by the level of development of personality's sphere of value and sense. In the educational process, it is an attitude to learning that acquires significance during establishment of the competent orientation of content and forms of the educational process. This period coincides with the development of new national standards in education. "Category of "quality of education" is regarded as a *set of value characteristics of education that satisfy requests and needs of each individual, society and the state for their services*. Value potential of the quality of education can be identified by processes and effects. In procedural terms, the quality of education is a succession of states through improvement of values, actions, means that simultaneously meet the educational needs of people and the interests of society and the state. The efficacious context of quality education lies in the ability of citizens with a certain level of training to fully develop their potential in accordance with public demands and needs of the labor market" [12, p. 13]. Scientists gradually confirm the logics of understanding education as variable and motivational system that "tests the new ways out of different uncertain situations in the culture and reveals to individual the spectrum of possibilities for choosing his destiny. <...> Variable education is understood as a process of *expansion of opportunities* of competence selection in life and self-development for an individual. The purpose of the variable education is formation of a world view in a joint interaction with adults and peers which would provide guidance for individuals in various situations including the *situations of uncertainty*" [1, p. 8].

The **competence approach** is built as a methodological reflection of science and practice that relies on the concept of "capacity" and "competence"; the latter is characterized by the individual's ability to apply his knowledge in practice. O. Savchenko interprets competence as "efficiency- and activity-oriented characteristic of education that is acquired by learning and gaining personal cognitive and life experience. The key competencies are the result of interdisciplinary interaction and activity of the student himself. Therefore, each educational sector has to contribute to the formation of the competency associated with its contents" [10, p. 4]. The structure of the concept of subject-related competence includes: *knowledge, abilities, skills, experience, attitudes and personal qualities of the personality of a student* as the subject of learning that not only knows and can, but knows, understands, applies, analyzes, synthesizes and has his own attitude (in other words, he is able to assess, because he has a personal position that reflects his emotional and value attitude to the studied material). Resorting to Bloom's taxonomy influenced the development of the basic structure of the notion that it issued in the current state standards, because it provided the specification of objectives in the process of formation of student's competence. There was a specification of purposes carried out at the levels of program, educational and methodological support that required from the teacher in the classroom "to determine the educational activities that reflect the transition from an overview of the study results to a particular standard, a criterion of its achievement by a student" [3]. Let us note one more sign of practical implementation of the approach in response to the challenges of our time, namely the fact that competence "works" with a situation of uncertainty because it is inherently oriented on problem solving. It is more important to develop the ability to solve the unusual situations than just the ability to apply knowledge in practice. This requires the development of non-linear thinking, formation of creativity, flexibility, mobility, etc.

The **acmeological approach** is actively developed in the experimental educational institutions in Ukraine, since it is considered as one of the conditions for improving the quality of education. It offers an appeal to the *individual potential* of a person, acts as an essential indicator of formation and development of personal qualities, competence and readiness for self-realization. The sign of implementation of the acmeological approach in the educational process is the formation of a *student's acmeological position* which is a manifestation of his *individual maturity* as a person and as a future

professional. V. Maksimova says that this position is expressed through subjectivity, adaptability, humanistic values, and desire for personal fulfillment of a student [7]. In pedagogical acmeology, a lot of attention is given to self-development of a person as a subject of life activity in school educational space, creation of pedagogical conditions for self-realization of a student. Development of the acmeological approach [6, p. 260–278] is actualized in the new economic, social and cultural conditions because of objective necessity of establishing a new competitive model of education focused on the development of *successful* teacher and student.

3. CONCLUSIONS

The article examines the essential features of activity, individual-oriented, technological, axiological, competence and acmeological approaches that define the directions of innovative development of education in Ukraine.

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Стаття присвячена аналізу наукових підходів, що визначають напрями модернізації інноваційного розвитку освіти в Україні.

Ключові слова: освіта, підхід, інновація.

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MULTIMEDIA AS A TOOL OF PATRIOTIC EDUCATION OF STUDENTS

HRYHORIY VASIANOVYCH

Abstract. The article analyzes the problem of patriotic education of students by means of multimedia in a class-room environment. The author pays the main attention to both the creation of didactic materials for social and human sciences and the use of the interactive whiteboard in the educational process. Using these means, it is important for teachers to define the theme and the purposes of a lesson, to carry out structural and block distribution of the material and to outline the dynamics of its presentations as well as to prepare recommendations for self-study, questions for control and self-control etc. It is stressed that the principle of training interactivity is an important means of patriotic education of students.

Keywords: patriotic education, social studies, Humanities, high school, multimedia.

1. INTRODUCTION

Raising in students a sense of patriotism, citizenship, honor and dignity is the imperative of time. The so-called “hybrid war”, imposed on us by the Kremlin criminals, showed an expression of inimitable heroism, courage and love of the huge number of Ukrainian citizens. But we have to admit that this is one side of the coin. The war also found non-patriots, people unworthy of their homeland, traitors, fools and cowards, people who are willing to sell themselves for “a piece of rotten sausage” (T. Shevchenko).

It must be also admitted that despite the adopted “National Doctrine of Education Development”, “National Program on Patriotic Education and Spiritual Development of Citizens” and other state documents, patriotic education of youth was often carried out formally or was not implemented at all. The process of ambivalence and a split of personality consciousness were rapidly under way. Patriotism was preached only in words, but in fact public officials and businessmen plundered our country and cynically scoffed at spiritual and cultural values of the Ukrainian nation. Thus, in our deep conviction, patriotic education of youth is a nationwide problem. Real, non-pretended patriotism can give new impulse to the spiritual, moral and cultural rehabilitation of the people and formation in Ukraine genuine civil society. Only under these conditions, the concept of “Homeland”, “patriot”, “citizen” should prevail in the minds of the citizens of an independent Ukrainian state in whatever its corner they lived.

The objective of the article is the analysis of the impact multimedia capabilities on the process of patriotic education of students.

2. RESULTS AND DISCUSSION

The main content of material presentation. Philosophical, sociological, cultural, psychological, and pedagogical literature proves the nature of patriotism, its universal and concrete historical character, signs of manifestation, gives the characteristics of forms of the content of "Homeland" (V. Afanasyev, M. Berdyaev, G. Vashchenko, V. Vynnychenko, I. Gnatko, B. Grinchenko, A. Dukhnovych, T. Lyubenets, A. Makarenko, V. Soloviev, M. Stelmakhovych, K. Ushynskiy, I. Franko, M. Shashkevych, T. Shevchenko and others); studies contents and methods of patriotism education in pupils and students (I. Bech, A. Boyko, O. Vyshnevskiy, A. Dubasenyuk, I. Zyazyun, V. Kyrychok, L. Mishchenko, S. Melnychuk, O. Pavlenko, V. Slastionin, B. Stuparyk, V. Sukhomlynskiy and others); researches the possibility of forming patriotism in educational and extracurricular work (A. Aleksyuk, N. Anisimova, L. Bozhovich, I. Bazhanskiy, S. Honcharenko, K. Zhurba, L. Koshut, N. Nychkalo, M. Pantyuk, A. Pohribnyi, S. Rusova, S. Chavdarov, J. Chepiga, K. Chorna, I. Yushchyshyn). The most thoroughly scholars interpreted the content of the military-patriotic education of pupils and students of the former USSR (D. Volkohonov, R. Denysov, A. Yepishev, E. Levanova, A. Mylovydov, A. Nikulina, V. Farforovskiy and others).

As far as patriotism acquires special significance nowadays, there is a need to analyze the possibilities of multimedia influence in the process of its formation.

Multimedia is interactive tools that enable to conduct transactions with still pictures, videos, animated graphic images, text, speech and sound support [2, p. 481].

In this sense, nowadays multimedia is extremely efficient in carrying out patriotic education of students. Its use is effective both in class and extracurricular interactions in "human – human" system.

In modern conditions audience interaction in "human – human" system (teacher-student) is extremely diverse. It is impossible to describe closely all its aspects within the article, so let's focus on some of its components: creation of didactic material; use the interactive whiteboard in the educational process; training as a form of study.

CREATION OF DIDACTIC MATERIAL

Today computer has almost unlimited opportunities concerning creation of didactic material, that is able to disclose the nature of the concepts of "patriotism", "Motherland", "patriotic education of children", "patriotic education of adults" and so on. This in its turn makes it possible to compare different approaches to their definition and even use as methodological principles. Especially social and human sciences ("Philosophy", "Culturology", "Political Science", "Sociology", "History of Ukraine", "Ukrainian literature", "Ukrainian language", "Psychology and Pedagogy", etc.) have great opportunities in the education of patriotism. For example, when learning the theme: "Formation and development of Ukrainian philosophy" it is advisable to create a didactic folder in which the names of philosophers, cultural, educational, religious figures of Kyivan Rus, the most famous representatives of Kyiv-Mohyla Academy, periods of Ukrainian renaissance and modernity would be represented in series. It is preferably to create folder with clearly identified theme, purpose of the lesson, structural and block division of material, outlined dynamics of its presentations as well as recommendations for self-study, questions for self-control and others.

It is important to show students how the ideas of national philosophers become methodological basis of the system of patriotic education. What is the potential of these ideas, their universality and the ability to be used nowadays? Extremely valuable is the idea of love to the Motherland, as the highest value. The following statements indicate the citizenship of their authors and are the benchmark for others:

“Know your land and you will know yourself”, “Though with dry bread, I will stay on my land” (H. Skovoroda);

“Love for the Motherland needs lamp and balm: as soon as balm of love in human’s heart dries, the lamp will die out” (P. Yurkevych);

“For your patriotism is festal dress,

For me it is hard work and fever unrestrainable...” (I. Franko).

On the other hand, the outstanding native philosophers never confined to a narrow understanding of the essence of patriotic education. Indeed, Ukraine is above anything else but patriotism is genuine when it is closely connected with respect for the other people who deserve it. Ivan Franko clearly and vividly wrote about this the following:

No! He who loves not all his kind,

As God sends to all sun and rain,

He cannot sincerely love thee,

O thou, my beloved Ukraine! [8, p. 83] (translated by Percival Cundy).

Almost every topic on the course “History of Ukraine” can include names of our patriots, heroes who often defended the country and its people at the expense of their own lives. And it is necessary that younger generation should know their names well. Notably, didactic folders have to be compiled so that analyzing retrospective one could see the perspective. It is important to convince the students of the main idea: spiritual and moral human loves and defends homeland, at any cost and at any time as if it were his/her own mother.

Love your Ukraine, love as you would the sun,
The wind, the grasses and the streams together...
Love her in happy hours, when joys are won,
And love her in her time of stormy weather.

Love her in love, in labour, and in fight,
As if she were a song at heaven’s portal...
Love her with all your heart and all your might,

And with her glory we shall be immortal [7, p. 353] (translated by C. H. Andrusyshyn and Watson Kirkconnell).

And yet none of the patriots should be forgotten. We should resist foreign and unfortunately native (D. Blazheiovskiy, O. Buzyna etc.) falsifiers of the history of Ukraine. For example, D. Blazheiovskiy abased himself so far as to refer to praised by nation P. Sagaidachnyi and B. Khmelnytsky as “Cain”, “Quisling”, “fool” and so on [1, p. 172, p. 188]. In our opinion, it is important that the didactic material should more intelligently, accessibly and convincingly show that our modern soldiers die not for “something worthless”, but for free, independent, and democratic Ukraine. They assert spirit of the nation, proving insuperability of our nation before the whole world.

Many university professors often use modern information and communication technologies for studying the subjects “Ukrainian Literature” and “Ukrainian language”. Here the possibilities in terms of patriotic education are endless.

There are a lot of works in national literature that anyway concern the ideas of patriotism, civic consciousness, honor, and dignity. The idea of patriotism is the most clearly represented in the works by T. Shevchenko, I. Franko, Lesia Ukrainka, M. Kotsiubynsky, M. Rylsky, P. Tychyna, V. Sosiura, M. Bazhan, A. Malyshko, V. Symonenko, P. Zahrebelnyi, O. Dovzhenko and other Ukrainian poets and writers. Works of each of them can be included to a separate folder in which the student would be provided with the additional materials for personal learning.

Of course, one cannot neglect the opportunities of the patriotic education of students by means of special disciplines. Here, in our opinion, should be some differentiation. Thus, preparing didactic material for the students, teacher should consider their profession. If a student is going to become a law expert, didactic material in the folder has to highlight it. If the didactic folder is prepared for the future

economist, it must also have its proper content. For example, in Soviet times, Ukrainian scientists-economists were hardly represented in the academic literature. Nowadays the situation has changed, but so far many Ukrainians of this branch are considered to be Russian scientists (M. Baludianskyi, V. Karazin, I. Stepanov, I. Vernadsky, M. Bunhe, M. Tugan-Baranowski and others). Meanwhile, it is interesting to know that Mykhailo Baludianskyi, who was born in Transcarpathia and was the economist of the European scale, headed the St. Petersburg University; Vasyl Karazin was the first head of the Kharkiv Classical University; management and cooperation theorist Mikhailo Tugan-Baranovskyi was forced to work abroad, but wholeheartedly loved Ukraine and willed to bury his body in Odessa.

With over 45 years of teaching experience I noticed a considerable gap in future teachers' knowledge of native psychologists and teachers, their contribution to the development of psychology and pedagogy, their selfless service to the people. Meanwhile, A. Makarenko educational system is widely known and used in European countries. Works by V. Sukhomlynskyi are published in millions of copies in China and Japan. In our independent state works by V. Sukhomlynskyi (except for some) are almost not republished. The same concerns selected educational work by Ivan Franko, and many other national psychologists and educators. These works have a huge charge necessary for patriotic education of youth. This situation can and should be corrected by creating special high-quality electronic publications.

The use of interactive whiteboard for the purpose of patriotic education of students.

Interactive whiteboard is a key element of the interactive system consisting of a projector, computer, interactive whiteboard driver and specialized software. They are divided into two classes, depending on the placement of the projector, namely with front and back projection. Boards of front projection are the most common, but have a significant drawback: the reporter can cover a part of the image. Boards of back projection, where the projector is behind the screen are much more expensive and take more space in the audience than the board of front projection. Since the screen works on the inside light, the problems of image visibility under high angles are possible.

Recently, special models of projector with short-focal lens, designed for use with interactive boards appeared in the market [2, p. 388-389].

With the help of interactive whiteboard teacher can select the material that will be aimed at patriotic education of students. For example, if a teacher wants to tell about a hero, defender of Ukraine, it is easy to find and project biographical information about him, depict his moral and professional qualities, reveal the nature of his act or deed etc. Interactive whiteboard allows previewing the composed material, analyzing its content and getting rid of all the excess or secondary. It is clear that any action of an individual is determined by ideology, personal orientation and beliefs. Information, illustration, generalization, and systematization of the material certainly depend on the ability of a teacher to use such a universal tool as the interactive whiteboard.

It makes sense to use training principle of interactivity in the patriotic education of students. The modern concept of training has leading notions of psychological influence and personality changes. The majority of teachers consider training as a form of psychological impact, as the complex of active group methods and as the process that mediates the effect on the individual. Thus, such practice of psychological impact is usually based on active methods of group work.

The key idea of any training work is to try to contribute to the development of a personality by removing restrictions, complexes and releasing its potential. In other words, this is the idea of changing the transformation of human "Self" in a changing world. Especially such trainings are necessary for cadets – the future officers who can find themselves in extraordinary, combat situations, as the modern war shows. Very often under such circumstances soldier must overcome fear, show courage and endurance to accomplish a combat mission as a true patriot. Therefore, even in peacetime, in conditions most closely to the military it is important to deliver training based on the principle of interactivity. Application of this principle is thoroughly described in the textbook, published under the editorship of Professor M. Smulson [3].

The system of patriotic education of children and youth in Ukraine under the conditions of modernization changes is thoroughly described by scientists of the Institute of Education Problems of the National Academy of Educational Sciences of Ukraine [6].

3. CONCLUSIONS

In view of the above said the following can be concluded:

1. Patriotic education of students is urgent need for survival and development of the society.
2. Multimedia is an important modern means of patriotic education of students. It can be effectively used both during training and out of classroom activities.

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Васянович Григорій. Виховний ідеал сучасного учня: європейський вимір. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 26–31.

У статті аналізується проблема патріотичного виховання студентської молоді засобом мультимедіа під час аудиторних занять. Головна увага зосереджується на створенні дидактичного матеріалу для соціально-гуманітарних дисциплін, а також використання інтерактивної дошки у навчально-виховному процесі вищої школи. Задіюючи ці засоби, важливо, щоб педагогом були чітко визначені тема, мета заняття, здійснено структурно-блоковий поділ матеріалу, окреслена динаміка його презентації, а також рекомендації щодо самостійного вивчення теми, запитання для контролю і

самоконтролю тощо. Наголошується, що важливим засобом патріотичного виховання студентської молоді є принцип тренінгової інтерактивності.

Ключові слова: патріотичне виховання, соціальні та гуманітарні дисципліни, вища школа, мультимедіа.

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INFOETHICS – A NEW TREND IN THE SCIENCE

MICHAŁ WYROSTKIEWICZ

Abstract. Infoethics is a concept that arises at the interface between normative science, cognition and communication sciences and media sciences. It is a complete novelty. The conducted research recognizes it among many scientific concepts and finds its proper place and creates foundations of its research methodology.

Keywords: infoethics, morality, information, communication, media, human ecology.

1. INTRODUCTION

The primary (general) scientific objective of the project described here was a reflection on the exploitation of information (data) from the perspective of moral theology, meaning its acquisition, processing, storage and transfer. The idea was to test the subjective aspect of these activities; to diagnose and describe how exploiting information affects the human-person, and especially the role this plays in the integral development of this entity. This was to reveal the sensitive points (areas) from the point of view of moral theology in the process of exploiting information. This in turn would contribute to the development of the rules governing this activity in such a way as to make it a positive factor for the already mentioned integral development, which is seen as one of the basic moral imperatives in the life of the human person. Thus, I created the foundations and pillars of infoethics, which is understood as a new concept in the context of moral theology.

As used herein, the term “infoethics” has been taken from the teachings of Pope Benedict XVI. It makes a scientific reflection on the morality of the use of information, a reflection that - writes the Pope - is to be an “analogy to bioethics, existing in the field of medicine and scientific research on life” [1]. It therefore has to be - to put it generally - a collection of arguments and standards to steer the advancement of mankind regarding information. This direction is to be - as Benedict XVI states - “jealously guarding people”, i.e. ensuring their proper, meaning central place in the world and enabling them to achieve their goals and find meaning in their existence.

The previously mentioned development of the foundation and the pillars of infoethics includes clarifying the area of exploration of this emerging concept, identifying and naming the objects of the undertaken research, identifying the ways and sources of morally evaluating the use of information, and to precisely define and consolidate the concepts used with respect to those that already exist in science - e.g. information, communication, the web surfer [2], and those that are completely new and introduced, something necessary to do in the course of this study. These concepts are the result of the

original scientific work conducted. These include among others: environmental infocomponents, infocracy, anticommunication, and the communicative act. Using the nomenclature functioning in the framework of moral theology and by analogy to the internal division in this field, we can say that in this way we have developed the beginnings of fundamental infoethics (overall). This can be a good starting point for the development of this concept, whether it can be cultivated within the framework of moral theology, or – alternatively – as an autonomous prescriptive approach. It is therefore a definite contribution to the development of a broadly perceived science.

In addition to the above mentioned fundamental issues of infoethics (general or fundamental infoethics) perceived as part of special moral theology, an important effect of the scientific work described here are the solutions to ethical problems based on the foundations of the exploitation of information (special infoethics). In these studies, I described the effects of acquiring, processing, storing and transmitting information via the Internet. However, this was not the only issue undertaken. This research, according to the title of the project presented here, concerned the personal aspect of exploiting information in a broad way. This is shown in the above described fundamental issues.

Issues concerning internet morality – or, as stated in the title of the monograph, which contains a fundamental part of this history, meaning its “(im)morality” [2] – are a result of the application of the developed fundamentals in a particular area of human activity. The fact of obtaining consistent results that are positively verified in different contexts without a doubt proves not only the veracity of the developed fundamental theses, but also their universality. This appears to be very valuable for the emerging science of infoethics.

2. METHODS

Although the research related to morality, it is worth noting that in wording the above central theses, it is not sufficient to remain in the area of moral theology’s knowledge, but it is necessary to go beyond it. Achieving the desired results would be impossible without reference to the sciences of cognition and communication, philosophy, sociology and psychology, as well as broader knowledge about the media, media education and information technology. This clearly shows that the research studies were of an interdisciplinary nature, which seems so obvious for this broad area of research.

It is worth noting that the key methodology used in the conducted explorations was the characteristic for human ecology moral paradigm of ecology [3]. Such an approach in the spirit of human ecology demonstrates the originality and even novelty of the analyses. Human ecology was also a tool for organizing this anthropological thesis, including the contents on the broadly understood meaning of the human person’s environment. Given that the research is characterized by the use of human-ecological “optics” (the clearest example is the aforementioned ecological paradigm), which itself is the result of incorporating a reflecting on the moral and theological methodological elements typical of the natural sciences, one can discern the transdisciplinary feature. This undoubtedly is not typical of moral theology, and therefore an expression of the originality of the project.

3. ANALYSIS AND RESULTS

The foundation of the research is the knowledge of the moral theology's anthropology. Anthropological theses created in the spirit of human ecology are the starting point and the first tool used to verify the nature of morally studied activities. They provide the reasons for conducting detailed analyzes and constructing syntheses. All our reflections ultimately come down to - as has already been mentioned at the beginning – a statement on how some specific activities involving the exploitation of information, undertaken in specific circumstances and using special tools (mainly the information society and the Internet, but also in all media) influence the integral development of a concrete person. This focus on personal development is to emphasize the idea that morality – or, as we can say, referring

to the title of the monograph – immorality is always a deep personal matter. A proper assessment of the moral nature of an activity must take into account not only the circumstances and actions concerning the matter, but also – and above all – the identity of the acting person: his nature and essence. This anthropological emphasis, which emphasizes the need to pay attention to ecology understood as compatibility with nature – is one of the characteristic features of this research.

The emphasis on the personal dimension of morality does not conflict with stressing the importance of the social dimension of human existence [4; 5]. This is a consequence of the fact that the human – a person – is essentially for the community, or even simply for communication (*homo communicans*). This means that forming the community (*communio personarum*) is for him natural to the extent that it brings up a moral imperative: a human person must enter into relationships with others, they must create a community of people in order to live a full life – to be a fully human person. A community of people is so important in the life of every human person that it appears to be almost a quasi-transcendent reality – as I wrote in the mentioned monograph. It is the fundamental value for every human person, necessary for their natural functioning, achieving the objective and finding meaning in their existence.

A community is the necessary beginning of communication, one of the manifestations of information exploitation, which consists, as already mentioned above, of acquisition, processing, storage and transmission. In this way, it is communication that turns out to be “the key to the whole social issue” [2]. Generally understood, exploiting information appears as a basic, necessary human activity on earth, and therefore the main task, which can lead to “tensions of an ethical nature” and along with it come moral effects [2; 6].

In carrying out this natural task, media plays a big role in exploiting information, among which the Internet deserves special attention. Information and infrastructure that enable its exploitation are so important in the life of the human person that it appears to be an infocomponent, one of the three (along with nature and society) basic elements of the natural environment of the human person perceived from the perspective of human ecology [7].

A clear distinction between the social and community character of human existence, presenting a community of people as a quasi-transcendent reality, the way of perception of the communication the key to social issues and exploitation of information which are the core business of the human person are the important original results of my conducted research. These also include introducing into moral theology the term “exploitation of information” after defining it for the purposes of this research work [2]. Redefining the subject was also one of the key terms, namely “communication” that was closely connected with the community [2]. An absolute novelty are the following terms: anticommunication [6; 2], infocracy [8], environmental infocomponent [7] and infoascetics [9].

Communication as a subject of infoethical reflection in moral theology is a complex issue. To a great extent this is due to the fact that it is naturally an interpersonal phenomenon (which should be highlighted – emphasizing that truth is an important result of the study), and thus, from a methodological viewpoint, it is a social fact. This means that at least two entities participate in it – at least two rational and free individuals that have their own understanding of good, their own intentions, their own goals and their own circumstances; they find themselves in different moral situations. Thus, although the efficiency and quality of communication depends on the joint efforts of all participants and each of them individually, the moral evaluation is always made in relation to a particular entity. The fact that others participate in communication, from the point of view of moral theology, only adds circumstances (*circumstantiae*), and they have an impact on the final assessment of the moral act. However, they are not able to change the classification resulting from the subjective goal (*finis operantis*) and the objective goal (*finis operis*) [10]. Emphasizing the personal responsibility of every participant in the communication processes is an important point of this scientific research.

The subjective aspect of the exploitation of information made in terms of moral theology clearly concerns problems in the media (mass media), as already mentioned. In the modern world, they in fact are the major media carriers, becoming for the people of the twenty-first century (and even the XX) obvious and basic tools for information acquisition, processing, storage and transmission. Among other things, it is evident that the use of the media and its role in the functioning of and influence on the

integral development of modern human has become the basis of the innovative thesis speaking about the existence of the infocomponent within the natural environment of the human person (this mainly concerns the importance of the media infrastructure, which formed the media understood as tools and as institutions). The study helped determine the ambivalent nature of the media in relation to the development of a person [7].

Media have an ambivalent character to the integral development of the human person. On the one hand, the media appear to be a powerful tool for communication. In this situation, they are recognized as a reality that can contribute to the integral development of individuals and society as a whole by helping us to get to the truth, making community ties and supporting freedom. On the other hand, it is not difficult to see them as sources of slavery (especially addictions), as factors affecting effective enslavement, the reasons for the lack of critical thinking and exploring the need to seek the truth, or even media untruth and violence, and as a result these are factors devastating the community and supporting selfishness. Consequently, it can all lead to nothing but the degradation of humanity and reducing the “personal element” in the life of a specific person or society, or even the integral regression of humanity. It is worth noting that the adverse impact of the media bears a moral responsibility not only on the widely understood sender (i.e. the people of the media, creators of media), but also the audience. The need to acquire knowledge necessary for the proper use of the media, due to their above-mentioned role in the modern world, should be seen as a moral imperative [11].

An important problem in this research was the matter termed *Morality in the information society*. One of the original aspects of this project was to draw attention to the community nature of the information society, which is undoubtedly a novelty in this research. It is original because in many of the existing market studies (mostly non-theological), the authors focused primarily on the meaning of information society (emphasizing its “informationness”). We lack such investigations and publications that emphasized that such a society is primarily a society. You can even venture to say that this issue is not valued enough (although some conditions for such thinking have already been developed – in Poland, a precursor to this point of view is J. Nagórny [12]). Focusing attention on information, informationness and information technology in the modern world, if man is overlooked in this study, he is reduced and seen as a kind of network element of information and information technology. An analysis of the nature of information society has become the basis for the development of the natural constraints specific to man, where rules of conduct have the character of moral imperatives, the observance of which allows us to keep a real community spirit alive (that is, a spirit of *communio personarum*) in a society and provide the integral development of each person in society [13; 15].

The entire above signaled “ethics for the Internet user” is preceded by a reflection on the essence and nature of the information and data processed by computers. Information is presented as the primary reality – a kind of principium of the world, something that exists “from the beginning” and will exist “to the end” but only changing its form, the result of its exploitation. The main exploiter is the human-person. Man acquires, processes, stores and transmits information, thus shaping the world. Of course, such actions bring about moral consequences. All this is starting to reveal the role and importance of information exploitation taking on the form of computer data and the wider creation of reality, including the social and personal development of individuals.

An important element of research is to show the identity and the ensuing moral situation for the Internet user (of course, in terms of the “average” moral situation - in the strict sense, as we know from general moral theology, it is always a very personal experience for every human being). In this context, I pointed to the fact that the surfer is a person, which is the main feature of his identity. The purpose and meaning of his existence are the same as for all people. Also, an assessment of his activities is carried out according to the same criteria, which are the essential sources of morality (*fontes moralitatis*). This web surfer is a human person and is to be the “focal point of information society”.

The fact of belonging to this society greatly affects the functioning of the Internet user: it enforces certain behavior and limits. Similar effects also lead to the fact that the basic tool of activity is the internet. It is easy to succumb to these mechanisms. This is due to a great extent with the physical and

mental conditions of man. Therefore, the publication often emphasized that the surfer cannot allow being treated – even by himself – as a specific element of the computer information system. An important argument is also acknowledging that the almost unlimited access to all kinds of information and its increased exploitation cannot be equated with communication, which is essential in the creation of a real community. Lack of communication is the inability to create a community. Because this is necessary for human and personal development, the surfer must take care not to stop at the level of simple exploitation of information, but go on to communicate. In the context of discussing the community, we are also talking about the need to physically experience another person. This is due to the spiritual and physical structure of the person, which is the basis for the spiritual and physical experiences which are elements of integral development.

4. CONCLUSIONS

Undertaking such research is seen as important and highly relevant today, at a time when information and exploiting it are regarded as a basic good and skill. Today we speak of a time of the existence of society that is highly valued (and sometimes even a transvaluation), but not because of the widespread computerization and the popularity of the products of information technology (emphasizing this point of view, it also describes the originality of this project).

Although undoubtedly a reflection on the personal aspect of the exploitation of information is partly a moral theological reflection, however, at this stage of the research, there is no doubt that the emergence of infoethics as a separate concept in moral theology (in the mainstream of moral theology next to bioethics, social moral theology, etc.) appears to be sensible, justifiable and beneficial to science by practically using its results. This idea is one of the most important results of the carried out research.

Infoethics research can and should become a specific quest within moral theology. It is specific mainly due to the subject matter, but also methodologically, which – as a consequence of dealing with this subject – calls for interdisciplinary work. There is no doubt that we cannot sensibly, reliably and comprehensively answer the moral questions related to this area, which creates infoethics research, without knowledge on the science of media and communication, as well as many other areas dealing with specific aspects of the exploitation of information (e.g. linguistics, editing, computer science, physics, the science of cognition and communication, psychology). We must know the nature of information and the principles and ways of using it, including technical issues. Without this knowledge, we are not able to respond in a satisfactory way to many moral-infoethics questions; we might not see many problems, and some of the answers may prove to be incorrect (because, for example, of the unresponsive nature of the media process, or even communication). Thus, knowledge in these areas that are not theological is necessary for conducting meaningful research on infoethics; it is necessary to properly understand the subject of the act (*finis operis*), constituting one of the basic criteria of the sources of an act's morality (*fontes moralitatis*).

Noting and stressing the above fact, even the natural emergence of infoethics as a specifically autonomous (quasi-autonomous) area of expertise (“unique” and “quasi” because – as noted – it is, though an exceptional, part of moral theology), I want to draw attention to the systematic research results on infoethics that can become a set of norms on the use of information. They can become consistent and very specific guidelines for those who want to consciously use information. Applying these tips will not require going into the intricacies of moral theology and making a complex reflection aimed at answering the emerging questions, but will make it possible to find answers, giving reasons and explanations. Here we explicitly point out the social utility of such research, which is their positive aspect.

It is worth noting that these performed tests were not designed to be a final, complete, constructed, developed and described work on infoethics. They were not a meta-academic exploration in the field of scientific studies. However, they naturally took on such a form (it is obvious that when creating a new concept it is necessary to consider these types of questions), yet these necessary meta-scientific elements

were treated as “passage moments” – the unique tools for exploration compatible with the original goals and objectives (as pointed to above). A thorough, systematic, holistic (textbook) characterization of infoethics as a unified scientific concept might be the next step. Its foundation was prepared by my research. In this way, the achievement which is their aftermath emerges as a contribution to further developing scientific projects and organizing knowledge, which once again highlights their importance for the development of moral theology, and the overall perception of science.

Returning to the issue of a detailed analysis expressed in the slogan *the Internet and (Im)Morality*, it must be said that it this mainly concerned investigating the potential and very likely moral situation of the subject conducting information activities based on data obtained by empirical investigators and to give them indications as to what behavior would be most useful for them. Of course – according to the methodology of normative science, in the carried out research area – these precepts take the form of moral norms, the observance of which is seen as a guarantee to preserve their own identity, while moving towards integral development. The conclusions developed in this way on the one hand give rise to a thorough body of detailed infoethics, but on the other hand are exemplary and contribute to further reflections being made within the emerging moral-science concept seeking its final form.

The above description shows that the presented scientific undertaking undoubtedly affects the development of science, and particularly moral theology and ethics. Firstly, this is because it presents and utilizes an innovative way of conducting research using the ecological moral paradigm. Secondly, because it provides new detailed knowledge introduced into special moral theology. Thirdly, because it forms the clear foundations of a new concept in moral theology called infoethics. In addition, it assigns a specific place and strengthens its position in the system of sciences. The objective of this study mentioned above was achieved.

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У статті висвітлено сутність інфоетики як нового напрямку дослідження в гуманітарній науці. Автором обґрунтовано власну концепцію інфоетики на стику нормативної науки, пізнання і комунікаційних наук, наук про засоби масової інформації. Запропоновано істотно нові підходи до визначення наукових понять, основ методології дослідження інфоетики у сучасному науковому просторі.

Ключові слова: інфоетика, моральність, інформація, комунікація, засоби масової інформації, екологія людини.

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“CROSSROADS” OF CULTURE AND EDUCATION AS A METHODOLOGICAL BASIS FOR MODERN PEDAGOGY CONTENT FORMATION

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Abstract. The article deals with various aspects of culture and education combination in order to seek methodological basis for the formation of new pedagogy content. Particularly, the following aspects which combine culture and education are analyzed: ontological unity of man and society, the common evolution of culture and spirituality and, namely, the dialectical character of connection between phenomena of culture and education.

The authors, who base on philosophical and pedagogical sources focus on the thesis about the necessity of developing fundamental approaches to the development of educational content in general. However, researchers consider the contradiction that exists between expediency of rapid contents transformation and their culture stipulated gravitation - the key issue of the current state of affairs. Authors find the solution to this problem in common conceptual and dynamic characteristics of culture and education, which form a specific unity - cultural and educational space. This phenomenon, in its turn, has the ability to generate culture appropriate contents of both modern education and pedagogy.

Keywords: culture, education, content, methodological approaches, cultural and educational space.

1. INTRODUCTION

Modern education is characterized by instability and uncertainty, above all, in its content and principles that received several dimensions, including personal, social and scientific. The reasons for this are the general trends of human society development, which, in its turn, were the result of scientific and technological revolution that had leveled the boundaries of states, nations, professions, personalities. The problems of pedagogical principles are not considered in the article, as the purpose of writing is the search of common, stable principles of formation of modern pedagogy contents. The attempts to solve this problem through the praxeological approaches led to the appearance of a large number of individual concepts, the difference between which is equivalent to the difference between their authors. That is why, the search of methodological principles of studying the unity between culture and education in semantic terms, to our mind, is appropriate to conduct in the context of philosophical ideas, pedagogical concepts and theories. Instead, their specification requires the analysis

of a significant number and variety of scientific approaches, views that would have contributed to the research of the above mentioned topics.

Firstly, it is necessary to clarify the nature and content of the phenomenon itself, which the culture is. One of the most common and well-established definitions of "culture" is mentioned in the "Encyclopedia of Education", "Culture is a system of programs of human activity, human behavior and communication to change and improve the social life in all its major manifestations" [31, p. 439]. However, there are more than a thousand definitions of the concept of "culture" in modern science and it doesn't make sense to dwell on each one. To our point of view, the emphasis on the characteristics of major aspects of understanding of culture essence that have certain sustainability and systematization is more productive. Especially, it concerns the clarification of the following issues: culture as a special existence of a man and society, culture and spiritual development, culture and education. Meanwhile, these aspects of the characteristics of "crossroads" of culture and education are not limited.

2. RESULTS AND DISCUSSION

2.1. CULTURE AS A SPECIAL EXISTENCE OF A MAN AND SOCIETY

The ontological approach concerning the clarification of nature and content of culture was inherent to the representatives of ancient philosophy. Even then (according to the classical scheme) two main trends are clearly defined: idealistic (Socrates, Plato, Parmenid) and materialistic (Democritus, Levkip, Lucretius Carus, Epicurus). Medium line in this classification belonged to "The prince philosophy" - Aristotle. If the first group of scientists stressed that an initial principle of culture is the idea, man's subjective experience, others stick to the position that the basis for culture is the material world of things, while Aristotle proved that culture - is the unity of ideal and material. This line, in its basic manifestations and modifications goes through the Middle Ages, Modern Times, and various philosophical, psychological and pedagogical trends, concepts, paradigms remain up to these days. Instead, having all the opposite approaches to the definition of culture, certain general similarity is inherent to them. In the flow of time, in the concept of culture, we can find more and more the expression of human awareness of his role in the world, his activity and culture. The concept of the "culture" itself, as the linguists emphasize, appeared in the XVIII century. The reason for this was the fact that, there had been essential changes in the social life of man, his spiritual interpretation of his existence at that time. Being physically finite being by nature, a man because of his phenomenal ability to create something that does not exist in nature, as if overcoming his finiteness, attaches to the harmony, to the infinity of the world universe.

The appearance of an independent concept of "culture" in the XVIII century, was not a direct evidence of its complete exemption from the divine and natural worlds. The world of culture – is a world of man, God's world. In this sense, man is not opposed to the natural and divine worlds but harmonizes with them, filling the surrounding with beauty and sense. The human tragedy begins when a person violates this harmonious unity and because of the low level of culture, he is trying to be above nature or even above God. A man, as an intelligent being, is able to act freely, rationally and humanely when with the help of God, he learns and changes the reality in the process of his activity, forming appropriate relationships and connections. Thus, we can assert that culture is both the way that humanity has historically overcome since its inception, and the main result of this way. In this sense, culture is also a sphere of human existence where a man is a subject of his self-development. For the first time the idea of "clever man" was proved by I. Kant (1724-1804). In his famous essay "Critique of Judgment" Kant emphasized that the ultimate goal of nature, regarding the human race, is not happiness but human culture. Further the philosopher claims that if it were otherwise, then it would be unclear what man needs mind and freedom for. The essence of culture, according to the philosopher, is that a person acquires the ability to set different goals. "The acquisition ... by an intelligent being the ability to set any goals (also in his freedom) – is culture" [16, p. 464].

Implementation of man's goals is the most possible in the legal, civil society. However, the imperfection of man and society threatens the humanity with large upheavals and losses. That is why

we face a problem of moral improvement as a separate individual, as well as a separate society and the entire human community. At last, moral perfection will have the ability to overcome intolerance, hatred, alienation. In such a way, according to Kant, the idea of "morality" acquires higher revelation of human *culture*. "Through art and science, we have achieved a high level of culture. We are too *civilized* in terms of any tolerance and attentiveness in communication with each other. But we still lack a lot to be considered *morally perfect*. In fact, the idea of morality belongs to culture, but the application of this idea, which is only limited to likeness of morality in love, to honor and to outward decency, is only *civilization*" [17, p. 18]. According to Kant, two lines of human development as if have crossed in culture: the need of physical perfection, which is the "culture of all *abilities* for the facilitation of the mind-given aim" [18, p. 326] and the necessity of moral perfection "*culture of morality in us*", which implies "to fulfill your moral obligation, and, due to, the *sense of duty* (in order to make a law not only a rule, but also a motive of deeds)" [18, p. 327].

So, considering culture as a content of "public value of a man", the philosopher developed a teleological method, which was the basis for the analysis of all the phenomena and processes similar to a purposeful free human activity, that is a priori grounded on the pure principles of mind. In addition, Kant's works about teleological character of nature, where a man is one of its units, and at the same time is a phenomenon and noumenon, then it proves that culture - is not only its ultimate goal, but a tool that is able to liberate it from a purely physical, empirical conditions of daily existence [1, p. 222].

Culture is a special existence of a man and society, not only because of their humanization, but also creativity, said Kant. The development of creative skills of man and society, mutual enrichment of value systems are on the basis of real culture. Thus, in the field of goal-setting, a man assumes a divine function of creation in the sphere of culture. People create culture as a living organism and contemplate the deeds of their hands and mind, manifested intuitive ability that captures particular in general and general in particular. Such cognition is possible only as a culture-creating activity and is inherent to human activity and to the activities of collective entities – universities, which also perform goal-setting and culture creation.

The ontological approach to the nature and content of culture is also inherent to G. Hegel (1770-1831). Instead, the scientist largely denies the subjectivism of Kant and proves that the appearance and development of culture is objective and historical by its nature. The manifestation of culture of individual and society - is the manifestation of absolute spirit. Cultural development of an individual reproduces all levels of self-knowledge of world spirit, starting with the most primitive subject consciousness and ending with absolute knowledge, that is the knowledge of all the shapes and laws that rule the process of spiritual development from inside. This process becomes a conscious self-knowledge of the world spirit, and therefore the essence of culture can be understood just from the path that the human spirit has passed in order to understand its own organization, which is identical to the organization of the Universe. Such formula of culture is considered to be axiomatic "Culture – is a man-made 'second nature'" [12, p. 83]. The philosopher believed that culture is the foundation of life, the absolute value of man and society.

Contrary to the rational views of G. Hegel, F. Schelling and others, who are the representatives of irrational direction (F. Nietzsche, A. Schopenhauer) also argued that culture is a special existence of human being and society. However, according to their understanding, the ontological aspects of culture are not in the mind of man and in the universe mind, but – in a will. Culture – is a global will, it is the inner strength, which encourages the mankind to active culture creation. The higher the degree of objectivity of will, the more it reveals itself as the idea of culture, and its existence in itself resembles the Platonic world of ideas. At the level of an individual - a man is guided by motives and culture needs, at the same time, revealing the freedom of will. Where there is a low exposure of will, there is a low level of culture, which tragically affects human life, society and humanity. The expression of barbarism is man's selfishness, jealousy, aggression and so on. It is culture, which is able to overcome evil, make us human, to inoculate us conscience, justice, compassion, empathy and so on. And, after all, a man is a man to the extent he creates himself: "What the individual is like and what he has inside, so, his

identity and his dignity - are the only things, which are directly connected with his happiness and prosperity. All the other conditions are only of mediated nature..." [24, p. 365].

The philosophy of Schopenhauer made a significant impact on the "philosophy of life", which was set up by F. Nietzsche (1844-1900). Exactly this scientist largely determined a new cultural and philosophical orientation of the late XIX - early XXI centuries. The style of thinking, methodology and language paradigms, which were specified by Nietzsche, has become samples and standards of European culture for a long time. Nietzsche claimed that all the problems of modern culture are related to the fact that it focuses on science, and the last one is based on unnatural (strange, instinctive in its core) mind. Taking all the above mentioned into account, about understanding of the origination of culture, Nietzsche created his own doctrine. For this thinker, the central issue was the following one: in what way to create such a culture, subordinating to which a person could improve his inner world and educate himself. The philosopher devotes such works to the development of this idea: "The birth of Tragedy", "Human too human", "Morning Star", "Also Zarathustra said" and others. Namely, in the last of the mentioned works F. Nietzsche asserts the supreme value of human cultural improvement, the result of which will be a man, who surpasses modern man with his moral and intellectual qualities. The role of the cultural and ethical ideal F. Nietzsche offers to a supreme man. This idea is one of the main in the design of his teachings. A supreme man - is a person who has overcome his physical nature, thanks to his will, self-creation, has reached new spiritual qualities.

Nietzsche believed that there existed the morality of slaves and officials in every culture. Servants, who seek universal equality, create cultural ideals are responsible for the current low state of culture. So, not only criticism is necessary, but a radical reassessment of European cultural values on the basis of dynamics of real life. Life itself becomes an important part of the global process, where the main thing is the will to power. "Not poverty, not passion - no! Love to power - wrote F. Nietzsche - is the demon of men. Give them everything - health, food, housing, education - and they will be unhappy, dissatisfied because the demon waits, waits and strives for pleasure. Take everything from them and satisfy all their demons, and they will be happy, so happy, as only the men of demon can be" [19, p. 117].

The implementation of Nietzsche's ideas in the philosophy of the XX century was carried out in different directions. On the one hand - these are a variety of literature versions associated with the names of M. Blanshot, P. Klossovsky, A. Camus. On the other - very influential philosophical interpretations of G. Gadamer and P. Ricoeur, M. Heidegger, G. Deleuze and J. Derrida, J.-P. Sartre, K. Jaspers and others.

In particular, the representatives of existentialism (A. Camus, J.-P. Sartre, M. Heidegger, K. Jaspers, etc.), justifying the idea of culture as a special existence of human being and society, stressed that existence of the human race beyond culture is either impossible, or becomes inferior and tragic. Man is able to realize his fundamental-specific place at the universe providing the existence of freedom and culture. For example, according to J.-P. Sartre, man is "condemned to be free", otherwise his life is already non-existence. A person can only realize his own project of humanity in freedom and culture. "... We want to emphasize - wrote Sartre - that first of all, man exists, that man - is a creature who strives for future and understands that he projects himself into the future. Man - is primarily a project that is experiencing subjectively, but not moss, not mold and not a cauliflower. Nothing exists to this project in the sky, that is perceived by mind, and a man will become a man according to his project of life. ... So, existentialism gives every person his life in possession and makes him fully responsible for his existence" [21, p. 323].

Hermeneutic interpretation of culture, as a special existence of man and society (G. Gadamer, P. Ricker, W. Dilthey, F. Schleiermacher, J. Habermas, etc.), basically comes to ontological nature of the hermeneutic circle, that expresses the specific feature of the process of understanding related to its cyclical nature. In this sense, the representatives of hermeneutics pay great attention to providing cultural dialogue and to mutual understanding of nations. To their mind, only culture makes possible moral and social solidarity among its members. Dialogue becomes a common way of the interpretation

of the world: as any “world” is able to cognize the other, it is also able to expand its own image of the world; and it, eventually, becomes available to other worlds.

The problem of dialogue is inseparable from the ways and methods of interpretation the text of culture, from the position of an interpreter. The thing is about mastering the information contained in the text, about understanding and interpretation of the vision of the world, which is typical for it. Dialogue involves joining different cultures, their mutual understanding and enrichment. This path often runs through debate and discussions. These ideas ground on phenomenologically-hermeneutic approach in the study of cultural and educational space at Pedagogical University [27]. Thus, hermeneutics is, firstly, the ontology of understanding; secondly, it limits the principle of reflection to the principle of understanding; thirdly, it considers that the primary reality of the human being is his existence in language. “In language environment – G. Gadamer wrote – real historically-vital relationships take place, which can be called understanding, also in the case with the interpretation of texts. The linguistic nature of understanding, the core, the specificity of effective historical consciousness” [7, p. 452-453].

Native philosophical and pedagogical thought has also made a significant contribution to the justification of the idea, according to which culture is a special existence of a man and society. From the existential and Christian position this idea is highlighted in the works of V.I. Vernadsky, B.D. Grinchenko, M.P. Dragomanov, G.S. Skovoroda, I.Ya. Franko, D.I. Chyzhevsky, T.G. Shevchenko, P.D. Yurkevych, Ya.Ya. Yarema and many others. In particular, G.S. Skovoroda wrote that fair society can emerge only on the basis of culture and education. The man becomes happy in the society through the balance of mind, related work. The spiritual drama of man begins when he does not want to learn himself, avoids gaining the achievements of the culture of his nation, traditions, customs and so on. One of the leading thoughts of G.S. Skovoroda is the following: where there is no freedom, there is no culture, and – and vice versa. Free man looks for himself inside himself, but not only for himself, but also for others: “Gather thoughts within yourself and seek inside for real blessing. Dig a well inside yourself to water both your house and your neighbor’s. ... Only then the heart becomes saturated – when educated” [25, p. 169-174].

Existential-existent tradition of philosophical and pedagogical thought was thoroughly developed by native philosopher P.D. Yurkevych, who believed that spirit is the absolute foundation of existence and human activity. The idea, as a perfect substance, is not only the basis for cognition, it permeates cultural experience of both man and society [30, p. 25].

The idea of P.D. Yurkevych is supplemented with the concept of “philosophy of the heart”. According to this scientist, the center of each life is the heart. It arises as a profound basis of human truth, moral and spiritual source of cultural identity. Heart – is the center of man’s spiritual life. Knowledge can be well gained, only penetrating into the heart.

Brilliant poet and thinker T.G. Shevchenko also believed that the sense of human existence is freedom. The existence of Ukraine is considered through the prism of contradictions by this cultural-educational activist. The lack of culture, enslaving of Ukrainian people by foreigners, he perceives as a tragedy to contemporaries and, at the same time, optimistic for future generations.

This position is also present in the works of the giant spirit of Ukrainian people – I.Ya. Franko. According to the philosopher, the spiritual ideal for society is a free nation as a cultural organism that is able to adopt universal cultural values; overcoming spiritual alienation concerning national cultural traditions; preservation of national and cultural identity. I. Franko fought for his opinion, according to which: a free individual – free society, and vice versa: free, democratic society – free, cultural identity.

D.I. Chyzhevsky considered existence as an integral substance. “Ontological stability”, according to the philosopher – is a way of human existence in cultural environment. The main condition of “ontological stability” – is the relationship of an individual with “here-existence”, respectively – the separation of a man from “here- existence” is the reason for “ontological instability”, lack of culture, the loss of himself. D.I. Chyzhevsky was one of those, who first applied conceptual apparatus and methods of European science in the history of Ukrainian culture and interpreted Ukrainian culture in the context of European cultural process, discovered achievements of Ukrainian Baroque to the world science [2].

Hermeneutic problems of culture as a special existence of man and society were thoroughly studied in the national philosophical and pedagogical thought in the works of M.S. Grushevsky, I.I. Ohiyenko, O.O. Potebnia, Lesia Ukrainka and many others.

The eminent language philosopher O.O. Potebnia proved that language is a key element of culture, that human and national existence acquired cultural sense thanks to language. Mutual understanding among nations becomes possible through language and, at the same time, language represents originality and identity of a nation. Such hermeneutic approach allows O.O. Potebnia to formulate the idea of the unity of culture, education, thinking and language.

2.2. CULTURE AND SPIRITUAL DEVELOPMENT

A man is not only biological, but also spiritual being. In works of the following philosophers and teachers M.O. Berdiayev, G.P. Vasyanovych, V.I. Vernadsky, S.I. Gessen, B.D. Grinchenko, M.Ya. Danylevsky, A. Diesterweg, V.V. Zenkivsky, I.A. Ziaziun, E.V. Ilyenkov, O.F. Losiev, I.I. Ohiyenko, V.D. Onyshchenko, J. Ortega and Gasset, V.S. Solovyov, A. Toynbee, I.Ya. Franko, O. Shpengler the spirituality ranks as an integrated category, which expresses theoretically-cognitive, artistic, creative, moral and axiological activity of man. In Christian anthropology, spirituality is the expression of the highest moral direction of human life to God. M.O. Berdiayev thinks that the main attribute of spirituality is freedom that connects the human and the divine and reveals itself in the creation not only of cultural objects, but also of own life, which is constantly developing. In modern domestic philosophical and pedagogical thought horizons of spirituality are outlined through such triads: imagination-intuition-mind; belief-conscience-will; love-joy-hope and others [29, p. 35-43].

Besides others, culture has the peculiarity that it is always aimed at the development of the spiritual world of the individual. In this context, culture expresses subjective-personal aspect of history, because of an active influence of the culture of the past on the culture of the future. This impact on the development of spirituality of an individual and society can be regarded according to the own self-determination. Without taking this aspect into account, it's impossible to explain the progress of culture in human history. That is why, it is vitally important for every person living in a society, to strive consciously for mastering culture, creating it with his activity, spiritually organizing the world. The lack of spirituality of an individual and society - is the death of humanity. Concerning this aspect, the thought of E. Husserl is extremely important "... revolutionization of whole culture, revolutionization of all culture-making way of human existence" [11, p. 638].

Education is aimed at helping in this process - creating a new culture and spirituality. As Russian philosopher I.O. Ilyin emphasized that both culture and education fulfill their mission when they realize "... spiritual examination of our soul acts and our subject matter: in separate people and in small groups, in religious circles, philosophical societies and whole cultural movements, people will unite viewing sacred origins of their lives, they will contemplate the life of their heart and judge about it – as it should be and as it actually is, and what it lacks. ... Mankind needs renovation of spirit and culturing the instinct, returning to the evangelic faith, and not "clean gloves", which were promised by antichrist" [14, p. 402].

2.3. CULTURE AND EDUCATION

These two phenomena are dialectically connected with each other, as well as with the aims of society and every individual. Emphasizing this idea, I. Kant accentuates that it is important for pedagogy, "that man must be intelligent, appropriate for society, pleasant and influential" [15, p. 454], and that a high level of individual culture can be achieved through education and self-education, where the first layer – is "the culture of the skill", which is the ability to act, "to assist in achieving the goals" [16, p. 464], and the second one – is "the culture of education", which is the exemption of will from the influence of desires, instincts that "make us incapable of self-reliant choice" [16, p. 465], the possibility of independent goal setting. Exactly, through the joint aiming at freedom of choices in culture, improving of human nature, the ideas of culture and education, which are connected by Kant, who acknowledged that education is, at the same time, the art (expression of culture), which was developed

by all human generations, on the basis of predecessors' experience, "proportionally and purposefully", improving natural skills that "will lead mankind to its purpose" [15, p. 450]. So, the realization of functionality by pedagogy should take place not just on the border of culture and education, but in their interconnection and interaction.

The supporter of this idea was J.-G. Fichte, who argued that the leading role in the relationship between culture and education belongs to the teacher, as it is he, who connects cultural and educational functions in his practical activity, in the process of learning and education, inoculates the culture of relations, consciousness to his pupils [5, p. 753]. Uniting cultural and educational goals with the development of society, the philosopher and educator understands that the direction of education is not towards the actual level of the development of culture, but towards "the height to which it can rise from here and what means it will use" [5, p. 760]. Such approach is an attempt to ground logically the principle of culture expediency in pedagogy, which was proved by J. Pestalozzi, K.D. Ushynsky and especially – by A. Diesterweg. The last one, who emphasized the primacy of the principle of nature conformity, wrote: "The principle of nature conformity has been established since the primordial times on pedagogical horizon, as a bright light that never fades, never changes its position of leading light. It is the Pole, the axis around which all the others pedagogical and methodological rules revolve, that gravitate towards them. They form a circle, set ..." and further: "... there is another principle, which limits the principle of nature conformity, though it is in its subordination. This is the principle of culture conformity, whose rights can not be denied, thus it can not have a claim on universality, such as the principle of nature conformity" [4, p. 227-228].

J. Pestalozzi, who dedicated his life to the education of unfortunate children and the poor, had, unconventional for his time, solution to the idea of interconnection between culture and education. An outstanding educator and humanist based his views on the criticism of Kant and argued that it is the state to be blamed for the low level of culture and education of people. The authoritarian state is not able to ensure properly the high level of culture and education of the individual. It can only be done by a lawful state, built on the principles of humanism and democracy. As the educator considered, the destructive consequences of the illegal state, slavery of the individual are evident. "Dreadful altar of social depravity of mankind is brightly burning, and the sacred flame of spiritual life extinguished to the last spark" - sadly noted J. Pestalozzi [20, p. 145].

The author of the idea of "developing education and training" emphasized: the society, in which legal concepts – are empty sounds, the society, in which legal entities – are conceited people, who seek power only in order to eat and drink deliciously, such society gives no possibility to an individual to realize himself, neither in culture, no in education. To our mind, this principle of a humanist and an educator is extremely important today. Current national pedagogical community suffers greatly from the fusion of political and pedagogical, on conditions of the leading role of political. The negative impact of political on cultural and educational processes leads to lack of spirituality, immorality, demoralization of personality, professional burning out of a pedagogue.

F.-W. Schelling believed that the main content of culture is art, which he understood not only as creative works of art, but as the reflection of the Absolute in a certain work, giving it a transcendental character. The philosopher linked the origin of culture and real opportunities for its development with mythology, claiming that myth is as "a grand gene", is central in the functioning of all cultures. It is the leading principle of the initial unity of culture and education, the unity of mankind, the symbolic expression of reality, which is outlined in the "Historical and critical introduction to the philosophy of mythology" [29]. According to F. Schelling, external relation between culture and education is organizing: general organization of science, that exists in cultural and educational space of the university, as properly organized tradition, which is passed to pupils by the means of education. In such a way, F. Schelling states that culture and education are connected both with internal, relations of organically continuing education and external relations of the historic retelling [23, p. 16] The source, the conditions of the existence of culture are myths, and the role of their content transmitter is well performed by the organized education.

The most consistent in the reflection and implementation of the philosophical ideas of F. Schelling and J. Pestalozzi was J.-F. Froebel, who was a German teacher, theorist of preschool education, he believed that the idea of cultural and educational unity has to be actively implemented since the preschool age of a child. To that purpose, he created kindergartens, where children had to be brought up in different spheres, but taking into account their age and physiological characteristics. The pedagogue created a system of didactic games (the so called - six Froebel's Gifts), with the help of which children acquainted themselves not only with the culture of the native people, but also with the culture of other countries. The ideas and practical results of education of pre-school children were widely popular in Ukraine at the beginning of the XX century and under present-day conditions of the functioning of educational system [6].

The problems of cultural and educational unity were actively investigated by J.-G. Herder. In his book "The ideas to the philosophy of the mankind's history" [13] scientist argued that cultural and educational space is historical by its nature. According to him, the determinant factor of culture and education interrelation and essence is the presence of history of development and collectively-unitary nature. Language occupies a special place in this relationship. "Every language – is a mould, where national ideas and concepts are formed, stored and transmitted" - wrote J. Herder [13, p. 297]. Reflecting on the relationship of education and culture, applying the category of development to them, J. Herder explained their common evolution in human dimension: "A man is brought up only by imitation and practice: the prototype turns into reflection, it is best to call this retelling or tradition... The education of the human race – is the process both genetic, and organic; genetic - due to the transfer of traditions, organic - through adoption and application of the transferred. We can call this process ... the culture, which is etymologically, cultivation, and we can recall the image of light and call it enlightenment, then the chain of culture and education will stretch to the end of the earth" [13, p. 230]. Regarding the process of culture evolution, J. Herder did not consider possible its progressive forward motion, as changes in the culture can not happen smoothly, only having been accumulated, they cause its relative movement, which is not quantitative, but qualitative: "Culture is moving forward, but it does not make it perfect; the new place develops new skills; previous, being developed at the old place, irrevocably disappear" [13, p. 426]. To our mind, this conclusion is important for analyzing the innovative susceptibility of cultural and educational space at Pedagogical University and for the development of general approaches to the study of innovations in culture, including - pedagogical activity. Internal co-ordination of cultural conceptions of J. Herder and G.S. Skovoroda is evident. R.Yu. Danilevski wrote about it: "Both thinkers stick to peculiar idealistic monism - understanding of the world as a single, reasonable, thought in detail and well-organized unity" [3, p. 713-714]. However, culturally, there is a man in the center of G.S. Skovoroda's concept: "Man - is a heart" [26, p. 317]. The analysis of scientific sources shows that man and culture orientation is characteristic of other domestic philosophers and teachers (P.D. Yurkevych, K.D. Ushynsky, B.D. Grinchenko, S.F. Rusova, I.Ya. Franko, M.S. Grushevsky, I.I. Ohiyenko, V.O. Sukhomlynsky and others).

In particular, K.D. Ushynsky at his work "Man as the subject of education. An attempt of pedagogical anthropology" wrote that culture, as art, and education - is sisters and their interaction is a primary factor of human development, his interests, needs, spirituality, creativity and so on. Expanding this statement, a scientist argued that culture and education determine the content of human life, not only by means of cognition and self-knowledge, but also by means of overcoming their own narrow-mindedness, making the individual universal, they must serve the idea of nationality, which is the main component of the educational system. Nevertheless, a prominent pedagogue was not only limited to purely national approach, he always emphasized: "Every educated nation is of great importance in science only, when it enriches it with the truths that remain stable and invariable for all nations" [28, p. 194-195]. And then asked: "in what way, the nation that created its own national science, incomprehensible to other nations can be useful for other nations? Could the science eventually move forward if every nation created its own special science, without mastering the results, gained by its predecessors and contemporaries?" [28, p. 195]. However, this does not concern the system of education: "Despite the similarity of educational forms of all the European nations, each of them has its

own, special, national education system, its own special aim and its specific means for achieving it”, - stressed K.D. Ushynsky [28, p. 198].

Such scientists as S.F. Rusova, A.V. Dukhnovych, Ya.F. Chepiga, I.M. Yushchyshyn, G.G. Vashchenko, V.O. Sukhomlynsky and other domestic pedagogues follow these views and prove that national culture does not deny multiculturalism. They stressed that national education has to coincide with the education of the individual, his freedom. On this occasion, B.D. Grinchenko wrote: “Always and everywhere show children that their nation is a member of a large family, and young readers must acquaint themselves with this big family, though, of course, not as in details, as with their nation. Fighters for the weal of mankind will be especially interesting here: Garibaldi, Lincoln, Howard, Hetenberg, Galileo” [10, p. 48].

In his work “Jean Masse and French League of national education”, B.D. Grinchenko stressed on the unifying power of culture and education, “Is there any other thing that would favour fraternal unity of nations, as a matter of national education. And this fraternal unity – is the hope of all humanity, and also ours” [9, p. 80].

It is easy to see that the idea of the famous Ukrainian teacher and educator is quite clear: the dialogue of cultures, educations contribute to the spiritual development of every nation and people.

The interaction of culture and education is controversial. An outstanding Russian pedagogue S.J. Gessen stressed that these contradictions occur both inside each phenomenon, and in their interaction. Contradictions must be opportunely detected and resolved, but not ignored, which is very important. Education has always been a problem of culture, as it always gives a person means to identify these meanings. “If the problem of culture is a problem of education, then it is obvious that the denial of culture is associated with the denial of history and leads to the denial of education”, - wrote S.J. Gessen [8, p. 38].

The attitude of those in power to the culture and education, to the needs of development, society and the individual is clearly not adequate in our country and it extremely hinders our progress in all fields and spheres of life. And even a new law “About higher education”, which was adopted by the Supreme Council of Ukraine on July 1, 2014, left a lot of unanswered questions in the sphere of relationship between culture and education. One of them is that educational institutions have not become the centers of culture and qualitative education of the individual yet. As P.Yu. Saukh fairly writes: “Trying to improve the Ukrainian education system, we didn’t care and don’t care that the medicine that is used can be even more dangerous than the disease itself. Having begun “experimenting” with education, we didn’t manage to make an objective audit of its condition, didn’t diagnose exactly and immediately began to move with the world. We are too concerned to keep up with the fashion. The depth of the reforms, which are required by an innovative society, as if doesn’t concern us” [22, p. 4]. The author emphasizes that many problems that exist at different levels of modern national education - are not only the lack of funds, but rather a deformation of educational strategies, values, cultural and educational space of universities, deterioration of the quality of education, which is associated with the poor professional training of teaching staff and making higher education of mass character. Today, education, more than ever, needs a cultural and civilizational self-identification, the balance of the educational process, proper social status of a teacher, that is clearly emphasized by I.D. Bekh, G.P. Vasyanovych, I.A. Zyazyun, S.B. Krymsky, V.O. Kudin, M.O. Otych, O.P. Rudnytska and other modern scientists. On this way the important task of culture and education is, firstly, to teach people humane relationships, ability to coexist harmoniously, education and culture should not move away from each other, but powerfully interact for the weal of a man and humanity.

3. CONCLUSIONS

Taking into account the formulated thematic framework, we can come to the conclusion that problem of culture and education unity was comprehended by philosophers, educators, sociologists, culture workers at all stages of human development. Culture, as a special existence of a human being and society has a contradictory tendency of its development. Together in a dialectical unity with

education, it consolidates the idea of spiritual and moral growth not only of the individual, but also of the society and it actively reacts to its civilization challenges. Culture and education are powerful phenomena of communication and understanding among people; they make modern informational world more humane, form a cultural and educational space, which is much needed by a man. This phenomenon combines the senses of tradition and innovation in the content of modern pedagogy that is fundamental both in the creation of new meanings and in the reinterpretation of the existing ones.

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Смолінська Олеся, Дзюбинська Христина. “Перехрестя” культури й освіти як методологічна основа формування змісту сучасної педагогіки. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 39–49.

У статті розглядаються різні аспекти поєднання культури й освіти з метою пошуку методологічних основ формування нового змісту педагогіки. Зокрема, проаналізовано такі аспекти, що поєднують культуру й освіти: онтологічна єдність людини і суспільства, спільна еволюція культури й духовності і, власне, діалектичний характер зв'язку феноменів культури й освіти.

Автори, ґрунтуючись на філософських та педагогічних джерелах, зосереджують увагу на тезі про необхідність розробки фундаментальних підходів до формування змісту освіти в цілому. Ключовою проблемою сучасного стану справ, при цьому, дослідники вважають суперечність, що існує між оперативною доцільністю швидкого перетворення змістів та їх культурно обумовленим тяжінням. Розв'язання цієї суперечності автори вбачають у спільних сутнісних та динамічних характеристиках культури та освіти, що формують специфічну єдність – культурно-освітній простір. Цей феномен, своєю чергою, має здатність до генерування культуровідповідних змістів як сучасної освіти, так і педагогіки.

Ключові слова: культура, освіта, зміст, методологічні підходи, культурно-освітній простір.

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BURNOUT AS A SELECTED ASPECT AFFECTING THE WORK PERFORMANCE OF A SOCIAL WORKER

LENKA LACHYTOVÁ, PETER KALANIN

Abstract. The aim of the empirical study is to identify the symptoms and the preventive measures of social workers' burnout, according to correlations of age, level of education, professional experience, length and the site of occupation.

Design study. The study was carried out (from February to May 2016) on 49 respondents, social workers, by deliberate choice of typology: former colleagues currently working in NGOs of Košice and Prešov regions, with who we had participated in various projects providing general-utility services. The Inventory of Burnout Symptom by T. and J. Tošner was used for processing the collected data. The completion of this study is the correct implementation of innovative advanced technologies forming a part of the culture of the organization with clearly named functions and duties of the individual members of the working team.

Keywords: burnout, social worker, work performance, prevention.

1. INTRODUCTION

Methodological analysis of the philosophical understanding of the essence of social activity at the level of the individual (person, subject of the activity), special (activity, social understanding of the reality) and general (world, society, social and cultural experience) enabled O. Budnyk to reveal multidimensionality of the concept and identification of isomorphism of its constituent as an integrated system of human reality. In the process of social activity the formation and development of a human as a personality [1]. Simultaneously the risk of burnout is common for social worker.

Despite the media proclamations attention to burnout is insufficient. Despite the clear symptoms that burnout can be diagnosed, many individuals are treated for other illnesses and burnout is underestimated. Subsequently, the complete collapse of the body, threat of clients, relatives and social workers themselves occurs.

In terms of burnout it is important for social workers to be aware of the ethical responsibilities towards themselves and the consequences of such a failure. In the case of recurring problems and symptoms it is essential to address them urgently and seek professional help. Early diagnosis of burnout symptoms is very essential. It also depends on social workers – the helpers, their superiors and the entire organizations, what knowledge of burnout they have. It is important to prevent the occurrence of the burnout and effectively prevent it [5].

Empirical research of the phenomenon began to rise in the early eighties. The research conducted in MEDLINE has proven that from the beginning until the second half of the eighties (particularly in the years from 1982 to 1987) 207 psycho-medical-based studies were created, whereas in the seventies and then in the nineties, there were registered only 5-10 studies per year [4]. The authors also state that at present there are more than five thousand publications on this topic in the English language.

Dimunová et al [2] conducted a research titled "Burnout syndrome of social workers in the Košice region in 2012". The main research objective was to determine whether age, education and length of experience have any effect on the incidence of burnout among 322 social workers of Office of Labour, Social Affairs and Family in the Košice regions who have been employed in the OLSAF workplaces in Košice, Spišská Nová Ves, Rožňava, Michalovce and Trebišov. The authors of the survey chose a standard questionnaire used by Maslach Burnout Inventory - MBI to meet the stated objective of the research. By gender the surveyed sample consisted of 233 women (76.30%) and 89 men (27.70%). The average age of respondents was 40.71 ± 09.15 while the margin was 19-58 years. Since the collection of data took place in several places of OLSAF as a result of research the authors also present file distribution by geographical segmentation. The first examined variable was the age of the respondents. The authors of the survey express the view that social workers with secondary education have higher rate of burnout in the subscale of emotional exhaustion than social workers with university education. A statistically significant relationship between educational attainments of respondents and burnout has not been demonstrated in the subscales of depersonalization and personal satisfaction. Another variable of the research was the length of the professional experience at the OLSAF. The results of the study group indicate that there is a higher rate of burnout in depersonalization with employees who have a higher length of professional experience compared to younger employees. In the subscales of emotional exhaustion and personal satisfaction no statistically significant relationship has been demonstrated between the length of professional experience and burnout of the employees. An effect of age on the incidence of burnout in the subscale of emotional burnout was confirmed within the incidence of burnout among social workers of OLSAF.

As the authors report, educational attainment could have an impact on the incidence of burnout. This assumption was statistically confirmed. In the study group the social workers with secondary education had higher rates of burnout in emotional exhaustion subscale than the social workers with university education. The length of professional experience is another predictor of the incidence of burnout among social workers. In the study group was statistically confirmed the incidence of burnout in depersonalization, with increasing duration of professional experience.

2. METHODS

The Inventory of Burnout Symptom by T. and J. Tošner was used for processing the collected data.

We have set the following hypotheses by which we can deeply think about research problems and to reflect on what data and information we will obtain and how we will process them.

Hypothesis 1: The longer the professional experience of social workers, the higher the risk of burnout.

Hypothesis 2: The higher the age of social workers, the higher the likelihood of burnout.

Hypothesis 3: If the place of work is a city, the risk of burnout is higher.

Indicators: number of respondents, length of professional experience, prevention methods, place of work.

Dependent variables: for signs of burnout in emotional, social, physical and intellectual level.

Independent variables: age, length of professional experience, place of work, level of education.

The questionnaire by Tošner, Tošnerová [8] contains 24 questions that are divided into four levels: intellectual, emotional, physical and social. Each of the levels contains six questions. Questions are rated from 0 to 4 points, that the subscriber mark on a five-point scale - never (0 points), rarely (1 point),

sometimes (2 points), often (3 points) and always (4 points). In the survey the respondent expresses the rate of agreement or disagreement with the issue in borders (from since to never).

Tošner, Tošnerová [8] divide 24 questions into different levels as follows:

The rational level contains numbers: 1, 5, 9, 13, 17, 21.

The emotional level contains numbers: 2, 6, 10, 14, 18, 22.

Items numbered 3, 7, 11, 15, 19, 23 belong to **the physical level** and the items numbered 4, 8, 12, 16, 20 and 24 belong to the group of **the social level**.

We performed the evaluation of symptoms of burnout using the table below, where each item of the questionnaire was filled with the number of points obtained by the participant while completing the questionnaire. Then we counted the points in each of the four levels. Based on the values obtained in the different levels, we created an individual stress profile of an individual, where 24 is the maximum value of points in a level, the minimum score is 0.

Rational level		Emotional level		Physical level		Social level	
Item Nr.	Points	Item Nr.	Points	Item Nr.	Points	Item Nr.	Points
1.		2.		3.		4.	
5.		6.		7.		8.	
9.		10.		11.		12.	
13.		14.		15.		16.	
17.		18.		19.		20.	
21.		22.		23.		24.	

Tab. Method for evaluating The Inventory of Burnout Symptom.

Intellectual level + emotional level + physical level + social level Total = points

We get the information about the overall level of susceptibility to stress and burnout with the sum of points from all four levels. The maximum value of the total sum is 96 points, the minimum is 0 points. Initially we processed the results of the inventory of burnout symptoms for each respondent individually and then for the entire research sample of social workers. In the second part of the research based on the results of the whole research sample we realized processing of the data by four selected aspects on the basis of established hypotheses (age, level of education, place of work, length of professional experience in the social sphere).

The aim of the empirical study is to identify the symptoms and preventive measures of burnout of social workers, according to correlations of age, level of education, length of professional experience and place of work.

2.1. THE RESULTS

Empirical sample consisted of 49 respondents, social workers, working in NGOs in Košice and Prešov region. The research results are processed into tables.

Serial number of the respondent	Intellectual level	Emotional level	Physical level	Social level	Total (maximum 96 points)
1	1	4	3	1	9
2	1	2	5	2	10
3	6	1	0	4	11
4	3	4	5	4	16
5	1	9	3	5	18
6	5	5	4	5	19
7	5	5	9	0	19
8	6	5	6	2	19

9	6	7	4	3	20
10	7	5	4	4	20
11	4	6	8	2	20
12	4	6	8	2	20
13	6	7	5	3	21
14	6	7	5	3	21
15	7	4	7	3	21
16	5	5	8	3	21
17	5	8	5	4	22
18	7	3	6	7	23
19	11	3	6	3	23
20	6	6	6	6	24
21	7	5	4	8	24
22	8	6	7	3	24
23	7	6	13	0	26
24	6	8	7	5	26
25	8	8	7	3	26

Tab. 1. Totals degree of burnout susceptibility by responses of individual respondents from the lowest to the highest score.

According to the data shown in Tab. 1, it is arguable that no respondent reaches maximum points in any of the four levels (maximum 24 points in one level). However, respondents with numbers 45-49 have shown high susceptibility to burnout in the emotional, physical and social terms. It is important that we indicate that the highest value reached was 77 points and the lowest was 9 points. In both cases it was one respondent.

Response options with the number of repetitions for all respondents					
Question number in the inventory	always	often	sometimes	rarely	never
1.	0	7	24	14	4
2.	1	8	19	17	4
3.	1	17	22	8	1
4.	1	4	15	17	12
5.	0	10	12	18	9
6.	0	5	10	23	11
7.	1	8	11	21	8
8.	0	6	3	13	27
9.	0	1	5	10	33
10.	2	6	16	16	9
11.	1	6	8	21	13
12.	0	6	9	23	11
13.	3	13	9	16	8
14.	2	8	14	21	4
15.	2	12	5	28	2
16.	1	5	17	18	8
17.	2	6	16	15	10
18.	7	3	19	14	6
19.	1	6	12	19	11
20.	1	4	3	17	24
21.	2	3	14	19	11

22.	0	7	3	13	26
23.	2	6	9	18	14
24.	0	6	8	11	24

Tab.2. Frequency of responses in individual issues and individual response options.

Each issue offers five possible answers. As we see in our table the least answers were given to the answers always and often. Frequency increases in the answers sometimes, rarely and often. The answer rarely is the largest option to all questions.

In the realized research one of the examined variables was the level of education of social workers.

In terms of completed education 14% (7 respondents) of subscribers reported first degree in social work, 84% (40 respondents) of subscribers reported the second higher education degree. 2% (1 respondent) reported the third cycle, doctoral studies.

№	1. cycle					2. cycle					3. cycle				
	4	3	2	1	0	4	3	2	1	0	4	3	2	1	0
1.	-	1	3	3	-	-	6	20	11	4	-	-	1	-	-
2.	1	-	5	-	1	-	8	13	17	3	-	-	1	-	-
3.	1	3	2	1	-	-	14	19	7	1	-	-	1	-	-
4.	-	1	3	-	3	1	2	12	17	9	-	1	-	-	-
5.	-	2	2	2	1	-	8	10	15	8	-	-	-	1	-
6.	-	1	2	1	3	-	4	8	21	8	-	-	-	1	-
7.	1	1	1	1	3	-	7	10	19	5	-	-	-	1	-
8.	-	1	1	2	3	-	5	2	11	23	-	-	-	-	1
9.	-	-	-	3	4	-	1	5	7	28	-	-	-	-	1
10.	-	1	3	2	1	2	5	12	14	8	-	-	1	-	-
11.	-	1	1	2	3	1	5	7	19	9	-	-	-	-	1
12.	-	1	2	3	1	-	5	7	19	10	-	-	-	1	-
13.	-	3	3	1	-	3	10	6	14	8	-	-	-	1	-
14.	1	1	4	1	-	1	7	10	19	4	-	-	-	1	-
15.	1	2	1	3	-	1	10	4	24	2	-	-	-	1	-
16.	-	1	4	2	-	1	4	13	16	7	-	-	-	-	1
17.	-	3	1	2	1	2	3	15	12	9	-	-	-	1	-
18.	1	2	4	-	-	6	1	14	14	6	-	-	1	-	-
19.	-	1	3	2	1	1	5	9	16	10	-	-	-	1	-
20.	-	1	-	3	3	1	3	3	14	20	-	-	-	-	1
21.	-	1	2	3	1	2	2	12	16	9	-	-	-	-	1
22.	-	1	1	2	3	-	6	2	11	22	-	-	-	-	1
23.	1	1	1	4	-	1	5	8	14	13	-	-	-	-	1
24.	-	1	1	2	3	-	5	7	9	20	-	-	-	-	1

Tab.3. Respondents answers ranked according to educational level and response incidence.

From table 3 it is clear that the largest response group of the respondents with second level of higher education was rarely and it was followed by the answer never. Respondents who have completed the first cycle of higher education selected as the most frequent answer sometimes followed by the answer rarely. The most often given answer by a respondent with completed third level of higher education was rarely and never, as we stated in respondents with second degree of education.

Then we examined demographic data such as age. Respondents were divided into five groups. The most abundant group of respondents was between 40 to 49 years in the overall percentage of 43% (21 participants). The age limit from 20 to 29 years was represented with 16% (8 respondents), the age limit from 30 to 39 years represented with 27% (13 respondents) and the age limit from 50 to 59 years was

represented with 7 respondents (14% of respondents). The over 60 age limit was not represented by any respondent.

We investigated the degree of burnout threat to our respondents based on demographic data (age). The age limit from 40 to 49 years with a value of 33, 86 was jeopardized by burnout with the highest average rate. The lowest average value was in the age limit from 30 to 39 years with a value of 30, 38. At the age limit from 20 to 29 years the value was 32, 38 and the at the age limit from 50 to 59 years it was 31, 43.

Another variable that we surveyed was the length of professional experience in the social field. 39% of respondents' length was within five years, 20% of surveyed length was 6-10 years, 27% of participants worked for 11-19 years and over 20 years of experience had 14% of social workers. The most vulnerable group is a group of social workers with professional experience over 20 years, followed by a group of 6-10-year experience and a group of novice employees with experience in five years. The least vulnerable group of our research is the group of respondents with 11-19 years of experience.

The next surveyed variable was the place of work. 65% (32 respondents) worked in a city and 35% (17 respondents) worked in countryside. The average rate of burnout in the group of respondents working in the city is 32,47; on the other side, the rate of respondents working in country side is 32,12.

Regarding the results of awareness of burnout 96% of respondents or their staff have met the concept of burnout during their experience. Only 4% of participants said they have not met the concept of burnout in their professional experience so far.

In our study we investigated which prevention programs the addressed social workers prefer. The most common prevention methods and activities used by social workers as it is seen from the respondents' answers are: supervision, mental hygiene, relaxation and time set aside for family and friends. Some respondents cited as prevention from burnout prayer and faith, which give them strength and encouragement.

2.2. DISCUSSION

The aim of the research study was to identify the symptoms and preventive measures of social workers' burnout, according to correlations of age, level of education, length of professional experience and place of work.

We found out the following data by the conducted research with the chosen social workers.

The maximum value respondents could reach was 96 in all four surveyed levels. The maximum reached by one respondent was 77 points, the minimum was 9 points. 14,29% (7 participants) reached 10-19 points. 42,86% (21 respondents) were in the limit from 20 to 29 points. 16,33% (8 respondents) reached a level of 30-39 points and 8,16% (4 respondents) were in the limit of 40-49 points.

We calculated general susceptibility to burnout within the limits of 50-59 points at three respondents. Five respondents reached a total value of between 71 to 77 points. Since we wanted to identify susceptibility to burnout on the maximum value, it was necessary to divide this value into three parts in order to identify low, medium and high susceptibility to burnout.

Low level of burnout susceptibility is the point limit from 0 to 32 points, medium level ranges from 33 to 64 points and a high degree of burnout susceptibility is defined in point limit from 65 to 96 points. 63.27% (31 respondents) of our research exhibit low level of burnout susceptibility. 26.53% (thirteen respondents) had a medium level of susceptibility and 10.20% (five respondents) are in a border of high burnout threat. Higher values of these participants were detected in all four examined levels.

The next measure was the length of professional experience and its impact on burnout. Seven respondents aged 40-49 years reported their experience in the social field within five years; in this case, we can deduce that their university attendance started at a higher age than usual. The average value of the burnout degree was 37 points, which is a medium level of burnout susceptibility. In this group of respondents was one respondent whose burnout rate reached the highest degree of burnout risk (burnout rate was 77 points).

We also provide a comparison of the respondents aged 20-29 years who reported length of professional experience in the limit to five years. At this age level, we also had seven respondents. The average value is 33, 29 points, which is a medium level of burnout susceptibility as in the age group 40-49 years. In the age limit from 30 to 39 years with professional experience in limit to five years, respondents reported low level of susceptibility (average is 21, 80). Respondents in the age groups 20-29 years and 30-39 years stated second level of university degree. However, respondents in the age group 40-49 years stated first level of university degree. Only two respondents mentioned as a place of work country and 17 respondents the city.

Interesting fact is that one respondent in the age group 20-29 years showed in the physical level, where he responded to the arguments numbered 3, 7, 11, 15, 19 and 23 of the inventory of burnout symptom point score of 18 points out of a maximum point value, that represents 24 points, a high degree of burnout susceptibility in the given level.

Obviously, the answer "always" with a value of 4 points occurred in very rare number of answers. Two respondents mentioned answer "never" in the social level and one respondent gave an answer "never" in physical level.

In the physical level one respondent reached 22 points, what shows a high degree of burnout susceptibility in this level. That respondent has a high value in emotional level, too. The respondent stated 40 to 49 years, the length of professional experience between 0-5 years and has a first university degree with a place of work in the city. Up to 96% of respondents said that they themselves or their colleagues have had experience with the concept of burnout.

It is clear that studies and surveys carried out in Slovakia or other countries have shown different results in burnout of social workers. Our research showed different figures on the burnout susceptibility in different age groups of respondents and in particular analyzed levels (emotional, intellectual, social and physical).

3. CONCLUSIONS

Based on studies and research that have been undertaken in the world, we can conclude that age, length of professional experience and education as demographic variables affect the burnout of individual. However, it is important to mention that these studies and researches differ in their results. As reported by Maroon [7] susceptibility to burnout may occur at the beginning of careers, but also in later professional life of social workers. As the author states further demographic variables are gender and marital status, as well as variables specific to the individual's personality (human psyche, its demands and requirements, as well as expectations and motivation) can be determinants of susceptibility to burnout.

The results of our research show that social workers with professional experience of more than twenty years are at risk of burnout at a higher rate than their colleagues who work in the social area shorter period of time. We believe that there may be more reasons for this, such as stereotypical pursue of vocational activity, an effect of health problems, but also affect of other internal and external circumstances.

The empirical verification of the identification of symptoms and preventive measures of burnout has proven their merits in the work of a social worker. Although many factors contribute to the mental health and well, it is proven that the benefits of a significant and effective time management is not just a matter for the individual but is related to the overall functioning of the organization and the work of other employees. We therefore propose that, in deficiencies that we found out by the research studies, to create a plan of action for better organization of work within the time frame, and effective implementation of mental health within self management.

SUGGESTION

For further research, we propose to integrate into analyses specific parameters of the work environment related to time management and self management including tracking changes, prevention and intervention of stressors that precipitated burnout.

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Лашитова Ленка, Каланін Пьотр. Вигорання як чинник впливу на ефективність діяльності соціального працівника. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 50–57.

Метою емпіричного дослідження є виявлення симптомів і профілактичних заходів щодо вигорання соціальних працівників, відповідно до кореляції віку, рівня освіти, професійного досвіду, тривалості й місця роботи. Дослідження було проведено (з лютого по травень 2016 року) із 49 респондентами соціальних працівників шляхом випадкового відбору колишніх колег, які в даний час працюють в НУО регіонів м. Кошице і м. Пряшів та були учасниками спільних проектів, щодо забезпечення сфери загального комунального сектору. Т. і Дж. Тошнер використовували анкетування для обробки зібраних даних з метою виявлення симптомів вигорання. Дослідники вважають, що правильне використання сучасних інноваційних технологій формує культуру діяльності організації, яка встановлює чіткі функції та обов'язки для усіх представників робочої групи.

Ключові слова: вигорання, соціальний працівник, продуктивність праці, профілактика.

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VOLUNTEER ACTIVITY IN THE CONTEXT OF FORMATION OF SOCIAL INTELLECT OF FUTURE SPECIALISTS IN SOCIAL WORK

TATSIANA SOKOLOVA

Abstract. The article describes such concepts as "social intellect" and "volunteer activity"; presents approaches to the definition of the phenomenon of volunteering. The author proves the possibilities of volunteer activity in the context of formation of social intellect of future specialists in social work, reveals the features of organization of students' practical volunteer activity to form their social intellect.

Keywords: social intellect, volunteer activity, volunteering.

1. INTRODUCTION

The importance of socio-pedagogical education increases in contemporary socio-cultural situation. This is due to the fact that society feels the need for mobile professionals who are ready to provide professional assistance to various categories of citizens, including vulnerable groups. In this regard, the question of formation of social intellect of the future specialists in social work remains entirely relevant.

2. RESULTS

The specificity of future professional activity of students of this profile is the ability to provide professional socio-psychosocial and educational assistance to children from disadvantaged families, orphans, children with disabilities, young people with behavioural problems, the disabled, single elderly people; the ability to use an interdisciplinary approach in solving problems; the ability to take extraordinary decisions and take responsibility for their actions and deeds; the ability for social interaction, focused on humanistic values. Formation of the ability to understand human behaviour (their motives, goals) and effectively build interpersonal relationships with different groups of the population, manage it correctly (that is the basis of the concept of "social intellect") contributes to effective professional activity of future specialists of social work.

Modern scholars (M.V. Aminova, Y.N. Yemelyanova, V.N. Kunitsyna) emphasize the impact of formed social intellect on the success in professional work, because this phenomenon:

- is directly involved in the regulation of social behaviour of future specialists in social work;
- is a means of learning social reality;

- regulates cognitive processes associated with the reflection of social objects (the person as a communication partner, a group of people);
- provides the interpretation of information, understanding people's behaviour and actions, involvement in social relationships;
- shows how a person interacts with the outside world, solves and overcomes everyday problems, including those which arise when communicating with others.

Having developed social intellect allows future specialists in social work to extract maximum of information about people's behaviour in different situations; understand the language of non-verbal communication; successfully predict customers' reactions in the given circumstances, which helps to maintain optimal psychological climate during the implementation of professional tasks. The productivity of the future professional activity of future specialists in social work also depends on whether they are motivated to act for the benefit of others, on their interest in acquiring professional knowledge and skills, on the possibility of using the experience, obtained during the course of theoretical training.

In terms of lack of stated in educational standards training time for practice, the solution of educational task of the formation of social intellect of future specialists in social work, in our opinion, can be provided by involving students in volunteer activity aimed at solving socio-cultural, socio-educational and socio-psychological problems in society. At the same time, volunteer activity is a continuous process of students' practical training, a link between the theoretical training of future specialists in social work and their practical training.

The analysis of sociological, psychological, socio-pedagogical literature, government documents in the field of youth policy and education, scientific research results has shown the interest of modern scientists to organization of volunteer activity (M.N. Akhmetgaleev, E.V. Bogdanova, S.G. Ekimova, N.N. Ershova, R.V. Korniyushina, O.V. Mitrokhina, N.A. Potapova, N.Y. Slabzhanin). In the works of Belarusian and Russian scientists the possibilities of voluntary work, especially in the context of socio-pedagogical and psychological activities, are examined. However, the essence of the concept of "volunteer activity" is interpreted ambiguously, studies on this issue are multidirectional. This gave us an opportunity to highlight and systematize existing approaches to understanding the phenomenon of volunteering:

1. Socially oriented approach, in which volunteer activity is seen as a means of solving social problems. Scientists (G.V. Olenina, L.P. Konvisareva, L.A. Kudrytskaya, N.Y. Slabzhanin) pay particular attention to the study of volunteer activity as a means of optimizing and intensification of social processes in society.

2. Philanthropic approach, in which volunteer activity is treated as a form of charitable grant aid to people. In psycho-pedagogical studies (I.N. Grigor'ev, N.N. Ershova, L.V. Bolotova, N.V. Makovei) volunteering is described primarily as a conscious voluntary activity for the benefit of others, grant assistance to any person, regardless of his position in society, cultural and ethnic origin, religion, age, gender; way of strengthening and preservation of such value orientations as kindness, compassion, empathy.

3. Professionally oriented approach, in which volunteer activity is a condition for professional and personal, spiritual and moral development of the individual. In the studies of volunteer activity a number of scientists (E.S. Azarova, I.P. Gavrilova, T.G. Emelyanova) focuses primarily on the fact that the phenomenon of volunteering has psychological and pedagogical potential for the formation and development of the processes of personal and professional self-determination of modern youth, which lifestyle involves great opportunities for socially important activities, providing development of future specialists' moral values and professionally significant personal qualities.

The relevance of pedagogical and psychological knowledge in solving social problems and the need for professionals in social work demand to prepare them for future careers in the process of volunteering, where the personal traits of future specialists, their aspirations, interests, aptitudes, values, motivation come out more brightly. Participation in volunteer movement provides the

interiorization of youth spiritual and moral humanistic values, contributes to the development of social experience, forms the social intellect.

The development of the content that allows young people to acquire new personal experience in the implementation of volunteer programs is particularly important in the organization of practical activity of future specialists. This kind of activity helps students realize the importance of voluntary work and its value to society and their own professional development. For this purpose, we have organized continuous training volunteer practice for students, which helps them to accumulate a certain social professional experience of interaction with various categories of the population. The practice is organized in various social institutions of the city (hospitals, schools, local centres of social services, and others.), where students-volunteers study the organizations activities, the technologies of helping people, organize free time of target groups with the help of art technologies, light this activity in city mass media, according to the acquired specialty. In this case, the mention of the psychological theory of learning activity (J. Bruner, P.Y. Galperin, V.V. Davydov, L.V. Zankov, A.N. Leontiev, D.B. Elkonin, and others), based on the findings of L.S. Vygotsky about the areas of nearest and actual development, revealing the relationship between development and learning, is especially important is. According to this theory only students' active learning activities lead to their personal development, acquisition of knowledge; the experience can be gained only during work, and the awareness comes only when students are immersed in it.

For example, students-volunteers, receiving the specialty "Social work (socio-pedagogical activity)", are permanently incorporated into the activities of the Institute of the Third Age (the Institute), organized by the educational establishment "Brest State University named after A.S. Pushkin" and state institution "The Regional Centre of Social Services of Leninsky district of Brest". The Institute activity is aimed at optimizing the process of social adaptation of people of advanced age, the integration of the life experience of the older generation in the life of society. Students-volunteers appear here in the role of specialists in social work, social educators. They hold practical and discussion seminars in interest groups, self-help and mutual help groups, cultural and recreational activities, cover the activities of the Institute in mass media. In addition, while learning social service functions, students help lonely elderly people at home (cleaning the apartments, purchasing of medicines, food). In the Institute the platforms for permanent dialogue of generations, for using the life experience of older people for the education of youth, are created.

Students-volunteer, whose specialty is "Social work (socio-psychological activity)", carry out voluntary work systematically in the state educational establishment "Kindergarten № 10 in Brest" in specialized groups for children with disorders of the musculoskeletal system. Within the framework of the social project "Your hand is in my hand", aimed at the insurance of effective integration of children with disorders of the musculoskeletal system, attending "Kindergarten № 10 in Brest" by creating a barrier-free environment (psycho-social, residential and urban), future specialists provide socio-psychosocial support to children and their parents ("Bureau of good services" - social respite for parents on weekends, working as a volunteer-assistant in the "Volunteer on duty" group – assistance in the implementation of regime moments and carrying out educational games, leisure activities with kids). The introduction of clown therapy technology in the work with children with disabilities, contributes to the humanization of the processes of healing and rehabilitation, improvement of life quality, introduction of positive emotions in the social context of health. While volunteering in this educational institution, future specialists in social work acquire experience of interaction with children with special needs and their parents; learn methods and techniques of social and psychological support of this category of children and their parents.

3. CONCLUSIONS

Thus, structuring the content of students' training volunteer practice, the intensification of students' social activity, allows to detect the interest of future specialists in social work in social issues, their intention to participate in volunteer activity, to expand their horizons in the field of technologies of

interaction with different categories of the population, to attach them to value and personal-semantic aspects of the educational and professional activities. Students' professionally significant qualities focus on the future professional activity are updated. This allows them to establish the causal links between the surrounding reality objects and phenomena more accurately, develop social planning and forecasting skills, engage in social relations, which contributes to the formation of social intellect in the course of their volunteer activity.

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Соколова Тетяна. Волонтерська діяльність у контексті формування соціального інтелекту майбутніх фахівців сфери соціальної роботи. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 58–61.

У статті обґрунтовано зміст понять “соціальний інтелект” і “волонтерська діяльність”. Автором представлено підходи до визначення феномену волонтерства. У дослідженні висвітлено можливості волонтерської діяльності щодо формування соціального інтелекту майбутніх фахівців у сфері соціальної роботи, розкрито особливості організації практичної волонтерської діяльності студентів для розвитку в них соціального інтелекту.

Ключові слова: соціальний інтелект, волонтерська діяльність, волонтерство.

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HEALTHY LIFESTYLE IN THE OPINION OF JUNIOR HIGH SCHOOL STUDENTS FROM MYŚLENICE DISTRICT (POLAND)

PIOTR MAZUR, MONIKA ŁĘTOCHA

Abstract. Diseases of the twenty-first century contribute significantly to the deterioration of the quality of human life and shorten its length. A healthy lifestyle is to ensure optimal health and minimise the risk of contemporary diseases of civilization. The aim of the article is to present the opinions on healthy lifestyle of the junior high school students from Myślenice district in Poland.

Keywords: health, healthy lifestyle, youth.

1. INTRODUCTION

The human's health is greatly affected by the lifestyle. According to B. Woynarowska "healthy (health-promoting) lifestyle is a conscious behaviour oriented on improving, maintaining and protecting health. This involves mainly: caring for body and mental hygiene, appropriate physical activity, healthy eating, maintaining security, periodic health examinations, not smoking tobacco and taking drugs, moderation in alcohol consumption" [4, p. 15]. According to this definition, we can distinguish two types of behaviour:

a) health-oriented, ie. favourable to health. They include: physical activity, rational nutrition, maintaining the body and environment hygiene, coping with stress, maintaining security, maintaining appropriate relationships, undergoing preventive health examinations;

b) anti-health, ie. harmful to health - smoking, abuse of alcohol and other drugs, risky sexual behaviour [Por. ibidem.].

The adolescence period (from 12 to 18-20 years of age) is the period of transformation that leads a man from childhood to adulthood. The mental and physical changes enable young people to undertake new tasks and social roles. This is the time that has a huge impact on man's lifestyle, beliefs, attitudes to life, etc. Taking risk is an essential part of nature of young people. The effects of risky behaviour for health become apparent only after many years. The youth do not see a direct connection between their behaviour and health. Unfortunately, this group is not interested in health education and preventive programs that would provide them a better, healthier life [3, p. 35-37].

2. RESEARCH METHOD AND RESULTS

The aim of this study was to learn the opinions of the junior high school (gymnasium) students from the Myślenice district (mountain region) regarding their physical activity. The contemporary mountain school has extensive experience in the education children's social skills alongside with nature, the use of mountain region for rehabilitation and recreation [1, p. 22-28].

A questionnaire of a private authorship was used in the study as the research tool. Participation in the survey was anonymous. The questionnaire was conducted in May 2016 in randomly selected schools from the Myślenice district. The selection of the sample for testing was random. 138 questionnaires were collected from the students. Analysis of the structure of the tested children indicates that the number of boys (48.6%) was slightly lower than the number of girls (51.4%). Based on the data from these surveys, the statistical analyses were carried out.

The research showed that students are relatively knowledgeable about healthy lifestyle. Respondents associate it primarily with a rational nutrition (88.6%) and active lifestyle, sports activities (87.1%). Subsequently, the students show a concern for personal hygiene and mental hygiene (17.4%) and the need to abandon alcohol, smoking and drugs (9.8%). In the students' answers one may find also such elements of a healthy lifestyle as the periodic health examinations (3%) and the security.

The respondents consensually indicated that the lifestyle (84.8%) is the most important factor that ensures optimal health and minimizes the risk of contemporary diseases of civilisation. Subsequently, the junior high school students indicated such elements as the state of the environment (5.8%), the development of medicine (5.1%) and genetics (4.4%).

The youth were asked to assess the health education implemented at school. According to the vast majority of respondents (61.6%), the activities conducted to promote the healthy lifestyle are satisfactory. Only 5.8% of the students believe that school activities in this field are not satisfactory.

Subjective assessment of the level of students' hygiene is positive, up to 92.8% of respondents believe that their level of personal hygiene is very high or good whereas only 6.5% estimated it as not satisfactory (Fig. 1).

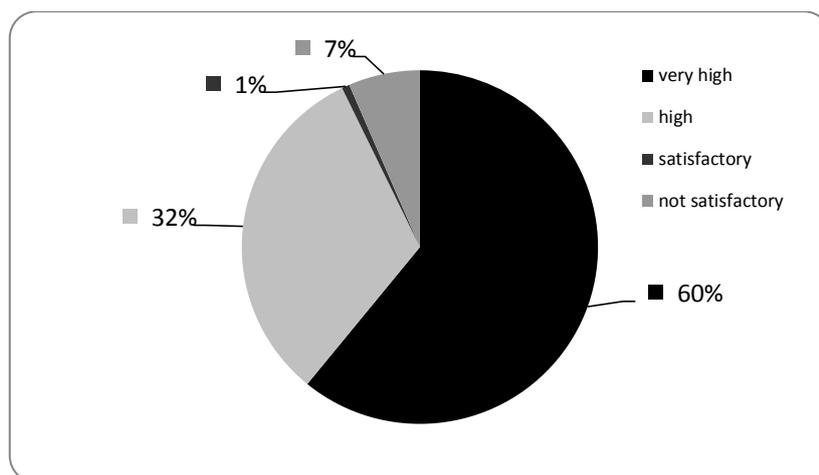


Fig. 1. How do you assess the personal hygiene level?

The results show that the higher percentage of boys surveyed (98.5%) than girls surveyed (87.3%) believe that their level of personal hygiene is very high or good. As much as 12.7% of girls considered their level of hygiene unsatisfactory (Tab. 1).

	Girls N=71		Boys N=67	
	N	%	N	%
Very high	46	64,8	38	56,7
High	16	22,5	28	41,8
Satisfactory	-	-	1	1,5
Not satisfactory	9	12,7	-	-

Tab. 1. The level of personal hygiene.

The research results indicate that students have a high level of sense of security. 79% of the students believe that their safety level is very high or high, and only 3.6% evaluated it as not satisfactory (Fig. 2).

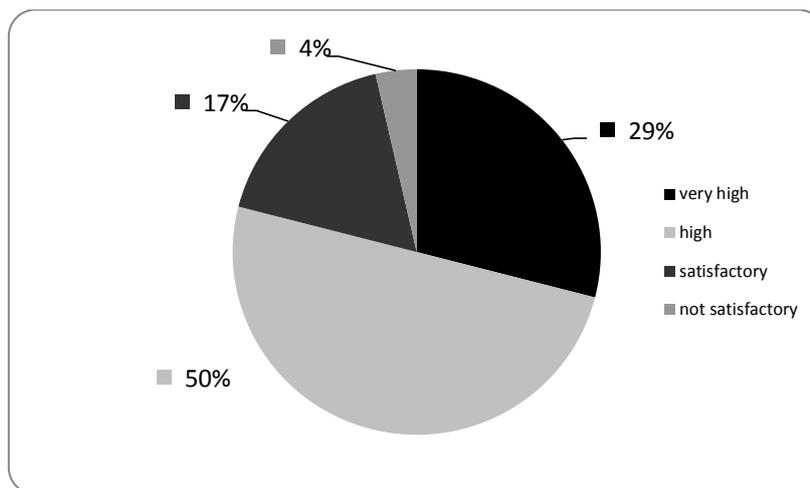


Fig. 2. How do you assess the safety level?

The analysis of the collected research material show that a higher percentage of girls surveyed (87.3%) than boys (70.1%) believe that their safety level is very high or high. On the other hand, the satisfactory level was indicated by a larger percentage of boys (23.9%) than girls (11.3%). 1.4% of girls and 6% of boys considered their level of security unsatisfactory (Tab. 2).

	Girls N=71		Boys N=67	
	N	%	N	%
Very high	24	33,8	16	23,9
High	38	53,5	31	46,2
Satisfactory	8	11,3	16	23,9
Not satisfactory	1	1,4	4	6,0

Tab. 2. Safety level.

The subjective evaluation of students' physical activity is positive - 81.1% believe that their level of physical activity is very high or high, and only 4.4% evaluated it as not satisfactory (Fig. 3).

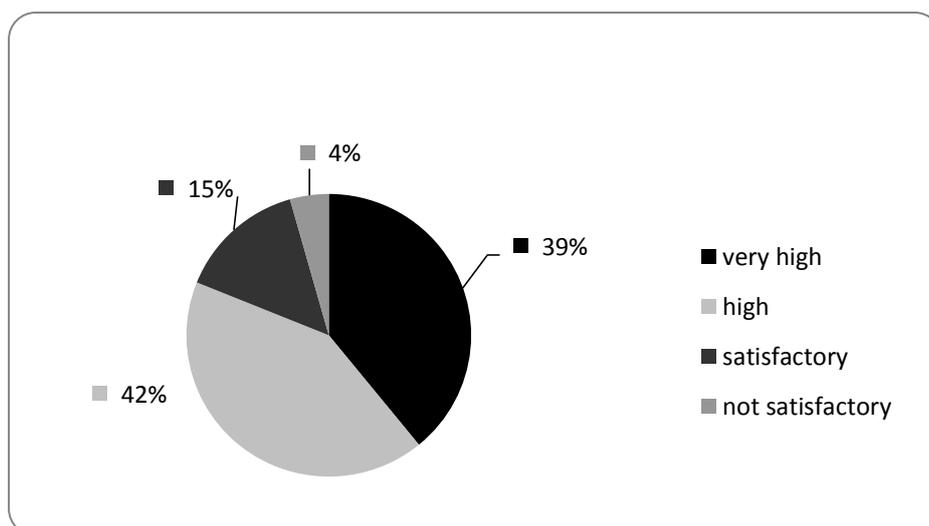


Fig. 3. How do you assess your physical activity level?

The analysis of the collected research material shows that a greater percentage of surveyed boys (85.1%) than girls (77.5%) believe that their level of physical activity is very high or high. On the other hand, the satisfactory level was pointed by a higher percentage of girls (18.3%) than boys (10.4%). Not satisfactory level of physical activity was recognised by similar degree of the junior high school students - 4.2% of girls and 4.5% of boys (Tab. 3).

	Girls N=71		Boys N=67	
	N	%	N	%
Very high	17	24,0	37	55,2
High	38	53,5	20	29,9
Satisfactory	13	18,3	7	10,4
Not satisfactory	3	4,2	3	4,5

Tab. 3. Level of physical activity.

The students were asked about how often they participated in various forms of physical activity. They confirmed their high assessment of the physical activity level. The large majority of students are willing to perform physical exercises at home (54.3%), participate in physical education classes (88.3%), sports activities after school (58.7%) and take part in some active forms of recreation in the open air (91,3%). More than 3/4 of students surveyed declared that they perform physical exercises at least three times a week.

According to opinions expressed by the surveyed students, the vast majority of them (75.4%) claimed that the level of their nutrition is very high or high. Only 3.6% of respondents considered this level to be not satisfactory (Fig. 4).

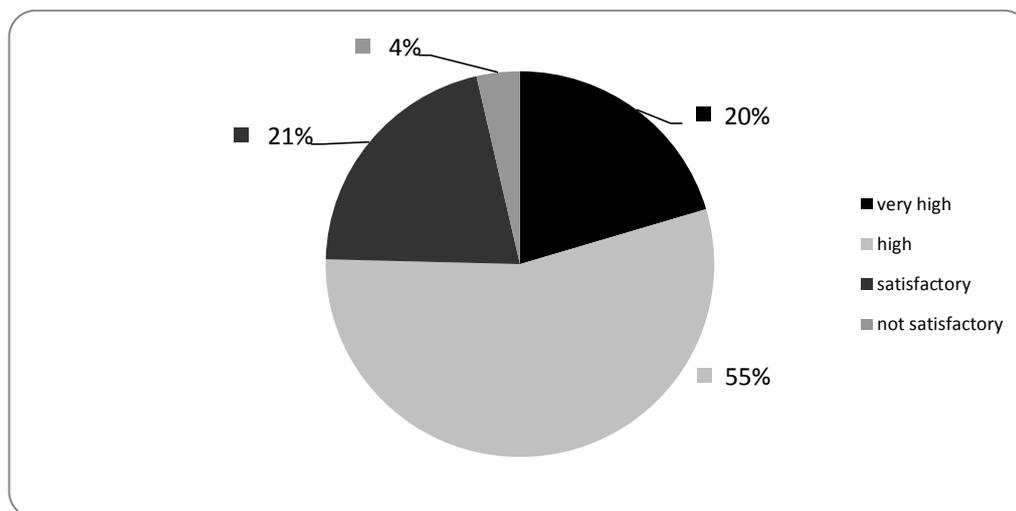


Fig. 4. How do you assess the healthy nutrition level?

The research shows that the surveyed young people assess their level of healthy nutrition in a similar way. Most of them (boys - 77.6%, girls - 73.3%) believe that it is very high or high. The satisfactory level was indicated by 23.9% of girls and 17.9% of boys. Not satisfactory level of rational nutrition was pointed out by 2.8% of girls and 4.5% of boys (Tab. 4).

	Girls N=71		Boys N=67	
	N	%	N	%
Very high	11	15,5	17	25,4
High	41	57,8	35	52,2
Satisfactory	17	23,9	12	17,9
Not satisfactory	2	2,8	3	4,5

Tab. 4. The level of healthy nutrition.

Students asked about the frequency of consumption of certain foods pointed out that every day they consume fruits (35.5%), vegetables (31.9%) and dairy products (36.2%). In the case of products considered unhealthy, the surveyed students declared that every day they reach for sweets (16.7%), chips (5.8%), fast food (2.9%) and soft drinks (18.8%). The results confirm that the level of healthy nutrition among junior high school students is satisfactory.

In the research group of students in the vast majority had never smoked cigarettes (66%). Some attempts were taken by 15.3% of junior high school students. More often, these attempts were taken by the boys (20.8%) than girls (9.9%). Currently, 18.8% of the young people smoke with different frequency: 9.4% do it every day, 5.1% at least once a week, 4.4% less than once a week. The percentage of smoking boys (20.8%) is greater than the girls (17%).

In the surveyed group, most of the young people had never consumed alcoholic beverages (52.3%). 17.4% of them have tried alcoholic drinks, but does not drink alcohol at the moment. The attempts to drink are more often taken by the boys (20.8%) than girls (14.2%). Currently, 31.2% of the young people drink alcohol with different frequency: 16% do it every week (of which 2.2% every day), 2.2% every month, 13% less than once a month. The percentage of boys who drink (20.8%) is greater than the percentage of girls (17%).

3. CONCLUSIONS

To sum it up, we may state that the students have quite sufficient knowledge about healthy lifestyle. It is most often associated with active lifestyle and rational nutrition. The research conducted shows also that the importance of the health-promoting lifestyle, which was declared by almost all of the students, is generally reflected in their everyday life. Most of the surveyed students use the active forms of recreation, as well as live in accordance with the rational nutrition principles. Risky behaviours occurring in the research group of young people are typical of their age.

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Мазур Пётр, Летоха Моніка. Здоровий спосіб життя очима старшокласників району Мисленіце (Польща). *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 62–67.

У статті висвітлено вплив здорового способу життя на життєдіяльність старшокласників. Виявлено, що сьогодні ця проблема лише частково цікавить підростаюче покоління. Паління, алкоголь, наркотики, Інтернет-залежність і фаст-фуд захопили значну частину підлітків, однак більшість із опитаних учнів таки віддають перевагу активним видам відпочинку, намагаються жити відповідно до принципів раціонального харчування. Автори наводять практичні рекомендації щодо ведення здорового способу життя: повноцінне харчування, дотримання фізичної і моральної гігієни, режиму фізичної активності та ін. У статті наведено факти щодо впливу хвороб XXI століття на погіршення якості людського життя. Мета статті полягає в тому, щоб представити думку учнів старшої школи з району Мисленіце (Польща) про здоровий спосіб життя.

Ключові слова: здоров'я, здоровий спосіб життя, молодь, фізична активність.

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THE PROBLEM OF HEALTHKEEPING OF CHILDREN AND YOUTH IN POLISH EDUCATIONAL THOUGHT AT THE XV- BEGINNING OF XX CENTURY

LARYSA SLYVKA

Abstract. The article presents the results of educational research actions in preserving and promoting the health of children and youth in the Polish educational theory and practice. The author analyzes the progressive ideas in the field of health oriented educational technologies which dominated in Polish educational thought during XV – beginning of XX centuries. Rethinking of creative heritage of Polish scientists, educators and civic and educational leaders, opens up the new approaches and opportunities in implementing pedagogical aspects of healthkeeping of growing personality in Ukraine.

Keywords: the health of children and youth, Poland, Polish pedagogical thought, healthkeeping, educational technologies.

1. INTRODUCTION

In Ukrainian pedagogical science is relevant accumulation of new information on the issue of preserving, strengthening and forming the health of children and youth, analysis and rethinking of international experience of forming the healthy lifestyle of growing personality. Due to social demands on health, which are distinctive to the current stage of development of Ukraine as a European country.

Noteworthy are theoretical and practical heritage of Polish scientists, educators and civic and educational leaders. It became the foundation of education health reform of Poland and can be used in Ukrainian educational space.

Some questions of solving of healthkeeping problems of children and youth in Europe and Poland are identified and characterized by domestic scientists A. Besedina, E. Vilchkovsky, R. Hakh, T. Ermakova, I. Mordvinova, V. Pasichnyk, M. Perfilieva). However, the Ukrainian science has no scientific papers, which would separately and comprehensively cover the history of Polish healthkeeping education. The article attempts to analyze the progressive ideas of healthkeeping educational technologies that dominated in the Polish educational thought during the XV – early XX centuries.

2. RESULTS

The science of health and its keeping dates back to antiquity, and its teaching concepts emerged and accumulated in the early Middle Ages. During this period, in Poland the problem of upbringing and education was voiced mainly through philosophical knowledge and religious practice. In the XV century with the advent to Polish lands of works translated from other languages, education was separated into independent branch of science. The opening of the Jagiellonian University (Cracow) has created conditions for separation of the Polish educational thought, due to that fact in this institution were actively and successfully working teachers and researchers, whose educational legacy later became known in Poland and abroad.

The powerful contribution to the development of the Polish system of physical education made outstanding public and religious activist, reformer, writer Andrzej Modzhevski (pol. *Andrzej Frycz Modrzewski*; 1503-1572). It is worth mentioning that A. Modzhevski treated childhood as an important stage of development. The scientist believed that values that are formed at an early age are the basis of proper human life in the future [7]. In fact, in the modern approach to a healthy lifestyle of growing personality dominates the value-motivational paradigm.

Healthy lifestyle nowadays is seen as a phenomenon that integrates biological and psychosocial spheres of human activity. Writer, poet and moralist, religious polemicist Renaissance, politician, musician, "the father of Polish literature" Nicholas Ray (pol. *Mikołaj Rej*; pseudonym: *Ambroży Korczbok Rożek*; 1505-1569) actualized some aspects of this lifestyle concept which is conducive to health, in his book "Life of the fair human" [14]. Mentioned work analyzes in particular the question of the duty of parents to be educators to their children, the basics of nutrition and physical activity. The titles of book's subdivisions ("If you already know how harmful anger is, then we must try to restrain it", "First, second, third, fourth medicines on anger", "Good idea always fun") show that the author promoted the need of education of ethical, moral and spiritual values, which he considered as primordial and primary source of health preservation. We can conclude that M. Ray promoted various vectors of education, which influenced the contribution in formation of the physical, mental, spiritual and moral health.

It is believed that physician Wojciech Ochko (pol. *Wojciech Oczko*; 1537-1599) was the founder of physiotherapy in Poland. The scientist emphasized exercise and proper nutrition are important for health, also in his theoretical and practical activities substantiated prophylactic and therapeutic aspects of these components of a healthy lifestyle [11].

One of the first scientists, who linked the positive influence of physical education on the preservation of the health of their students, was a doctor, medical treatises author, philosopher, translator, professor of Jagiellonian University Sebastian Petrytcy (pol. *Sebastian Petrycy*; 1554-1626). The scientist was convinced that the teacher should have profound knowledge of physical education and feeding habits of schoolchildren, in his everydaywork they should pay attention to psychological and physiological characteristics of pupils. These ideas were innovative in Poland Renaissance [2; 12].

Gzhegozh Piramovich (pol. *Grzegorz Piramowicz*; 1735-1801) the professor of philosophy, writer, pediatrician is considered to be one of the initiators of hygiene education in Polish schools. The scientist considered health as the highest value and the key to human happiness. That was the reason why the health care of children was so important to G. Piramovich. He linked it with development of physical strength of children, keep up the hygiene requirements, proper nutrition, tempering procedures and the cognitive activity. The scientist believed that the teacher was first propagator for students of healthy lifestyle and role model of appropriate behavior, therefore he should have competence in technology of physical education have proper state of health of their own [13].

Professor of Vilnius University Yendzhey Snyadetski (pol. *Jędrzej Śniadecki*; 1768-1848) is believed to be the follower of G. Piramovich concepts in optimization of physical education. The scientist went down in history as a reformer of pedagogy of physical education in Poland, as he combined the knowledge of medicine and education, he was a pioneer in formulating the basic rules of managing physical and mental development of man on scientific principles [1]. The relevance of scientific advice

about the widespread use of tempering procedures to promote health is actual nowadays [16]. The hygienic knowledge program, created by Y. Snyadetski can be considered as the peculiar basis of health education and was published in the journal "Vilnius diaries" (1805. – №1) [2].

The ideas of the famous doctor, teacher and promoter of gymnastics Edward Madeyski (pol. *Edward Marceლი Madeyski*; 1832-1906) were also innovative for its time. From the medicine standpoint teacher explained the close connection of physical education and comprehensive development of the individual. The scientist was convinced that exercises gave positive effect on the child's body and emphasized the need of implementation in schools Swedish gymnastics in particular, as he believed that modes (recovery by improving the forms of the human body and develop a sense of beauty) were more optimal for fostering the health of pupils than German gymnastics modes (health improving through speed, accuracy and confident motions) [8; 9].

Thanks to the creative ideas and teaching activities of a social worker, physician, pioneer of modern physical education Henry Jordan (pol. *Henryk Jordan*; 1842-1907) gymnastics lessons and health care were introduced in the school system in Poland. The scientist helped to organize courses for teachers of physical education at the Jagiellonian University [5].

In the late XIX – early XX centuries teachers and doctors began to develop actively methodological foundations of physical education at school and P.E. lessons (lectures) became obligatory in Polish schools.

The problem of rational organization of physical education teachers was discussed at pedagogical forums and covered the pages of specialized medical and educational journals "Muzeum", "School" ("Szkoła"), "Health" ("Zdrowie"), etc. [15]. At this time a number of extracurricular institutions that popularized among school children outdoor games and sports were found: Dr. Henry Jordan Park in Krakow (1889), Institution of Swedish gymnastics and massage by Helena Kuchalska in Warsaw (1892), Garden outdoor games of M. Ray in Warsaw (1899). The outdoor games of Society Parkin Lviv (1909). These centers developed the original ideas, concepts and programs that were subsequently implemented in physical education in contemporary Polish schools [2].

We will focus more on the figure of tremendous educational and public scale, physician, social activist Stanislav Kopchynski (pol. *Stanisław Kopczyński*; 1873-1933). The scientist developed the concept of medical and hygienic inspection of pupils and described ways for appropriate education and training in the field of health in the light of all school subjects. The main condition of this approach St. Kopchynski saw in strengthening educational aspects of school doctors and deepening the knowledge of teachers of medicine [4]. Scientists do not hesitate to include him to the most prominent figure in section "school hygiene" in Poland.

The school hygiene model created and developed by St. Kopchynski was actively and enthusiastically implemented by him in Polish schools during interwar period of the twentieth century, was promoted and distributed in the country even after the end of World War II [1, p. 8]. Even today hygienist ideas emerge as the leading motive in discussions over the principles of the school health focused educational process. The scientist was one of those hygienists who defended the so-called "positive" school hygiene program (hygienists - "negativists" encumbered school with all the blame for the health of pupils, the school called the cause of specific school diseases – myopia, curvature of the spine, children nervousness – and school hygiene assigned the role of school's "critic"). By signing the slogan "Better a bad school than any" "positivists" adhered to the idea that not everything happens at once, and not became "in opposition" to the school, were not mentors, but friendly advisers. Not denying "medical" vision of healthkeeping of students considered themselves as teachers.

The core of Stanislav Kopchynski promotional and educational activities was systematic formation of healthkeeping competence of students during the hygiene lessons (taught it in 1907-1912, then gave the course to Ignat Svyentohovski (pol. *Ignacy Świętochowski* [2, p. 73]). In development of the program to the referred discipline St. Kopchynski used international experience and models of physician-hygienist, social worker of nineteenth century Stanislav Markievich (pol. *Stanisław Markiewicz*, 1839-1911) and a specialist in eugenics Leon Vernits (pol. *Leon Wiernic*; 1870-1953). However, he found a creative approach that was based on its understanding of the needs and interests of students [1, p. 53].

Physical education professor's artistic heritage, a public figure, doctor of Poznan University Eugen P'yasetski (pol. *Eugeniusz Witold Piasecki*; 1872-1947) can serve as the encyclopedia of purposeful improvement and modernization of technology. The undeniable educational achievements of this scientist are his ideas about the theory and methods of use of active games as a means of cultural, spiritual and physical development of personality [6] concentrated in the works "Influence of physical exercise on physical development of children" (1899), "Fun and games for children" (1916), "Power games and games for children and youth in historical, undirected and regional traditions, in the form of an oral play" (1916), "The program for physical exercises" (1917) and others.

The first who combined social pedagogy with biological and medical sciences in order to improve the health of schoolchildren, was the founder of social pedagogy in Poland Helena Radlinska (pol. *Helena z Rajchmanów Radlińska*; 1879-1954). Compulsory component of theory of social work teacher considered "education for health affairs": gain knowledge about health, skills that promote health, etc. [2].

He's "building block" to the theory and practice of creating an environment conducive to health, put a pediatrician, teacher, public figure Alexander Landes (pol. *Aleksander Landy*; 1881-1969). He was the author of several works on prevention and health care of infants and preschool and primary school age children. The scientist-practitioner realized the idea of establishing institutions of medical and educational counseling under the general title "Child Health" for many years lived and worked in housing cooperatives located in the town Zholibozh (*Żoliborz*). Researcher actively engaged the problem of comprehensive development of children and youth from neglected families, medical practice combined with social activities, together with enthusiastic supporters he promoted and implemented into life the idea of creating communities, the priority of which would be biological, psychological and social needs of children and youth [3].

3. CONCLUSIONS

Formation and development of educational thought in Poland of healthkeeping education dates back to the distant past. Polish scientists, educators and civic and educational leaders, absorbing the achievements of other countries enriched the theory and practice of pedagogy of health with progressive ideas and concepts.

That's why already in the early twentieth century Polish healthkeeping education evolved in the direction of improvisation to create a system healthkeeping education of children and youth. The components of this system are: optimum organization of the school environment that is not harmful for pupil; systematic and episodic health didactics; real improvement of the health of pupils by sanitary and medical care facilities and development of prevention and physical education; harmonious cooperation of school doctor with teachers and student home environment.

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Сливка Лариса. Проблема здоров'язбереження дітей та юнацтва у польській педагогічній думці XV-початку XX століття. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 68–72.

У статті представлено результати дослідження виховних акцій щодо збереження і зміцнення здоров'я дітей та юнацтва у польській педагогічній теорії та практиці. Автор аналізує прогресивні ідеї у сфері здоров'яорієнтованих виховних технологій, які домінували у польській педагогічній думці протягом XV - початку XX століття. Переосмислення творчої спадщини польських науковців, освітян і громадсько-просвітницьких діячів, відкриває нові підходи і можливості у реалізації педагогічних аспектів здоров'язбереження зростаючої особистості в Україні.

Ключові слова: здоров'я дітей та юнацтва, Польща, польська педагогічна думка, здоров'язбереження, виховні технології.

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FORMATION OF STUDENTS' SOCIO-CULTURAL AND LINGUAL COMPETENCE AT FOREIGN LANGUAGE LESSONS IN PRIMARY SCHOOL

TETYANA BLYZNYUK

Abstract. The article identifies the problem of formation of socio-cultural and lingual competence of primary school students at foreign language lessons (namely English). The author analyzed the concept of "socio-cultural" and "lingual" competence and their theoretical-methodical components. The essence of the socio-cultural competence is highlighted through internationalization of all aspects of social life and its importance for socialization of modern students and their preparation for intercultural communication. The researcher considered elements of verbal and non verbal communicative behavior of students. The paper presented ways and means of attracting students to get acquainted with the culture of the countries whose language they study. The methodological bases of the usage of the country and language skills and knowledge are actualized by using a particular content.

Keywords: socio-cultural competence, lingual competence, communication practice samples, speech communicative behavior, not speech communicative behaviors, background knowledge.

1. INTRODUCTION

Modernization of the structure and content of primary language education against the backdrop of globalization and integration of Ukraine into the world educational space greatly increases the interest in the foreign language learning process. Methodological basis for updating primary school is humanistic personality - oriented paradigm of education and upbringing. This paradigm aims to ensure interoperability of such modern approaches to teaching foreign languages as personality - oriented, active, communicative and cognitive, socio-cultural, intercultural, as well as competence approaches.

From the standpoint of the language policy teaching foreign languages in primary school is one of the priorities of modern education (P. Bech, L. Byrkun, V. Moshkov, O. Savchenko). The means of implementation of such guidance, taking into account the achievements of theory of communication (I. Bim, N. Halskova, V. Skalkin, N. Brooks, H. Brown, C. Brumfit, M. Canale, A. Halliday, S. Savignon, M. Swain, J. Valdes, J. Van Ek et al.) should be the creation of socio-cultural competence of students that means lingual competence and geographic knowledge systems or ideas about the main national traditions, customs and realities of the country, which is studied and systems of skills and abilities to coordinate one's behavior in accordance with this knowledge.

Learning a foreign language is directly related to the student immersion in the culture of its people. In modern conditions a foreign language is seen as a means of communication and as a means of attracting students to the culture of a people. It is gradually becoming the dominant strategy of foreign language teaching in primary school and causes the necessity in formation of students' socio-cultural and lingual competence.

Domestic and foreign scholars L. Kuznetsova, A. Polupan, A. Konstantinov focused on this issue in the middle and the end of the last century. In recent years, attention to such phenomena as socio-cultural and lingual competence as indicators of readiness of the individual to intercultural communication has intensified. The problem is the formation of as socio-cultural competence has been the subject of research of O. Budnyk, M. Safonov, T. Nefedova, S. Lotarovoyi, S. Roman, and others. The issue of forming lingual competence of the students in the process of foreign languages study worked out E. Vereshchagin, V. Kostomarova, V. Furmanov, G. Tomahin. et al. However, in most researches the problem of formation of such skills was considered in the context of communicative competence.

In our scientific research, we set a purpose to characterize the constituents of "socio-cultural competence" and "lingual competence", outlining the elements of speech and non speech communicative behavior, and get acquainted with the ways and means of the use of socio-cultural and lingual materials in teaching English language students in order to attract them to the culture of the people, whose language they study.

2. RESULTS AND DISCUSSION

2.1. THE ESSENCE OF SOCIO-CULTURAL COMPETENCE (SCC)

The socio-cultural competence (SCC) is an essential component of communicative competence. In terms of the internationalization of all aspects of social life the importance of SCC for socialization of modern students and their preparation for intercultural communication at the level is very significant.

Survey of different approaches shows that early decision of early foreign language learning and therefore forming SCC (first or second forms) depends largely on the level of communicative development of students in the field of native language (I. Zymnya). Its features, according to I. Zymnya and our tests are: volume of the native language vocabulary, the level of assimilation of language rules, the level of oral forms of communication, reading and writing techniques, the level of development of different types of memory, thinking mechanisms, including reflection, cognitive interests, and general outlook.

Communicative development of any student in native language as the basis for the formation of SCC and communicative competence in a foreign language should be considered in the overall context of socialization of a child. After this process, according to the theory of cultural-historical development of the human psyche L. Vygotsky, promotes not only mental development, but also mastering appropriate national culture by a child. Therefore, creating conditions for socialization of primary school children should be seen as one of the crucial psychological problems of early foreign language learning and early formation of SCC in junior pupils.

Working with material that reflects social and cultural characteristics of the studied language country expands information background of the lesson and thus constitutes a factor which, in line with the optimization theory of the lesson by J. Babanskii has an impact on students' awareness of educational activities and significantly accelerates the speed of the latter.

According to expert estimates by UNESCO, teaching children nonnative language, which is linked to the certain culture and social values, can and should serve as a powerful tool for understanding between peoples (G. Voronin, H. Fennes, K. Hapgood).

SCC formation also expands opportunities for early application of authentic learning materials. It requires the selection of socio-cultural lexical minimum and development of techniques for its assimilation. That will make students' speech more natural. Authenticity of the speech is one of the

requirements of modern methodological standards of teaching foreign languages in school. It is closely related to the authenticity of behaviour, which is also a characteristic feature of modern methodological concepts (R. Milrood). Social and cultural specificity of the material at the initial phase of study, including elements of folklore, songs, children's poetry, etc., creates real preconditions for the implementation of the ideas of humanization, humanization and integration of education.

So taking into account these factors should contribute to the creation of a situation of social development of junior students by means of foreign language learning, significantly enhance motivation and optimize the process of early learning fundamentals of English communication on the cross-cultural level.

The purpose of formation of SCC of primary school students is integrative in nature. It involves preparing children for elementary intercultural communication at the level of the most typical situations based on communicative minimum of primary school. It must include a certain amount of geographic and lingual knowledge. Realization of this goal should facilitate harmonization of the early learning process, education and development of the student through the English language.

The content of SCC of younger students includes the following components: 1) socio-cultural knowledge: a) language (authentic vocabulary), b) knowledge of certain facts of national culture (national realities, etiquette, folklore elements in its small form); 2) skills and abilities of speech and non speech behavior.

Acquisition of new socio-cultural information and ensuring the required quality of skills and abilities can be promoted by: 1) planning lesson - scenarios - imaginary meeting of students with native speakers, especially with their English-speaking peers; 2) a reasoned use of relaxation, aerobics, songs, recitation etc.; 3) hidden forms of control; 4) graphics supports in the form of transcription signs, which promotes accuracy in auditory-speaking pronunciation skills; 5) geographic aids (visual, auditory, audiovisual). These reinforce the illusion of involvement in the authentic speech environment and provide the required quality of speech skills that are being formed.

Formation of lingual, socio-cultural and spiritual values of a different ethnic reality is the basic content of speech.

Socio-cultural competence is a body of knowledge about the country whose language students study, as well as the ability to use national-cultural component of the language for the purpose of communication [4].

According to V. Safonova, regional socio-cultural competence forms a complex of knowledge of specific country's culture, skills and abilities to operate with them. Specificity is implemented in well-organized and adjusted set of information about the culture of the people of the country: social values, norms, traditions and customs; lifestyle; socio-cultural portrait of the country, its people and language; historical and cultural background, peculiarities of the historical memory of the people; mentality, etc. [6].

In contrast L. Holovanchuk considers it appropriate to enter instead of the term "socio-cultural competence" the term "cultural and competence", which includes not only the specific cultural and social knowledge but also skills and abilities that help in ensuring the ability and willingness of the individual to foreign language intercultural communication and mutual understanding.

2.2. THE ESSENCE OF LINGUAL COMPETENCE (LC)

Lingual competence is seen by V. Furmanova as possession of features of verbal and non verbal behavior of native speakers in communicative situations. To the components of lingual competence belongs non verbal and verbal behavior. Verbal behavior is knowledge of lexical units with national-cultural component of semantics and skills to adequately possess in terms of intercultural communication, and the ability to use background knowledge to achieve understanding in situations of direct and indirect intercultural communication. Non-verbal behavior involves acquisition of non verbal knowledge and skills. The structure of non verbal behavior is acquisition of the following means of communication such as gestures, facial expressions, eye contact; subjects' of communication posture,

body movements, distance between participants during communication; rhythm, melody, tone, pauses of speech [8].

As LC includes not only speech but also non verbal behavior, in our view, an important and appropriate task is to familiarize students with the same non verbal behavior of the British and their involvement in the use of various means of communication at foreign language lessons.

We consider it extremely necessary to form LC background knowledge, ie knowledge about the country and its culture what is well-known to all residents of the studied country (as opposed to universal or regional).

According to S. Roman background knowledge is knowledge that is specific to a particular country residents and largely unknown to foreigners, which to some extent, makes it difficult to communicate, since understanding is impossible without the fundamental identity of communicators in awareness of the reality that surrounds them [5, p. 55].

Each of Britons, for example, including a child of primary school age, knows what means the abbreviation UK, what the flag of the United Kingdom looks like, which they call the Union Jack, which are national customs and traditions. Thus, the tradition of celebrating Christmas among British children are associated with 34 different concepts, each of which is associated with active children's actions or interest to these events.

In order to help students assimilate the British tradition of celebrating and acquire new background knowledge, the teacher should engage them in a variety of holidays and acquaint with customs using vivid images, collages, interesting texts, dialogues or elements of English children's folklore.

Background knowledge is realized through certain linguistic resources such as language background and national realities.

Vocabulary with different basis is called background [5, p. 56]. By definition of H. Tomahin, reality are names peculiar only to certain nations and peoples with the history facts, government institutions, names of national and folk heroes, mythological beings [7].

In lingual study there is authentic vocabulary, in which the value of understanding lexical items, the expression of which cannot be compared with any other language lexical concepts [2]. Authentic words are not translated in their accurate sense, and their meanings are revealed through interpretation. Thus, an example of this in English may be the name of a vehicle: double-decker; holidays names: Boxing Day, Late Summer Bank Day.

To form the SCC and LC the teacher needs to develop its program of teaching speech etiquette because it has its own national characteristics and a number of versatile features for different people.

The reading materials and their further processing have to be selected so that with their content they reproduce the real social relationships, contain appropriate rules of politeness and behavior, include basic information about the culture of the English or Americans, their daily life, interpersonal relationships, national identity, history and art .

When planning a lesson, the teacher must provide it with the informative, authentic texts in the form of articles, modern prose and poetry, audiotexts, photographs and videos, etc.

It is interesting for primary school students to work with small forms of English children's folklore, poems, rhymes, tongue twisters, songs. Involvement of authentic, so appealing to children of this age, means contributes to the image formation of the English peer and gives our students a sense of belonging to a people-carrier of the English language. It should be appropriate to conduct this work in comparative terms with small children's forms of Ukrainian folklore. Such approach promises to be an important aspect of parenting as typical carriers of national culture [1].

3. CONCLUSIONS

Thus, we can make a conclusion that the problem of formation of socio-cultural and lingual competence is subject of many works for domestic and foreign scholars, methodologists, and teachers. Some of them also reveal the issue of verbal communicative behavior. The means of systematizing methods of forming SCC and optimization of the process suggests a detailed task with a certain charge

of problematic issues that implements the relevant socio-cultural purpose in the specific circumstances of the lesson. Authentic social and cultural material is a strong lever for creating and maintaining interest in learning foreign languages. It follows that the increased motivation the stronger is the desire to increasingly use the elements of such character.

Still the problem of formation of primary school students' non verbal communicative behavior remains unresolved. Thus, prospects for further researches we see in refinement of techniques and ways of offering students more opportunities for widening their outlook. So before teachers, innovators, scientists and methodologists, the goal is to develop methods of formation of students' socio-cultural and lingual competence through training standards of verbal and non verbal communicative behavior.

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Близнюк Тетяна. Формування країнознавчої та лінгвокраїнознавчої компетенції в учнів початкової школи на уроках іноземної мови. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 73–78.

Статтю присвячено проблемі формування країнознавчої та лінгвокраїнознавчої компетенції учнів початкових класів на уроках іноземної мови. Проаналізовано поняття “країнознавча компетенція”, “лінгвокраїнознавча компетенція” та їх складові. Розглянуті елементи мовленнєвої та не мовленнєвої комунікативної поведінки учнів. Представлено прийоми та засоби залучення

школярів до культури країн, мова яких вивчається. Значна увага приділена питанням порівняння національних та іноземних культурних особливостей. Обґрунтовано необхідність врахування в педагогічній діяльності вчителя ідеологічних, національних, расових відмінностей учнів, толерантного ставлення до їх світоглядних уявлень і переконань.

Ключові слова: країнознавча компетенція, лінгвокраїнознавча компетенція, зразки комунікативної поведінки, мовленнєва комунікативна поведінка, не мовленнєва комунікативна поведінка, базові знання.

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THE MENTAL SPACE OF GAME IN *OUR MOTHER IS AN ENCHANTRESS* BY JOANNA PAPUZIŃSKA

OLGA DERKACHOVA

Abstract. The article is devoted to the mental space of game in polish fairy tale *Our Mother is an Enchantress* by Joanna Papuzinska. Modeled reality in Papuzińska's book has a double-level structure consisting of the real world and fairy world, where children get involved with the help of their mother's game. The plot of the tale is shaped by an imaginary act of creating a special mental space of game.

Keywords: text, game, mental space, double-level reality.

1. INTRODUCTION

The book "Our Mother is an Enchantress" by Polish writer Joanna Papuzinska is a set of short stories about unusual mother and three her children [1]. This mother plays with her children using enchanter force and thanks to this; their childhood is bright and alive, full of miracle and adventures.

The writer creates a mental space of game, which consists of usual and unusual markers. Nevertheless, children easily recognize all of them.

A mental space in literary works can be seen both as a special type of the writer's aesthetic idea that came true and as the author's vision of the world.

It connects two aspects. The first is the intention of the author, who, in creating his/her artistic fictional reality, is free to choose that piece of reality that will be represented in the text. The next aspect is to create the laws of a modeled world.

2. ANALYSIS AND DISCUSSION

Study of the literary text as multilevel phenomena is popular enough. One of the types of its exploring is to determine it like the artistic reality created by the author with special code of its building. Therefore, the text includes virtual reality, which is better to call as mental space. Mental space is a special structure of mind, realized in different types of speech discourse or in literary text the author's projection of the world.

Gillies Fauconniet and Armen Khederlarian proposed theoretical construct "mental space". The main difference between mental space and a possible world is that mental space does not contain a faithful representation of reality, just an idealized cognitive model [2, p. 240].

The mental space of literary text is the special type of realizing of writer's esthetic idea, his world outlook. It consists of:

- author's intention, who is free in creation of artistic virtual reality and selection of any part of reality;
- the law of artistic world which borders author freedom.

In the book "Our Mother is an Enchantress" by Joanna Papuzińska we have special double reality, which on the one hand is opposed to real world (giant, crying moon, dragon, alive shadow) and on the other is correlated to it (real polish family from Morkovicy). Therefore, there is new original text reality (mother can save a giant or dragon, repair a moon, turn a toy car into real), mental space made by playing complex.

For studying mental space of literary text it will be correct to imagine the play as a form of new-created thinking, which helps to model new subjects on the base of connection with something recognized [3]. This play depends on writer's world seeing. The mental space is always connected with the system of coordinates, which are the base for text modeling. In our case, the author uses special mental markers for recognizing: usual family from usual city in real country with unusual mother. The writer shows that the story will not be usual. It is shown in the title "Our Mother is an Enchantress" and the names of chapters: "How our mother disenchanting a giant", "How our mother repaired a moon", "How our mother protected boat from storm" and so on. It reminds the beginning of phrase "How to play..." It becomes understandable that the story will be like a game.

The play is the most important for a child. He does not learn how to play but lives in it. Johan Huizinga said: 'In play there is something "at play" which transcends the immediate needs of life and imparts meaning to the action. All plays mean something. If we call the active principle that makes up the essence of play, "instinct", we explain nothing; if we call it "mind" or "will" we say too much' [4, p. 7].

Eric Berne showed the important role of the game in the childhood: "From the present point of view, child rearing may be regarded as an educational process in which the child is taught what games to play and how to play them. He is also taught procedures, rituals and pastimes appropriate to his position in the local social situation, but these are less significant. His knowledge and skill in procedures, rituals and pastimes determine what opportunities will be available for him, other things being equal; but his games determine the use he will make of those opportunities, and the outcomes of situations for which he is eligible. As elements of his script, or unconscious life-plan, his favored games also determine his ultimate destiny (again with other things being equal): the payoffs on his marriage and career, and the circumstances surrounding his death" [5, p. 24]. The childlike game determines adult life. In his play he can use whatever he likes.

The bricolage is the base of play in the analyzed text. And the main hero (mother) is the bricoleur. Jacques Derrida noted that bricoleur is someone who uses "the means at hand", that is, the instruments he finds at his disposition around him, those which are already there, which had not been especially conceived with an eye to the operation for which they are to be used and to which one tries by trial and error to adapt them, not hesitating to change them whenever it appears necessary, or to try several of them at once, even if their form and their origin are heterogenous' [6]. Claude Levi-Strauss used the term at first: 'In its old sense the verb "bricoler" applied to ball games and billiards, to hunting, shooting and riding. It was however always used with reference to some extraneous movement: a ball rebounding, a dog straying or a horse swerving from its direct course to avoid an obstacle. And in our own time the "bricoleur" is still someone who works with his hands and uses devious means compared to those of a craftsman' [7, p. 11]. In the text, such "the means at hand" are knitting, washing, baking, cooking. The real processes in the mental space of the play needs for enchanting are: cooking for repairing the moon or saving the dragon, knitting to save bell tower or washing to protect a boat from the storm.

The main function of mother is to help and save. In new space, she saves a giant, bell tower, people in the boat, and the shadow of the tree. In addition, it does not matter if it is alive or not. Such narrative strategy is close to the magical realism, which characterized by the matter-of-fact inclusion of fantastic

or mythical elements into seemingly realistic fiction [8]. Nobody is surprised at the magic in the text. Just in one episode – when children try to make a present to their mother. The present is a trip on flying pillows. It is the last story in the book – “The miracle for mum”, which shows that children not just joined the game, but can create it by themselves.

The author uses for creation of mental space of game such images that can scare a child in the real life or in their imagination. For instance, many children are afraid of storm, darkness or stories about dragons, or believe that giant can eat them.

It is necessary to say that fear was the main part of upbringing. “The pedagogics of fear was very popular in the 19th century. However, even nowadays parents or teachers try use fear in upbringing. A child as homo ludens (not wishing to be homo macabricus) to neutralize his fear tries to play with it” [9, p. 9].

Children in the book “Our mother is Enchantress” and their mother playing with scaring things and narrator-son tells about it. Therefore, this mental space belongs to child subculture. Joanna Papuzinska says that children subculture belongs to the sphere of autonomies play of the child. It is developing in the absence of adults and their control [10, p. 85]. That is why, nobody can know for sure what it is: real situation of the text space or just a childish game with surroundings. However, for sure, they play with things that can scare in real life or in other fairy tales. Meeting it is a funny thing for a child, a joke that is not dangerous [11, p. 81].

In the analyzed text children go from turn ludens into homo gaudens. All their mysteries have a real reason, they are clear, that is why nobody scares at the end. For instance, a giant is a boy who was too much proud of itself. Everything in this text is a joke even its structure. It looks like a magic fairy tale, but it is not:

- 1) the time is not determined (narrator does not tell as when exactly everything happens);
- 2) the repeating of some elements (the repeating in titles);
- 3) orbis interior (native home and family) and orbis exterior (surroundings: forest, sea, village, city);
- 4) absolutely good and bad characters (in our case just good);
- 5) 3-elements line: going out, initiation, coming back (for instance, heroes go by toy car and came back with new knowledge).

Let us see how it goes in the episode “How our mother saved a boat from a storm”.

The episode tells us about sea-journey with fishermen. When the black cloud appeared on the sky, mother asked a fisherman to take it like he takes a fish. When he did it, she washed a cloud in the seawater and said: “Now you can see: you decorate the sky and not scare fishermen”. The sky was clear and heroes could continue their trip. The structure of this story is as following:

- 1) No determined time just: “It happened when we had holidays”;
- 2) The repeating process of taking a cloud;
- 3) Orbis interior – the boat, orbis exterior – the sea;
- 4) All heroes are positive;
- 5) 3-elements line: normal journey, an episode with cloud, coming back to normal journey.

The act of initiation – understanding that the darkness can be destroyed by kindness and to make a good deal is very simple in the world of childhood.

Therefore, we have the imitation of magic fairy tale, just a play. Such play we have in other stories. For instance, there is a giant, who is not a real one, there is a dragon, who eats only vegetables.

The last part “A miracle for a Mother”:

- 1) No determined time just: “Mother’s birthday”;
- 2) The repeating process of taking pillows;
- 3) Orbis interior – the home, orbis exterior – the night;
- 4) All heroes are positive;
- 5) 3-elements line: quite evening, flying, coming back.

Joanna Papuzińska has created a special double reality, which related to our real world and opposed to it by its accuracy, in the stories for children.

Such modeled reality potentially sends readers back to the image of Poland. Onyms, usual things that are used in literary texts, play the role of connectors; they serve as the points of contact between the mental space created by the author and the mental space organized in the reader's mind. Thus, the reader is equipped with a coordinate system, the vector of accepting the textual fairy reality.

3. CONCLUSIONS

Modeled reality in Papuzińska's novel has a double-level structure consisting of the real world and fairy world, where children get involved with the help of their mother's game.

Inside the text, there is also a play with magic fairy tale. The mother-enchantress has multiple roles to play in the book: she saves the local belfry by knitting a hood for it; she helps the pine-tree to find a shadow which was occasionally removed by an old lady named Gzheliakova; she zooms a toy car through her magic glass and waits until her children becomes sick and tired driving to find them back home; finally, she also washes the clouds.

It is only she who has got a unique right to create miracles. In order to do all these, she needs something special: to be a mother, to have a needle and cotton, a piece of dough, a magnifying glass, knitting needles, some kilograms of salad and a little bit of imagination and charity.

All events in the novel take place in the world as we know it, but this world is a miracle for a child. The mother character is shown in terms of a child's imagination because the mother is the most important person who teaches everything important in life. The ability to talk, walk and read is not a miracle either. The plot of the tale is shaped by an imaginary act of creating a special mental space of game with a child-narrator, who suggests his own vision of the world where there is enough place for reality, miracle and game.

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Деркачова Ольга. Ментальний простір гри у “Наша мама чарівниця” Йоанни Папужинської. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 79–83.

У статті розглянуто ментальний простір гри у книзі польської письменниці Йоанни Папужинської “Наша мама чарівниця”. Змодельована у казці реальність містить два рівні – дійсний та казковий. Обидва світи діти пізнають через посередництво гри, придуманою їхньою мамою. Домінантним у творі визначено творчий акт особливого ментального простору гри, за допомогою якої діти пізнають довкілля.

Ключові слова: текст, гра, ментальний простір, дворівнева реальність.

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VERBAL MEANS OF PERSUASION IN ENGLISH ADVERTISING

HANNA KARPENKO

Abstract. The article deals with verbal means of persuasion in English advertising. It investigates manipulation tactics and features of persuasion in the English ad. Linguistic and cultural aspects of style formation in English and Ukrainian ads are compared in the article.

Keywords: advertisement, manipulation, persuasion, mental peculiarities.

1. INTRODUCTION

Advertisement is one of the human activities. It affects the human subconscious. Advertisement is a very important and delicate instrument on our market. It has significant effect on the customer and makes him get promoted goods or services. Many different techniques and methods help to affect the mental structure of a man: at both the conscious and subconscious levels.

The objective of the study is to demonstrate mechanisms of manipulation in English advertising texts by means of using universal promotional manipulation tactics.

The actuality of the study is that the advertisement also plays an important role in the life of people. It has become a part of our life. Advertisement can be seen everywhere: placards, dodgers, freshets, pamphlets, headlight display, sky signs...

The object of the study is: means and features of persuasion in English ads.

The tasks: to study modern ad in English-speaking society; to determine its role and verbal functions, to investigate manipulation tactics in advertising texts, to compare linguistic and cultural aspects of style formation in English and Ukrainian ads.

2. DESCRIPTION AND ANALYSIS

Advertisement is not only "the engine of commerce" but a real life. It serves to persuade a consumer to buy more and more and more! In English the advertisement is known as commercial and publicity. The most popular is the ad in mass media (print advertising, newspapers, magazines, flyers, brochures; TV commercials; radio ads, Internet ads). Nowadays there is also a covert advertising, when goods of certain trade market are shown in movies, TV shows, sport events, mobile billboards ads, food packaging ads, sky-writing ads, celebrity ads. Without any doubt, ads influence our life. There are

different situations in our life when people should place an ad, scan ads of other people or respond to an ad.

Here are some idioms connected with ads:

- run an advertisement;
- get much bang for the buck;
- jump on the bandwagon;
- think out of the boxes;
- be the top dog.

There are some advertisement slogans, which are used to describe a product:

- especially high quality;
- unsurpassed;
- innovative;
- leave other candidates in shade;
- rock-bottom or slashed [8].

The main goal of the ad is to promote offer. It's used to persuade people to get this offer. It can be done by:

- rational argument;
- pseudo-rational argument;
- resubmission;
- associative engineering;
- implication;
- misleading;
- suggestion;
- the effect of misleading expectation [2].

Logotype is an advertising message too. It serves as the sign of corporation. It has its form, size and colour. Logotype influences people creating certain pragmatic effect. English slogan is interrelated with brand and logotype. Emoticons are just to strengthen verbal message emotionally and to give the information about the name of the brand [3, p. 77-84].

The functions of logotypes are:

- actual that attracts people's attention to the goods;
- pragmatic that is achieved within remembering its reference;
- expressive that forms emotional image;
- informative that lets people associate the motto of the company with its activity.

All these functions mentioned above are inherent to an advertising language.

On the one side, persuasion is the main method of action. It forms a person's certain abilities and deprives him of others. On the other side, it motivates him to some action.

To persuade others, the advertiser should have a strong belief in what he/she informs. It consists of hypothesis, proof and argument. Hypothesis is an assumption that puts forward to explain the phenomenon of reality. Proof is the thought that is checked and proved. Argument is a set of reasons that shows something is true or untrue.

The effective means of persuasion is suggestion. This method is a psychological influence on a person who accepts everything considering that this is his own decision.

Argumentation can be empirical or theoretical. The difference between them is relative. When we communicate one can notice arguments in which experience, some empirical data and theoretical thinking are connected [4].

Manipulation is the influence on a person in order to induce him to do something. One of the reliable way of manipulation is suggestion. S. Kara-Mursa states, the aim of manipulation is not only to make a person do some action, but do it the way he wants to do it by himself.

Through the aspect of ad communication, its main task is to do some analysis of dynamics of a consumer's needs and to give a customer this ready-made analysis. The customer should believe that everything was done by himself in his interest [6, p. 144-149].

The main point of the advertisement is not only to make a consumer buy something but to make him realize that he needs it and he makes his decision to buy some product by himself.

Advertisers create all favourable conditions to make consumers express their own desire to buy goods [1].

The tactic of advertisement manipulation is “wearing masks”. It means that advertisers eliminate customers from the advertising text. Advertisers are like communicants, advisors, interlocutors, emotional leaders. For example: An hour long UK evening call with BT Together option 1 is now up to 20 times cheaper than call providers [Metro, June 25, 2003]. Addressee enlarges his knowledge getting new facts.

The information is emotional and it influences the addressee, changing his imagination, thoughts and priorities. For example, Firmer smoother contours. Nivea body Firming Cream Q10 plus does more than just care for your skin, it actually improves its natural elasticity and tone. In fact, tests prove that it firms and smoothers skin contours in 2 weeks. Advanced firming care. Nivea body (Marie Claire, July, 2004) [5, p. 146-148].

So all tactics of advertisement manipulation are used to hide the true characteristic of the goods. All these techniques cover up critical attitude of a future buyer to the advertisement text and to the goods.

Ads in Ukraine are just the same as in Great Britain and the USA (booklets, pamphlets, prospectus, freshets, dodgers, handbills, billboards, placards, posters, sky signs, headlight display, transit advertising).

The differences are in linguistic reasons and because of cultural factors. Linguistic aspects are in Morphology of English and Ukrainian. Structural and semantic peculiarities of the English language are less than Ukrainian (the length of the word, its polysemy and sustainability of the form). The desired stylistic effect of advertisement message is made by alliteration, paronomasia and assonance. British and American advertisers play with phonetic form of words: Made to move. // Today. Tomorrow. Toyota. // Dior. Dune – the moment, the memory, the dream. (Vogue). //The Tigra tamed, 100,000 times. (The Wall Street Journal). // You ring we bring! Holiday Cheer, Delicious Beer! Escape to the Cape! (The New Yorker).

In Ukraine we have less alliteration in Ukrainian advertisement texts, except using rhyming lines: *Хочеш гарно час провести, завітай в кафе Орести!* (The best rest is at Oresta's!). *Ви вчите англійську мову, то ж почнете ви розмову, а як ні, то залишайтеся німі!* (If English is spoken, a conversation is possible, if English isn't spoken, any conversation is impossible). *Якщо у наш магазин заходите, то без подарунка не виходите!* (Today is the day we give gifts away!) (Street Ads.).

Cultural factors differ in different countries. Every ethnic community has its own traditions, customs and values. So, export of ads into another culture can be done by two methods: “global” that depends on one slogan in any market in the world – Kodak, Coca-Cola, Levis... The second method is cross-cultural that depends on mental peculiarities of people. Holland psychologist and sociologist Gert Jan Hofstede made a model that has a certain scale of measurement of specific characteristics of different cultures. They are individualism, mettle, manhood and femininity.

In English and American advertising texts we can notice a lot of things that refer to a personality revealing his character, tastes and individuality: “Exceptional woman”, “Exceptional diamond”. These are the societies that direct their attention to professional and material success and to meet their ambitions.

The main values in the Ukrainian society are femininity, harmony, care about relatives and the quality of life.

The image of American ads is straightforward. As for the British ads, they are restrained. In Ukraine the accent is made on humour: *Ви можете дзвонити дешевше, але тільки у двері* - реклама знижок на дзвінки (“The cheapest call is a ring at the doorbell” - discounts on calls). *Зрозуміло і жирафі пити пиво краще з Даффі!* - реклама горішків “Даффі” (“It's clear to everybody – drink beer and eat nuts Duffy!” -the advertisement of nuts “Duffy”). *А нам, як вовкам – зуби!* - стоматологічна реклама (“Wolf's teeth are at the dentist's!” - Dental advertising). *Маленький магазин для любителів великих знижок!* (“Little shop for lovers of great discounts!”).

3. CONCLUSIONS

Summing up, we can say that creating ads is not an easy process. Advertisers must be well-educated, creative, artistic, have advertisement skills, have a big work experience and be craftsmen of their affair.

Nowadays it's impossible to buy something without ads. It's a driving force in an economic and cultural progress. If the goods are bought with great popularity it means that ad is successful. Any ad is successful when it is unique, emotional, catching, expressive, informative and colourful.

We have come to the conclusion that ads discourse can be verbal, non-verbal, oral, the written text with pragmatic, social, cultural, psychological and other factors, expressed by means of mass information. To create ads, advertisers have to take into consideration a lot of features noted in the article above, especially the tactics of manipulation and persuasion.

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У статті висвітлено вербальні засоби переконання у англомовній рекламі. Обґрунтовано маніпуляційні тактики та особливості переконання у англійській рекламі, здійснено порівняльний аналіз лінгвістичних та культурних аспектів формування стилю в англійських та українських рекламах.

Ключові слова: реклама, маніпуляція, переконання, ментальні особливості.

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THE QUALITY OF SENIORS' LIFE IN THEIR NATURAL ENVIRONMENT

LENKA LACHYTOVÁ, PETER KALANIN

Abstract. The aim of the research study is to investigate the quality of life of seniors at home and their satisfaction in the domains of physical health, survival, social relations and the environment itself.

Design studio. We conducted the study on a sample of 80 respondents / seniors living at home in Vranov nad Topľou. For processing the obtained data, we used the following statistical methods - the Fisher's F-test and Student's t-test. For detecting the data from respondents we chose an anonymous standardized questionnaire WHOQOL-BREF (World Health Organization Quality of Life - BREF), which is a shortened version of the WHOQOL-100. As completion of this study is the implementation of mechanisms supporting the quality of life of seniors in a natural environment with an emphasis on preventive measures of social policy to maintain a reasonable quality of life.

Keywords: quality of life, seniors, habitat, old age.

1. INTRODUCTION

According to Mühlpachr [11], quality of life is very subjective and very individual, noting that in addition to age, health, physical and mental performance are other factors, such as gender, family situation, standard of living, level of education, resulting socio professional status reflected to the assessment of life quality. The quality of life can be measured in various ways.

The history has been associated with efforts to find out how people live, now it is determined (monitored, described, analyzed, explained and announced) as individuals live in different places [1]. Examination can be determined by evaluation of an individual (subjective expression of feelings, attitudes, courts, evaluation etc.), by other people (an objective assessment of organizations, offices and so on.) or a combination of these methods. According to Kebza [9, p. 58] different procedures (usually questionnaires) were gradually created to express evaluation scale of some level of life quality. For example they are based on description of the level of self-servicing, or the ability to deal with normal everyday situations and so on.

Currently, governmental and non-governmental organizations participate in the examination of the quality of life. Indicators are different approaches of investigation of life quality indicators. In terms of approach to the analysis of quality of life, we can talk about the medical (clinical research), environmental and sociological approach.

According to the World Health Organization six areas with indicators are involved on the medical evaluation research approach of quality of life:

1. physical health (energy and fatigue, pain and discomfort, sleep and rest);
2. mental functions (image of their own body, emotion, self-evaluation, thinking, learning, memory and attention);
3. level of independence (mobility, activities of daily life, dependence on medicines and medical devices, work capacity);
4. social relationships (personal, social support and sexual activity);
5. environment (economic situation, freedom, physical safety, health and social care, home environment, the opportunity to obtain information and competencies, physical environment, and transport);
6. spirituality (personal beliefs).

By the clinical approach, the quality of life is assessed by the following indicators:

1. alleviating the suffering;
2. the achievement of independence;
3. the ability to cope with difficult life situations;
4. the ability to live in appropriate social relationships, participate in social activities;
5. life assurance by meeting the particular (especially material) needs;
6. satisfaction with their own lives (in Zikmund [2]).

When examining the quality of life it is necessary to accept the development and transformation of space and time, social context, historical and cultural roots, civilization or generation gap.

Slovakia has implemented various surveys on quality of life. One of them was a survey on subjective quality of life, entitled "Slovak quality of life index (SIQZ)". Respondents filled in a questionnaire that included questions categorized into two blocks: satisfaction with personal life and satisfaction with life in Slovakia. A ten tiered scale from "not at all satisfied" to "completely satisfied" was given for answers. Many studies are sweeping the subjective experience of life, but there are studies that seek to measure and objectify certain external characteristics of socio-economic, environmental, and political environment. One example is the Mercer Worldwide Quality of Life Research, 2005, that assesses 39 quality of life criteria, which are grouped into categories:

- political and social environment;
- economic environment;
- socio-cultural environment;
- the health sector;
- education and training;
- public services and transport;
- recreation;
- goods;
- housing;
- natural environment (Svobodová in [14, p. 122-142]).

Quality of life can be detected by means of a standardized questionnaire, which can be found in a large number. One is the quality of life questionnaire WHOQOL - BREF (The World Health Organization Quality of Life). It contains 24 questions mapping the four domains of quality of life:

- physical health domain;
- domain of survival;
- domain of social relations;
- domain of the environment.

In this questionnaire, respondents rated the quality of life in a five-point scale from "very bad" to "very good". The questionnaire is not time-consuming.

2. METHODS

For processing the data obtained, we used the Fisher's F-test and Student's t test statistical methods.

Fisher's F – test is used to test hypotheses and determine how significant is the difference between the two variance. We find out whether groups of women and men are more homogeneous or heterogeneous, and whether they value the quality of life similar or different. Based on Fisher F - test we use Student t - test that detects whether there is a significant difference between the two selections in arithmetic average. After determining the null hypothesis that Fisher F -test confirmed or not, we choose the right Student t - test. If there is a statistically significant difference between the variance, we will use Student's t - test with unequal variances to detect differences between the means. If there is no statistically significant difference between the variance, we will use Student's t - test of equality of variance to detect differences between the means [13].

For detecting data from respondents we chose an anonymous standardized questionnaire WHOQOL-BREF (World Health Organization Quality of Life - BREF), which is a shortened version of the WHOQOL-100. We processed all items on the WHOQOL-BREF questionnaire into tables. Questions 1 and 2 are evaluated separately. The scale ranges from 1 to 5 and, higher score means a higher quality of life. Questions 3-26 were classified according to different domains and we found out gross score:

- physical health domain (DOM 1) questions no. 3, 4, 10, 15, 16, 17 and 18;
- domain of survival (6 items, DOM 2) questions no. 5, 6, 7, 11, 19, and 26;
- domain of social relationships (3 items, DOM 3) questions no. 20, 21 and 22;
- domain of environment (8 items, DOM 4) questions no. 8, 9, 12, 13, 14, 23, 24 and 25.

From individual domains were calculated the domain score as the arithmetic mean of the individual questions. Since WHOQOL-BREF is a shortened version of the WHOQOL-100 it was necessary to multiply each result by 4, that the results are comparable to the 60+ population norm. The spread range of the individual domains is from 4 to 20, where a higher score indicates a better quality of life.

For questions no. 3, no. 4 and no. 26 it is necessary to turn the so-called range of responses over, i.e. code re-writing – to subtract the resulting value of questions from number 6, so that a higher score equals a higher quality of life [3, p. 17-41].

In this study we investigated:

- personal satisfaction of seniors with their lives;
- the degree of satisfaction in the domains of physical health, survival, social relations, environment, and its comparison with the results of a population norms;
- overall quality of life of male seniors in comparison with female seniors.

Based on the research goals we have set the following hypotheses:

Hypothesis 1: Female seniors living in their natural habitat will evaluate their quality of life better and they will be more satisfied with their health than male seniors living in their natural habitat [7].

Hypothesis 2: Male seniors living in a natural environment will show higher values in the domains of physical health and survival than female seniors living in their natural habitat [10].

Hypothesis 3: Female seniors living in a natural environment will show higher values in the domain social relationships and environment than male seniors living in their natural habitat [5].

2.1. THE RESULTS

The research sample consisted of 80 respondents / seniors from 62-year old living at home in Vranov nad Topľou. The average age of the elderly was 72.78 years. Most respondents were aged 68 to 73 years old, representing 33.75% of respondents, followed by the category of 74-79 years old (31.25%), third category is 62 to 67 years old (28.75%) and finally, the category of over 80s (6.25%).

We evaluated the issues regarding the perception of quality of life and satisfaction with health. Subsequently we evaluated domains related to physical health (DOM1) survival (DOM2), social relationships (DOM3) and environment (DOM4).

We set the null hypothesis:

H0: There is not a statistically significant difference in the diffusion score between the groups of women and men.

We examined how do male and female seniors living in their natural habitat evaluate the quality of life.

Answer	Women		Men	
	quantity	%	quantity	%
1 - very bad	0	0,0	1	2,5
2 - bad	3	7,5	4	10,0
3 – neither bad nor good	16	40,0	13	32,5
4 - good	17	42,5	19	47,5
5 – very good	4	10,0	3	7,5
Sum	40	100	40	100

Tab. 1. Evaluation of the quality of life.

The average value in quality of life according to the questionnaire was 3.2 among female respondents and 3.18 among male respondents (range 1-5). 21 (52.5%) female respondents and 22 (55%) male respondents rated their quality of life as good or very good. 16 (40%) female respondents, and 13 (32.5%) male respondents rated their quality of life as neither good nor bad. 3 (7.5%) female seniors and 5 (12.5%) male respondents rated their quality of life as poor or very poor.

Two Sample F-test for variance		
	Men	Women
Median	3,475	3,55
Variance	0,76859	0,61282
Observed	40	40
Difference	39	39
F	1,25418	
P(F<=f) (1)	0,24136	
F krit (1)	1,70447	

Tab.2. Calculation of F.

Two-sample t-test with equal variance		
	Men	Women
Median	3,475	3,55
Variance	0,76859	0,61282
Observed	40	40
Common variance	0,69071	
Hypothetical difference of mean values	0	
Difference	78	
t Stat	-0,4036	
P(T<=t) (1)	0,34381	
t krit (1)	1,66462	
P(T<=t) (2)	0,68763	
t krit (2)	1,99085	

Tab.3. Calculation of t.

Another area of investigation was seniors' satisfaction with health.

Answer	Women		Men	
	quantity	%	quantity	%
1 - Very dissatisfied	1	2,5	3	7,5
2 - dissatisfied	6	15,0	6	15,0
3 – neither satisfied nor dissatisfied	19	47,5	13	32,5
4 - satisfied	12	30,0	17	42,5
5 – very satisfied	2	5,0	1	2,5
Sum	40	100	40	100

Tab. 4. Evaluation of satisfaction with health.

The average value of satisfaction with health in the questionnaire was 3.55 among female respondents and 3.475 among male respondents (range 1-5). Not more than 19 (47.5%) female respondents rated their satisfaction with health neither satisfied nor dissatisfied; and 17 (42.5%) male respondents are satisfied with their health. The second category was "satisfied" among 12 female respondents (30%) and among 13 (32.5%) male respondents "neither satisfied nor dissatisfied". 9 (22.5%) male respondents and 7 (17.5%) female respondents are dissatisfied or very dissatisfied with their health. Only 2 (5%) female respondents and 1 (2.5%) male respondent are very satisfied with their state of health.

Two Sample F-test for variance		
	Men	Women
Median	3,175	3,2
Variance	0,96859	0,72821
Observed	40	40
Difference	39	39
F	1,33011	
P(F<=f) (1)	0,18847	
F krit (1)	1,70447	

Tab. 5. Calculation of F.

Two-sample t-test with equal variance		
	Men	Women
Median	3,175	3,2
Variance	0,96859	0,72821
Observed	40	40
Common variance	0,8484	
Hypothetical difference of mean values	0	
Difference	78	
t Stat	-0,1214	
P(T<=t) (1)	0,45185	
t krit (1)	1,66462	
P(T<=t) (2)	0,9037	
t krit (2)	1,99085	

Tab.6. Calculation of t.

In calculating F and t to both questions, we found out that $f < F$ crit. This means that the dispersions difference is statistically significant, and we can accept the null hypothesis, i.e. the two groups appear to be homogeneous. In calculating the value of t, we found out that t stat $< t$ crit (2). It follows that the difference between means is not statistically significant.

For questions 1 and 2, we can conclude that among female and male senior citizens is not a significant difference in the diffusion of answers, this means that the null hypothesis H_0 was not confirmed.

Questions (No. 3-26) have been independently evaluated and processed in individual domains. We calculated domain scores for each domain, and then we evaluated them statistically. The physical health domain (DOM1) covers physical condition, symptoms of the disease and the possibility of renewed recovery.

Question No.	Women	Men
3	2,98	3,20
4	2,88	3,45
10	2,95	2,85
15	2,40	2,95
16	3,20	3,47
17	3,05	3,60
18	3,28	3,53
Domain score	11,84	13,17
Population standard	13,71	13,71

Tab. 7. DOM1 – Physical health.

The results show that male respondents in questions number 3, 4, 15, 16, 17 and 18. Female respondents have achieved a higher average only in question number 10. The domain scores for female respondents is 11.84 what is below the lower limit of population standards [4, p. 42] and can be assessed as a slightly lower quality. The domain score of male respondents is 13.17 what can be compared to a population standard of 13.71 [4, p. 42] evaluated as an average value.

Two Sample F-test for variance		
	<i>Men</i>	<i>Women</i>
Median	3,292143	2,960714
Variance	0,087765	0,081012
Observed	7	7
Difference	6	6
F	1,083365	
P(F<=f) (1)	0,462526	
F krit (1)	4,283866	

Tab. 8. Calculation of F – DOM1.

Two-sample t-test with equal variance		
	<i>Men</i>	<i>Women</i>
Median	3,29214	2,96071
Variance	0,08777	0,08101
Observed	7	7
Common variance	0,08439	
Hypothetical difference of mean values	0	
Difference	12	
t Stat	2,13443	
P(T<=t) (1)	0,02706	
t krit (1)	1,78229	
P(T<=t) (2)	0,05413	
t krit (2)	2,17881	

Tab.9. Calculation of t – DOM1.

Domain of survival (DOM2) includes mood, cognitive function and relationship to oneself what can be referred as psychological health.

Question no.	Women	Men
5	3,53	3,55
6	3,13	2,95
7	3,35	3,63
11	3,48	4,10
19	2,98	3,38
26	3,45	3,50
Domain score	13,27	14,07
Population standard	13,95	13,95

Tab.10. DOM2 – Survival.

The results show that male respondents in questions number 5, 7, 11, 19 and 26. Female respondents have achieved a higher average value only in question number 6. The domain score of the female respondents is 13.27 and the domain score of male respondents is 14.07 what is compared with a population standard 13.95 [4, p. 42] an average value.

Two Sample F-test for variance		
	Men	Women
Median	3,516667	2,957143
Variance	0,138917	0,08119
Observed	6	7
Difference	5	6
F	1,710997	
P(F<=f) (1)	0,265265	
F krit (1)	4,387374	

Tab. 11. Calculation of F – DOM2.

Two-sample t-test with equal variance		
	Men	Women
Median	3,516667	3,31667
Variance	0,13892	0,04817
Observed	6	6
Common variance	0,09354	
Hypothetical difference of mean values	0	
Difference	10	
t Stat	1,13263	
P(T<=t) (1)	0,1419	
t krit (1)	1,81246	
P(T<=t) (2)	0,2838	
t krit (2)	2,22814	

Tab.12. Calculation of t – DOM2.

Domain of social relations (DOM 3) covers close personal relationships, partnerships and broader social environment.

Question no.	Women	Men
20	4,10	3,60
21	3,13	2,80
22	4,03	3,83
domain score	15,00	13,63
population standard	13,96	13,96

Tab.13. DOM3 – Social relations.

The results show that female respondents have achieved a higher average value on all issues. The domain score of female respondents is 15 what is the upper limit of population standards [4, p. 42]. The domain score of respondents is 13.63, what can be in comparison to a population standard 13.96 [4, p. 42] evaluated as an average value.

Two Sample F-test for variance		
	Women	Men
Median	3,75	3,408333
Variance	0,294375	0,290208
Observed	3	3
Difference	2	2
F	1,014358	
P(F<=f) (1)	0,496436	
F krit (1)	19	

Tab.14. Calculation of F – DOM3.

Two-sample t-test with equal variance		
	Women	Men
Median	3,75	3,40833
Variance	0,29438	0,29021
Observed	3	3
Common variance	0,29229	
Hypothetical difference of mean values	0	
Difference	4	
t Stat	0,774	
P(T<=t) (1)	0,24107	
t krit (1)	2,13185	
P(T<=t) (2)	0,48213	
t krit (2)	2,77645	

Tab.15. Calculation of t – DOM3.

Domain of Environment (DOM4) includes the living conditions as stimulus for the environment, financial situation and the quality of care for the elderly.

Question no.	Women	Men
8	3,73	3,68
9	3,50	3,65
12	3,63	3,88
13	3,88	4,00
14	3,95	3,78
23	3,90	3,95
24	3,83	4,20
25	4,13	4,03
domain score	15,26	15,58
population standard	13,58	13,58

Tab. 16. DOM4 – Environment.

The results show that female respondents in questions number of 8, 12, 14 and 25. Male respondents have achieved a higher average value in question 9, 13, 23 and 24. The domain scores of female respondents is 15.56 and 15.53 for male respondents what is in comparison to population standard 13.58 [4, p. 42] a slightly improved quality.

Two Sample F-test for variance		
	Men	Women
Median	3,815625	3,89375
Variance	0,038382	0,035313
Observed	8	8
Difference	7	7
F	1,086915	
P(F<=f) (1)	0,457639	
F krit (1)	3,787044	

Tab.17. Calculation of F – DOM4.

Two-sample t-test with equal variance		
	Men	Women
Median	3,81563	3,89375
Variance	0,03838	0,03531
Observed	8	8
Common variance	0,03685	
Hypothetical difference of mean values	0	
difference	14	
t Stat	-0,814	
P(T<=t) (1)	0,21464	
t krit (1)	1,76131	
P(T<=t) (2)	0,42928	
t krit (2)	2,14479	

Tab. 18. Calculation of t – DOM4.

In all the domains in the calculation of F, we have found out that the $F < F_{crit}$. Therefore, the dispersions difference is not statistically significant, and we can accept the null hypothesis, i.e., the two groups appear to be homogeneous.

Since the variances difference is not statistically significant, in calculating we have chosen a double-selection t t-test with equal variances. In calculating the value of t in all domains, we found out that $t_{stat} < t_{krit} (2)$. It follows that the difference between means is not statistically significant. We can conclude that among male and female senior citizens is not a significant difference and this means that the null hypothesis H_0 was not confirmed.

In the overall comparison of domains, we note that the female respondents had a higher score in domains of social relationships and the male respondents in the domains of physical health, the domain of environment and survival. The results are shown in Tab. 19.

Domains/Sex	Domain score		Population standard
	Women	Men	
DOM1	11,84	13,17	13,71
DOM2	13,27	14,07	13,95
DOM3	15,00	13,63	13,96
DOM4	15,26	15,58	13,58

Tab.19. Quality of life based on the domains.

2.2. DISCUSSION

The aim of the research study was to assess and compare the quality of life of male and female seniors living at home. We mapped and compared the level of satisfaction in the domains of physical health, survival, social relationships and environment.

Most female and male respondents rated their personal satisfaction with their lives in a natural environment and satisfaction with their health as good or very good. Female respondents had better averages in both items. We agree with the view of Vorhalíková and Rabušic, that the quality of everyday life is not decisive presence of the disease, but the degree of specific constraints that the disease brings [16]. The most serious limitation of the elderly is considered a loss of sovereignty, which entails dependence (wholly or partially) on another person, or the need for institutional care. The importance of the home environment that has domain over institutional care is highlighted by the law on social services.

In ascertaining the value in domains of physical health and survival in comparison of gender, we found out that seniors have a higher value similarly to the ability to concentrate.

Female seniors living in a natural environment will show higher values in the domains of social relationships and environment than male seniors living in their natural habitat. The results of our study do not confirm the claim by Vagner, who states that a retired person loses her/his individual role in specific professions that had some social prestige, and she/he becomes an anonymous pensioner "only", what means she/he does not have too much prestige [15]. We can say that these relations are a kind of driving force for the elderly, because they feel needed to each other. The overall domain score in the domain of social relationships is at the elderly.

With regard to the financial security of seniors Poledníková et al. states that money allows individuals to be independent and allow them to take care of themselves [12]. Even if seniors do not need many funds for clothing, entertainment, work and so on, cost of living is constantly increasing, and it often causes them significant problems. Jandásková adds that the improving economic situation in the society does not lead inevitably to an increase in the number of people who are happy [8].

Almost everyone has access to information needed for everyday life nowadays, as evidenced by the results.

Ones begin to deal with the quality of life usually when it comes to its reduction. Therefore in social work it is appropriate not to use only mechanisms improving the situation, but it is also needed to use preventive means of social policy to maintain a reasonable quality of life and to prevent its decline [7, p. 130].

3. CONCLUSIONS

The empirical verification of the quality of life of the elderly at home and their satisfaction in the domains of physical health, survival, social relations and the environment itself demonstrated that

there is no statistically significant difference between the sexes; and the studied group appeared to be homogeneous. The results confirm that the standard is not externally given, and therefore it is not appropriate to measure satisfaction with life on the basis of objective criteria. Quality of life is subjective and individual and it represents different indicators at different time. When examined, it is affected in addition to age, health, physical and mental performance with other factors such as the diversity of needs and possibilities of satisfying them [6, p. 67].

SUGGESTION

For further research, we propose to integrate into analysis specific parameters, not only mechanisms that already corrected the situation but also preventive means of social policy, which would be an option to maintain a reasonable quality of life.

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Лахитова Ленка, Каланін Пьотр. Якість життя літніх людей у їхньому природному середовищі. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 88–98.

Метою наукового дослідження є вивчення якості життя літніх людей у домашніх умовах і задоволення у сфері їх фізичного здоров'я, виживання, соціальних відносин і самого середовища.

Подано результати дослідження на вибірці 80 респондентів / літніх людей, які проживають вдома у Вранов-над-Топльоу. Для обробки отриманих даних використано такі статистичні методи – F-критерій Фішера і t-критерій Стьюдента. Для вивчення якості життя літніх людей у їх природному оточенні було вибрано анонімний стандартизований опитувальник WHOQOL-BREF (Всесвітня організація охорони здоров'я “Якість життя” - BREF), який представляє собою скорочений варіант ВОЗКЖ-100. Результатом даного дослідження є виявлення механізмів підтримки якості життя літніх людей у природному середовищі з акцентом на превентивні заходи соціальної політики в цій сфері.

Ключові слова: якість життя, оточення, люди похилого віку, старість.

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IMPLEMENTING INCLUSIVE EDUCATION IN UKRAINE: PROBLEMS AND PERSPECTIVES

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Abstract. The article defines the essence of inclusive education and characterizes students with special needs. The status and problems of implementing inclusive education in Ukraine are analyzed. The basic ethical principles of educational activities for pupils with special educational needs are defined. The authors set emphasis on the following issues: adaptation of the physical environment for the proper functioning of persons with disabilities; overcoming stereotypes of teaching professionals concerning psychological acceptance of inclusion; financing institutions with planned implementation of inclusive education; developing special educational programs for schools with inclusive education and training of qualified professionals to work in inclusive educational environment.

Keywords: integration, inclusive education, children with special educational needs, inclusive educational and developmental environment, adaptation and socialization.

1. INTRODUCTION

Being in the process of integration into the European educational space Ukraine is undergoing significant changes in its social policy to create the necessary conditions for persons with special educational needs. Out of 129 thousand children with special educational needs who are integrated into comprehensive schools, children with disabilities constitute 45 percent (2010) [5]. According to statistical data as of 01.01.2015 there were already 151.1 thousand children with disabilities [6, p. 66]. However, experts claim that the number of children with physical and (or) mental disabilities is much higher. Therefore, society must form a new cultural and educational paradigm that is based on respect for children with physical or intellectual disabilities. The issue of their education is very important. A model of inclusive education is gaining wide recognition that provides for reciprocal training and education of children with special educational needs in mainstream education together with their peers.

The Concept of Inclusive Education Development (2010) marked the beginning of significant changes in Ukraine at the legislative level that defined the basic principles of its development:

- scientific quality (defining theoretical and methodological foundations of inclusive education, program and method tools, analyzing and monitoring results of its implementation and evaluating effectiveness of technologies to achieve positive results, conducting independent evaluation);

- consistency (ensuring equal access to quality education for children with special educational needs, the continuity between levels of education: early care – pre-school education – secondary education, etc.);

- variability, correctional orientation (organizing an individually oriented educational process together with correction and development to meet social and educational needs of children with psychophysical disabilities, including children with permanent disabilities);

- personalization (making an individually oriented, person-centered, differentiated approach);

- social responsibility of the family (upbringing, educating and child development, creating appropriate conditions for the development of natural abilities, participation in an educational and rehabilitation process);

- interagency integration and social partnership (coordinated activities of various departments, social institutions and services to optimize the process of educational integration of children with special educational needs) [5].

The main idea of the Concept is humanization and liberalization of the process in terms of continuing education (pre-school, secondary school, higher education, postgraduate studies, etc.). This is not surprising, as today's school leavers from specialized boarding schools or those who study at home, have serious socialization and adaptation problems. They often have difficulty in receiving higher or vocational education, employment, socializing.

Strategy objectives for implementing inclusive education in Ukraine are also stated in the following regulatory and legal documents: Order of Ministry of Education and Science of Ukraine "On Creating Conditions for Ensuring Right to Education of Persons with Disabilities" (2005), Resolution of the Cabinet of Ministers of Ukraine "Procedure of implementing Inclusive Education in Comprehensive Schools" (2011), National Strategy for Development of Education in Ukraine up to 2021 (2013) and others. All governmental measures are aimed at integrating people with special needs into society, i.e.: education, employment, leisure and more. However, most of these documents currently remain unimplemented in practice. Many problems arise in education when it comes to the transition from medical to social model of working with children with disabilities. Therefore, in this article we consider problems of implementation of inclusive education in modern educational institutions of Ukraine.

2. RESULTS AND DISCUSSION

The integration of persons with disabilities in a community for studying, education, employment, leisure and so on is the main purpose of implementing inclusive education. Rights of children with disabilities to being integrated into society are basic principle of international standards that ensures their access to quality education.

Inclusive education provides for social integration, thus some individuals and groups are combined into a single integrity (system). The leading model of modern social and community activity for people with disabilities, including disabled children is defined as inclusion. It is based on recognition and respect for individual human differences and provides for preserving a relative autonomy of every social and community group, whereas ideas and modes of behavior, characteristic of a traditionally dominant group should be modified basing on pluralism of customs and opinions [4, p. 10].

The inclusive approach in education involves the creation of conditions to meet the specific peculiar needs of each individual in society. It is important that these peculiar features are not seen "as something exceptional, doomed" because the existence of various disabilities must not result in marginalizing human lives. At the core of the inclusive model of social behavior there is an autonomous participation in social activities, building a system of social contacts, acceptance of an individual by society.

2.1. ESSENCE OF INCLUSIVE EDUCATION

There is a growing tendency in society for elimination of the terms “invalid”, “handicapped” “disabled” and the use of such definitions as “students with special needs”, “children who have physical or mental impairment”, “students with disabilities” and so on. These terms are not currently made official by law, but they are widely used in current regulations on education.

Traditionally experts define groups of people with disabilities by age, origin of disability, type of illness and restrictions, also those with internal diseases or neuro-psychiatric diseases. This approach to understanding the problem of disability characterizes peculiarities in the minds and behavior of these categories of people, giving grounds for the development of strategies to give them appropriate social assistance. Socio-psychological or pedagogical support should aim, above all, at making it possible for people with disabilities to reduce (or eliminate) certain differences by a particular impact on the physical, psychological, educational, social and cultural integration processes.

Current international trends of social policy and reforms in education suggest the term “a person with disabilities” being the most appropriate because the main focus is on a person, not on his/her abilities.

Social activists among people with various mental and physical impairments made the public, scientists, experts, government officials seek to find the most effective forms and methods of facilitating issues of people with mental and physical disabilities, building a fundamentally different, new, scientifically proved models of disability. This highlighted the problem of standardizing approaches to disability, producing personality oriented concepts that would more fully reflect the rights and interests of both an individual and the public interest in general.

A significant number of students is different from the average, thus, they are characterized as having special needs from the pedagogical, social, psychological or medical perspective. The most common and acceptable definition of “special educational needs” is given in International Standard Classification of Education: “special educational needs have persons who are in need of additional resources and support. Additional resources may be: personnel and organization (to aid the learning process); materials (a variety of learning tools, including support and correction); financial (budget allocations for obtaining additional special services)” [4, p. 12].

Let us consider the essence of the concept of “students with special needs” (Fig. 1).

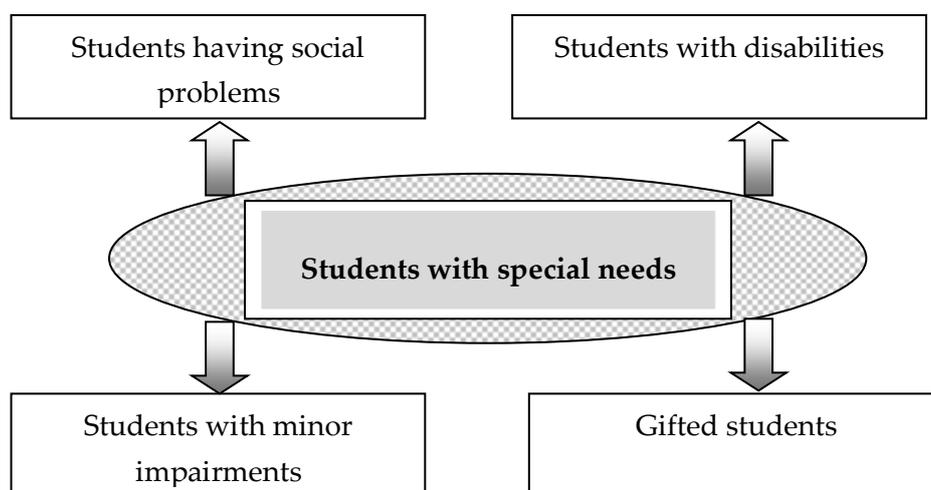


Fig. 1. Categories of students with special needs.

Usually this category of people include those whose needs are conditioned by certain physical or mental impairment or learning difficulties: students with developmental delays, students with mental impairments, with impairments of hearing, vision, speech, hyperactive, children with autism and others. Students with mental and physical impairments are usually those with physical (or) mental disorders that affect their overall development and prevent from gaining socio-cultural experience unless special conditions are created.

At the same time, students with special needs are not only those who have different psychological and physical deviations in their development. Gifted children are also included in this group. They may have problems with establishing social contact and interaction in society. For example, gifted, talented persons are characterized by high development capabilities, they have great intellectual potential and can achieve significant results in one or more activities that are valuable to society. Hence gifted children need a special attention from teachers and parents because they possess peculiarities in thinking and learning, activity, motivation and so on.

2.2. IMPLEMENTATION OF INCLUSIVE EDUCATION: UKRAINE'S STEPS

The analysis of world experience of the implementation of inclusive education proves that the state has a leading role. It is therefore important that the policy towards persons with disabilities is based on the principles of equality and observance of human rights.

Stressing on the importance of the government's role in the development of inclusive education in Ukraine, O. Zaiarniuk notes that the most significant obstacles are on the macro level. The main obstacles are "loopholes in legislation concerning children with disabilities; its inconsistency with international standards; lack of legislation on special education where the legal grounds of the institute of inclusive education, principles and mechanism for the creation of economic conditions for the realization of inclusive approaches to education of people with special needs will be clearly defined" [2, p. 191].

Consequently on the meso level the main obstacles in the implementation of inclusive education are: cultural stereotypes about people with disabilities; unwillingness of the existing education system to meet individual needs of each child; the absence of specific standards of education and variable teaching programs for people with special educational needs; the lack of legitimate opportunities for students with special needs to study according to an individual plan that allows adaptation of a standard educational program to the special educational needs of a student and implementation of a personality oriented approach; lack of programs in support of persons with disabilities enrolled in standard educational institution [Ibid].

At the same time, there are obstacles on the micro level in introducing inclusion in Ukraine. They are related to the activity of specific organizations and experts in this field. Inclusive education faces an extremely acute problem of *teachers' psychological acceptance of the possibility of reciprocal education of persons with disabilities together with their "healthy" peers*. Their professional stereotypes are mostly conservative on the organization of educational process. Obviously, society and those who educate should be ready to change their stereotypes and fully accept people with disabilities in a social life.

Inclusive education involves teaching children (in kindergarten, school or vocational school) in the local community. A person is in society, learning to establish contacts and communicate with others. Of course, it is extremely important to form tolerance and respect towards children with special needs, to show humanity, compassion, kindness and desire to help. Such relationships form the ability to perceive, understand and be tolerant to human differences in each individual.

Thus, the basic *ethical principles of educational activities* with this category of students are: compassion, positive attitude to every individual; provision of opportunities in different areas of life; freedom of choosing various kinds of social and educational assistance.

At the same time the country has *difficulty adapting physical environment to the needs of persons with disabilities*. The entire infrastructure requires adaptation: public transport, facilitated wheelchair ramps, entries and exits in buildings, schools and other institutions. For example, in Ukraine only 27.4% of higher education and 8.4% of vocational education are equipped with ramps for wheelchair access. [2, p. 192]. *Funding education establishments to make them suitable to implement inclusive education and provide special support training equipment* is another problem.

The creation of special teaching programs for schools with inclusive education needs special attention. Effectiveness and efficiency of the educational process for children with special needs requires an extra (and sometimes special) support in learning that will help them to participate in the classroom and realize their potential to the fullest. To meet the diverse educational needs of students, teachers need to

adapt teaching methods, school environment, materials and so on. However, depending on the health and learning abilities of children with mental and physical impairments in special classes recommended teaching curricula and textbooks for comprehensive schools are used.

An important aspect of the implementation of inclusion is a *problem of parents' biased attitude towards institutions of correctional education*: it is either negative or lacking understanding of its necessity. Sometimes parents being ashamed of diagnosis of their child, against the advice of health professionals, send him/her to a standard comprehensive educational institution. In school where there are no conditions to teach a child with impaired mental and physical development, he/she suffers even more stress, there may develop aversion to any activity and fear of teachers and peers. The entire psychophysical development of children is impeded and the existing deviation is not corrected. Unfortunately, families in which such children are raised, often ignore recommendations of experts about institution suitable for their children.

Some parents being aware of global trends, insist on the right of the child to be in an ordinary comprehensive schools on par with their peers. Often these parents do not want to admit physical or mental impairments of their child in order to avoid being considered "special". However, they do not always understand the essence of inclusive education. Real integration and inclusion provides for mandatory psychological and pedagogical support of a student by experts (an assistant teacher, a correctional educator, a practical psychologist, a social worker, a speech therapist, a doctor). The absence of their assistance to a student with special needs in a mainstream education institution results in formality and negatively affects socialization. Moreover, a student with disabilities may be harmed in a mainstream education establishment because his/her psychophysical development is only complicated without appropriate correctional help.

Designing appropriate social and educational environment is the organizational and methodological basis for effective implementation of inclusive education in comprehensive school.

Let us determine the following components that form this environment [1, p. 73-74]:

- *socio-psychological* (taking into account individual psychological development and behavior specific to a person in the 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, etc.);

- *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 school that encompasses content, forms, methods, tools, innovative technologies, etc.);

- *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, etc.).

Thus, difficulties in modeling socio-educational environment in inclusive classrooms are also caused by an increasing number of students from particularly vulnerable groups: *economically vulnerable* (low-income families, unemployed, families with many children, etc.); *socially vulnerable* (children from disadvantaged families delinquent children, unmotivated, aggressive or pessimistic students); *academically or intellectually vulnerable* (students with delayed mental or cognitive development, those having difficulties in establishment of social contacts). These students often have problems adapting to the school environment, they are more prone to manifestation of misconduct, social aggression, cruelty or apathy.

Those who have witnessed military operations in eastern Ukraine are included to a risk group today. Adults and children were traumatized as a result (physically, psychologically or socially). Among them are those remaining in occupied territories, refugees and migrants from a zone of military conflict or those whose parents fought or died there. These students suffer from acute sense of fear, helplessness, depression, and display stress behavior in society. Besides, due to migration processes the problem of adapting *children from displaced families* to school life in other regions of the country has been aggravated, particularly in inclusive classrooms.

Integrated classes can help a child with special educational needs to achieve high rates of individual personal development, to recognize the value of this development for a child, its functional significance in the process of integration in the social environment. On the other hand, this environment will help create opportunities for healthy children to value their natural potential, to discover alternative ways for personal achievements in mastering basic competencies and experience of socio-cultural behavior.

Another important issue is an insufficient number of specially trained teachers to work in conditions of inclusive education in Ukraine. It 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.

The 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.

The content of training future teachers to work in inclusive classrooms involves mastering a number of *skills*: to develop individual training plans and programs for children with special educational needs paying attention to the individual characteristics of development; to use effective social and educational strategies of interaction and cooperation with various professionals and parents of students with special needs; to apply adaptive teaching methods and standardized testing in an inclusive process; to establish pedagogical cooperation with parents of students who need inclusive education; to prevent unfair treatment and prejudice towards children with special needs from their peers and educators, to generate moral and psychological comfort in a class on the principles of humanity, compassion and cooperation.

3. CONCLUSIONS

Education in inclusive classrooms helps children with special needs adapt to typical life situations, get rid of feelings of isolation and alienation, overcome social barriers and integrate into the society. It teaches students communication and team work, creates a sense of responsibility for students who need assistance and above all acceptance. Thus, in the pedagogical process we seek to humanize the relationship between a teacher and students, including those with special features, so it is worth overcoming social stereotypes and working to improve teacher's professional culture. Let us remember about pedagogy of good (I. Zyazyun), concept of humanocentrism (V. Kremen), child-centered pedagogy (A. Kvas), teaching ethics (G. Vasyanovych) and other conceptual trends in modern science and practice.

Effective implementation of inclusive education in Ukraine is possible with the combination of certain factors: sufficient schools funding, improvement of regulatory and legal base, developing teaching and methods base of inclusive education, training teachers for realizing inclusive education in their teaching practice. Particularly important today is the formation of positive public opinion on tolerance towards people with special needs, the implementation of advocacy among parents about the nature and content of inclusive education. It is reasonable to involve mass-media and volunteer organizations that facilitate a successful integration and education of persons with disabilities in educational institutions of different types: kindergartens, comprehensive schools, vocational schools, higher educational institutions, postgraduate education establishments.

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Дубковецька Ірина, Будник Олена, Сидорів Сергій. Упровадження інклюзивної освіти в Україні: проблеми та перспективи. *Журнал Прикарпатського університету імені Василя Стефаника*, **3** (2-3) (2016), 99–105.

У статті обґрунтовано сутність інклюзивної освіти, здійснено характеристику учнів з особливостями психофізичного розвитку. Висвітлено стан та проблеми впровадження інклюзивної освіти в Україні. Визначено базові етичні принципи педагогічної діяльності з учнями з особливими освітніми потребами. Автори наголошують на таких проблемах: адаптації фізичного середовища для нормального функціонування осіб з інвалідністю; подолання професійних стереотипів психологічного прийняття викладачами навчальних закладів можливостей інклюзії; фінансуванні навчальних закладів, де планується впровадження інклюзивного навчання; створенні спеціальних програм навчання для шкіл з інклюзивним навчанням, а також підготовки кваліфікованих фахівців до роботи в інклюзивному навчально-розвивальному середовищі.

Ключові слова: інтеграція, інклюзивна освіта, діти з особливими освітніми потребами, інклюзивне навчально-розвивальне середовище, адаптація та соціалізація.

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CONTINUITY IN THE KINDERGARTEN AND PRIMARY SCHOOL IN THE IMPLEMENTATION OF THE CONTENTS OF LAYING THE FOUNDATIONS OF INDIVIDUAL VALUE ATTITUDE TO THEIR OWN HEALTH

LARYSA PYECHKA

Abstract. In the article are highlighted the results of theoretical analysis of continuity in the kindergarten and primary school in the implementation of the contents of laying the foundations of individual value attitude to their own health. Researcher reveals the pedagogical theories of scientists to study the problem of succession. For depth scientific analysis and practical implementation of the process under study the emphasis is made on identifying scientific aspects for developing children's healthy lifestyle.

Keywords: continuity, kids, value attitude, their health, anatomical and physiological aspects, psychological and pedagogical aspects, educational and organizational aspect.

1. INTRODUCTION

Priority educational level in the development of new social relations today is clear. Ukraine is interested in building effective education systems. Healthy, developed and harmonious society can be only through proper education of future citizens.

The process of education reform substantially changes primarily relates to pre-school and primary school [1]. The realities of today encourage scientists and practitioners to creative thinking content, objectives, structure educational work with children of 6-7 years of age in connection of kindergarten and primary school. Ensuring readiness of the child to the following changes in its social position should be one of the major directions of teachers. The problem of succession is legitimate at this stage. This age period is the basic stage of physical, psychological and social formation of children's personality, but because of the priority health-saving of children of 6-7 years of life is evident. Continuity of the first two units is considered not only the coherence of programs of training and education, but each component and potential of education, ensuring effective development of children, that is, goals, objectives, means of working with them and the form of its organization.

Transition Education for a new term, content and structure is approved by the Law of Ukraine "On General Secondary Education". According to it, and the "Law on pre-school education" school starts at the age of 6. However, at the request of parents, the child at the age of 7 can attend pre-school or group of preschool children educational complex. We believe children at the age of six (first-graders), and 6-7

during the first years of life as a transition from preschool to school education units. Compliance with the principles of continuity and consistency in the formation of value attitude to their own health at this age is very important. Joining school by the child and everything connected with it has long been the subject of attention of education and public opinion. This issue is covered in writings of P. Blonsky, J. Komensky, A. Makarenko, S. Rusova, K. Ushinsky and other prominent educators. V. Sukhomlinsky in his works paid much attention to this issue as well.

2. ANALYSIS AND DISCUSSION

Problems of continuity are grounded in research works by I. Behan, O. Budnyk, L. Vygotsky, D. Elkonin, O. Zaporozhets, G. Kostyuk, L. Pisotskoyi, O. Skripchenko, O. Savchenko, A. Kharchenko and others.

The concept of "continuity and perspective" in teaching science are seen as two sides of the pedagogical phenomenon. The concept of "perspective" is considered as identifying priority lines of preparing a child under school age for school that would take into account the needs of the elementary school in terms of the child's readiness for taking up new, leading to early school age educational activities, creative nature of these activities, free expression of mental feelings of the period, further social development in a new social role, ways of life, etc. [12, p. 15-17].

In modern sources continuity is seen "1) as a link between the different stages or degrees of development, the essence of which is in preserving elements of the whole or its individual characteristics in the transition to the new state; 2) a pattern of mental and physical development; as a condition for implementing lifelong learning, as a principle of education and training" [11, p. 12]. Continuity ensures continuity of development through the preservation and transfer of essential elements of the old to the new, higher stage of development.

Continuity is the common law of society. Generally, the law is the forward movement of each new stage of development of social consciousness immediately removed from the previous and closely matched with him, keeping all valuable positive. Thus, continuity is a requirement of all development, as it represents the transition of the old to the new.

Consistency of the first two parts of education does not mean that during the implementation of the principle of continuity between pre-schools and schools there are no problems. High-quality pre-school education has changed in terms of understanding the purpose of preparing the child to school age and realization of its capabilities in the sixth year of life, so the primary school cannot remain within the old ideas of resistance only to subject their slightest willingness of students to learn. In recent years, there is some progress in primary school in creating of the conditions for further gaining full development of preschool age, and at the same time for the formation of milestones of primary school age - as a leading educational activity.

Studying the problem of succession in the kindergarten and school, O. Proskura notes that the school has to implement the everyday experience of life acquired in kindergarten.

A comprehensive study of the problem of continuity in pedagogical theory is studied by T. Yerahina. In particular, she notes that this concept in pedagogy has many characteristics: "... in the pedagogical aspect of continuity it is seen as a principle when it comes to talking about the organization of learning and education; as a condition when the circumstances related to training are examined, sources of educational processes of the individual and, finally, the requirement as stipulated rules are mandatory for the implementation of the educational process" [4, p. 140].

Based on the theoretical analysis of T. Yerahina continuity is defined as "... objectively necessary condition for the learning process, when teaching students at a later stage is a unity of continuity of purpose, integrity of content, gradually complicating the methods, tools and organizational forms to improve knowledge and skills of students" [4, p. 105]. According to T. Yerahinoyi "... this way provides the basis for the successful implementation of continuity of primary school and begins to be implemented in the high school age" [4, p. 34].

Important research of V. Lykova regarding continuity in the education process of children's institutions and schools says "... the whole process, ensuring full personal development of the child's physiological and psychological well-being in transition from preschool to education and training in elementary school, aimed at prospective formation the child is based on his previous experience and accumulation of knowledge" [7]. V Lykov emphasizes that implementing continuity in the kindergarten and school, it is important to consider the level of motor activity of the child, his motor experience, commitment, interest, the given level of development of the child at this stage. The author defines the grounds for effective implementation of physical education primary school children, paying attention to continuity from pre-school institution:

- The existence of a certain level of physical fitness, in accordance with the child's age, level of formation of physical properties;
- The accumulation of ideas about the value of physical culture;
- Formation of positive-value attitude to physical culture and sports;
- The presence in a child the basics of self;
- Child participation in various activities that contribute to its physical and harmonious development [6, p. 61-62].

The problem of continuity of content of physical education of preschool and primary school age researched by J. Entsi and others. The author concluded that the implementation of continuity in physical education into consideration not only the integrity and consistency of the content of the material is studied, but also in the application of methods and tools, relevant features of mental and physical development of children at each age stage.

The problem of continuity of preschool and primary education is developed by S. Kozin. The author believes that "... the implementation of succession only gives a positive result when implemented in strict system signifies our strong and consistent, given the specific age and individual characteristics of the child, coordination of mental, physical and moral development of children" [5]. S. Kozin defined conditions, according to which the continuity of educational work kindergarten and elementary school will be most effective. These conditions include: organic combinations of gaming and educational activity of the child, appropriate training of teachers and educators of preschool educational institutions in solving educational problems, the use of socio-economic and psychological and educational benefits to the objectives of continuity (personal and individual approach, a small occupancy in groups, creating a positive emotional game and training activities, the situation success).

Considering the current state of the problem of continuity between preschools and schools, L. Eliseeva notes the following disadvantages of the traditional system of education, "the teacher focuses on verbal and formal information-prescription methods of teaching, the principles of obedience, imitation and repetition; sidedness pedagogical impact, generating "emotional deafness" to the child; underestimation, sometimes ignoring sex-role differentiation of children; mechanical transfer to pre-school forms and methods of teaching, subject teaching system; tactics duplication in elementary school that the child was in kindergarten" [3, p. 124]. According to the author, these approaches crowding out of kindergarten game and primary school children impede the development of basic theoretical thinking.

The process of moving the child to school is a crucial period in its life which requires special attention of education and training. The educational process affects the personal development of younger pupils, its orientation in the richness of human values and attitudes. The child takes new position in society, increases range of social contacts, gets new needs and responsibilities. All this requires significant physical and mental attention to the child. A large number of psychologists indicate how important this period of crisis is.

D. Farber identifies two factors that determine the criticality of transition. Firstly, the change in the basic mechanisms of nerve and higher mental functions, metabolic processes, activity of vegetative provision and, secondly, a sharp change in social conditions - the beginning of systematic schooling. D. Farber singles out favorable conditions necessary to overcome this critical period: morphological and functional, internal and external, social and educational. Thus, the changes which take place in the

life of a child indicate the need for the formation of valuable attitude to health. This is to ensure that the child without harm to own health experience the intense rhythm of school life.

Renowned psychologist G. Asmolov defined as basic characteristics of children 6-7 years of age, curiosity as the basis for future cognitive activity, creative idea as the direction of intellectual and creative development of children, and communication skills as the basis for building intelligent relationships with adults and with other children in the learning process. As a result the willingness of the child to laying the foundations of valuable attitude to health are determined by its social maturity, interest and desire to learn, new more complicated types of sports and recreation activities, dependence on the ability to build and maintain in learning effective interpersonal relationships.

Teachers in the kindergarten and elementary school have one goal that is to organize the life and work of the child so that it should be painless to adequately respond to changes in child's life, enable him/her to acquire a new status of a student. However, success in any activity is largely determined by the physical and mental state of the child. Thus, a priority of pre-school and primary education institutions is the preservation and promotion of health preschoolers and primary school children forming the bases of value attitude to health and the health of others.

An important condition for maintaining the health of the younger generation has a clear idea of the age of the child functioning norms that determine its capabilities in the process of education and training at different stages of ontogeny. Teaching exposure may be optimal and effective at the time when they meet the age characteristics and capabilities of the child's body.

In the aspect of our study significant is position of L. Bozovich originality of an integrated structure of the child and availability for each age stage trends.

L. Vygotsky notes that "... the child in the transition from preschool to school age very rapidly changes and becomes more demanding in educational attitudes" [2]. The essential feature of the famous scholar calls start differentiating internal and external sides of the child. During this period, the whole nature of experience changes and has a new attitude.

Noting the intrinsic value of preschool children, taking care of the integrity of Child Development, A. Zaporozhets defined theory of amplification, the essence of which was to maximize the capabilities of the child. In high school age the child becomes aware of itself as a subject in the system of human relationships, there is awareness of their social "I" that creates new needs of the child, there is its internal position on which formed an integral relationship to others and himself as parts of the world. For full development, implementation potential of children need to be able to not only learn but also to play, take care of entertainment, were surrounded by care and love of parents and educators.

According to V. Haluzyak, M. Smetansky, V. Shakhov, the principle of continuity reflects the pattern according to which education is carried out through the values, needs, which are formed in the structure of the child. Implementing organization provides continuity of education in which every educational case is a continuation of previous educational work, "pet brings a higher level of development, provides a transition from simple to more complex behaviors" [9, p. 145].

The principle of continuity and continuity in the education is understood by N. Moyseyuk as "passing a number of stages during which gradually become more complex and verified content and direction of development of the entities that makes up a whole integrated system of characteristics of personality" [9, p. 394].

Z. Borisova, A. Kirichuk, D. Nikolenko, F. Shelukhin consider the problem of succession in the kindergarten and school to be complex. Scientists identify anatomical and physiological, psychological, pedagogical and educational and organizational aspects [8, p. 17]. Consideration of the development of the nervous, cardiovascular and musculoskeletal systems in preschool and primary school children, the organization of educational process involves anatomical and physiological aspect of continuity. We take into account the level of development of intellectual, moral, physical, aesthetic culture preschoolers, features of formation of cognitive, emotional and motivational, volitional personality involves psychological and pedagogical aspects of succession in elementary school. Pedagogical and organizational aspect includes a combination of the main components of the educational process: 1) the consistency of objectives and content of the program material, methods, organizational forms,

outcomes of children older preschool and early school age; 2) the readiness of teaching staff to ensure continuity; 3) organization of joint forms of pre-school children and students [8, p. 3-8].

So the essence of teaching continuity is considered in two aspects: semantic (relationship of tasks, forms and methods of the educational process) and organizational (provided training and education of older preschoolers and first-graders age of six, the cooperation of educators, teachers, and parents). The most favorable conditions for the implementation of the principle of continuity are provided in the institutions of a new type, thus providing integration of certain educational institutions within a single educational process. A. Bogush, V. Kuz, D. Strunnikova, L. Yakimenko produce educational complexes "pre-school - comprehensive educational institution" and "general education - pre-school".

Institution that ensures the public's right to pre-school and secondary education is an educational complex "pre-school - comprehensive educational institution". The organizational feature of the complex is the presence of two departments - preschool and school, leading to the unification in the process of teaching in kindergarten and primary schools within a single institution. Preschool division provides the appropriate level of pre-school education for children aged 3 to 6 (7) years in accordance with the requirements of the basic components of preschool education. School division provides the appropriate level of general education students in accordance with the requirements of the standard secondary education.

Modern scientists determined in this complex the conditions of operation of preschool and school divisions: the community of logistics; a joint education of preschoolers and students that make up the multi-age group; a broad range of different types of school and preschool children; community organization and methodology of teaching staff; unity of teaching staff orientation to achieve educational goals; observance of the day, which corresponds to the age peculiarities requirements and provisions of the Charter School of preschools; taking into account the leading activities (in school age - a game in the early school years - learning).

Educational complex long existed mainly in rural areas and was the option of ungraded schools which combined usually start pre-school and school divisions. In recent years, educational complexes were launched in cities and their number is growing. It is appropriate to highlight the following key factors that led to their distribution: a sharp change in the demographic situation, which caused a decrease demand for the placement of children in pre-schools; the possibility of rational use of newly preschools for 280 - 320 seats, in this regard were half empty; introduction of new educational technologies, which provide continuous educational model, etc.

It is reasonable to examine in detail how the principle of continuity is implemented, forming the foundations of value attitude to their own health of children 6-7 years of life between pre-school and school division in the educational complex "secondary education - pre-school", analyzing aspects: anatomical -physiological, psychological, pedagogical, educational and organizational.

Formation of a healthy personality requires compliance with the terms of the educational process (anatomical and physiological aspects of the succession):

1. Ensure motor activity of senior preschoolers and first-graders aged six. Ignoring this requirement leads to a number of morphological and functional disorders of organs and body systems: changes in the cardiovascular system (increased heart rate, reduction in stroke and cardiac output, ejection volumetric rate), decreased energy metabolism, deficiency of ' muscle hormones, changes in blood volume, reducing the flow of sensory nerve impulses. These changes negatively affect not only the physical but also the cognitive development of the individual.

2. Rational organization of the NPT regime as an important factor in the full development of the nervous system. This requirement involves a child for various activities, alternating physical and mental work, timely nutrition, creating conditions for a nap, organizing and conducting educational activities in a variety of ways to ensure the physical, mental and spiritual health of a growing personality.

3. Protecting the nature of training and education, their relationship with positive emotions [8].

It happens that in the first grade of primary school, despite the high need of children in movements, their activity is significantly reduced, decreasing the time allotted for walks; morning gymnastics and

hygiene is not carried out systematically; sports entertainment often are not organized; physical culture lessons periodically are replaced by other activities or walks outdoors.

The above mentioned makes it possible to argue that anatomical and physiological aspect of the principle of continuity requires solving the contradiction between the need to impose forms of training and education that satisfy the needs of children in movements and forms used in actual practice. In the first class should systematically morning exercises, the breaks to attract children to exercise, organize outdoor games of varied mobility; devote more time to walk; if possible, spend some lessons outdoors.

Psycho-pedagogical aspect of continuity in the kindergarten and school includes the following areas: general preparation of the child to school and trained to assimilate the knowledge that receive at school. Providing uniform training of children who go to school and improving relationships in the content of education preschoolers and first-graders requires implementation of educational and organizational aspect.

Continuity in the kindergarten and primary school is not only the traditional continuity in the content, methods, forms and techniques, above all this is a vision and implementation of continuity in the lines, basic aspects of personality preschool and primary school children.

The activities of educational systems "pre-school - elementary school" of Poltava deserve special attention. The educational process is carried out under the program, which main objective is the transition from the traditional type of academic training and education of children under reproductive and creative, taking into account the interests and capabilities of each creative, variety programs and teaching technology education in accordance with the level of students.

The aim fitness specialist SPC number 85 "winch" is to develop, strengthen and maintain physical, mental, spiritual and social health of students, introduction to the system of values, culture, health Ukrainian traditions. Teaching staff implements the common task of forming health-saving competence of children through active implementation health-saving technologies, formation of available knowledge and understanding of a healthy lifestyle, the basics of life safety.

The staff of the educational complex №10 has widely used personality-oriented technology in training and education of preschool and primary school age. The main objective of establishment is formation of values, value attitude to their own health; development of the "I" - the concept of a child. One of the most important forms of interaction with the family is to preserve the health of children. To this end, the facility regularly held joint photo exhibition on various topics, arranged psychological lectures, discussions and individual consultations with educators and teachers, created educational environment that provides current needs and trends of developmental education, regularly conducted health, prevention, tempering measures.

We find interesting the experience of different age groups of children. Introduction of special techniques and analysis of the work of teachers makes it possible to conclude that these uneven relationships contribute to the formation of positive personality traits, can cultivate the younger respect for elders, and the elders - care of the young, which in turn transmits the experience of older younger. The inclusion of pre-school children and pupils in joint venture creates unity needs and interests, aptitudes, which is the basis of mutual upbringing.

Due to its organizational features of the educational complex "School – Kindergarten" they find their top priority in community of logistics, organizational and technical work of the teaching staff, the possibility of organizing various activities for preschoolers and schoolchildren day. This collaboration promotes the implementation of the principles of continuity and consistency in the education and training of children 6-7 first years of life. However, due to the lack of cross-training and education programs preschoolers and primary school children, the lack of methodological support of the educational process, insufficient training of teaching staff enough these opportunities are not realized in actual teaching practice. The school requires new approaches to solving the problem of continuity that helps the successful solution of the tasks of continuing education in Ukraine in the early stages, in pre-school and elementary school. So, to ensure continuity in the pre-school and primary school, forming the foundations of value attitude to their own health of children 6-7 years of life, teachers should:

- 1) Use the content of the training material, structure and use according to age and individual abilities of children with different levels of physical and mental fitness;
- 2) Provide educational, educational, developmental and health orientation of the educational process;
- 3) Be available to familiarize the children with the concepts of "value", "health", "valuable relations", "health promotion means" to deepen their content;
- 4) Have the ability to shape and improve children following a healthy lifestyle, strengthen health in various ways;
- 5) Familiarize the children with the elements of self-defense and of general and special exercises to develop persistence and physical qualities (speed, strength, agility, endurance, flexibility, coordination, balance, eyes) preschool and primary school age;
- 6) Form a movement and skills in the various forms of sports and recreation activities.

3. CONCLUSIONS

Therefore, the analysis of the scientific literature on this issue has shown that to ensure the effectiveness of continuity in the formation of value attitude to health of children 6-7 years of life is important to adhere to certain conditions. Cooperation should be long and indissoluble; work should be systematic and planned; goal should be comprehensive and integrated.

If pre-school education has changed qualitatively in terms of understanding the purpose of preparing the child for school age and realize its capabilities in the sixth year of life, even elementary school cannot remain within the old notions of resistance only to subject their willingness to shred the students to learn. It is necessary to create conditions for further full development of preschool age in the elementary school and at the same time to form milestones of primary school age such as a leading educational activity that will promote valuable attitude to their own health.

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Печка Лариса. Наступність в роботі дошкільного навчального закладу і початкової школи в реалізації змісту формування основ ціннісного ставлення особистості до власного здоров'я. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 106–113.

У статті висвітлено результати теоретичного аналізу наступності в роботі дошкільного навчального закладу і початкової школи в реалізації змісту формування основ ціннісного ставлення особистості до власного здоров'я. Розкрито педагогічні теорії науковців щодо вивчення проблеми наступності. Для глибини наукового аналізу і практичного упровадження досліджуваного процесу акцент ставиться на визначенні наукових аспектів для формування у дітей здорового способу життя.

Ключові слова: наступність, діти, ціннісне ставлення, власне здоров'я, анатомо-фізіологічний аспект, психолого-педагогічний аспект, педагогічно-організаційний аспект.

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MODERN SCIENTIFIC RESEARCH ON THE DEVELOPMENT OF PROACTIVENESS OF PRESCHOOL CHILDREN

VIKTORIA AGILIAR TUKLER

Abstract. This article introduces the results of analysis of modern scientific research in preschool education, which represents the problem of development of basic qualities of the identity. The research displays that the results of the study on the problem of development of basic qualities of preschool-age children influence the improvement of the content of program provision in the educational process in preschool educational institutions in Ukraine and are meant to be a reference point in choosing the strategy of its reorganization.

Keywords: preschool-age children, preschool educational institution, basic qualities of the identity.

1. INTRODUCTION

In the conditions of the modern society nurturing of the basic qualities of the identity acquires great importance. According to the innovative content of education in the context of humanization of goals of preschool education, the preschool educational institution is oriented on the comprehensive development, contribution to the personal development of children, their socialization; approximation of the content of education to the modern needs of children, requests of the parents and society; formation of the life competence and ability to the subsequent self-realization in the modern society. Under the conditions of personal-oriented education a child demonstrates activeness in the performance, learns to act independently, solves controversial situations, self-expresses in the society and expresses activity in all the spheres of life [7, p. 5-10].

The content of preschool education in Ukraine is governed by a number of state documents and is developed according to the accepted conceptual basis. The foundation of the educational process in preschool educational institution (PEI) is directed on the development of the identity and upbringing of basic qualities in children of preschool age. It is represented on theoretical basis in the results of scientific researches and experience of teachers practitioners. In the state documents of the preschool education the significance of development of individual potential of the person and its basic qualities are claimed to be priorities. Therefore the relevance of researching peculiarities and manner of formation of basic qualities of the individuality from preschool childhood is unquestionable.

The goal of the article is presentation of the results of analysis of scientific approaches to the nurturing of the basic qualities of preschool-age children in the conditions of social preschool nurturing.

Main tasks of the article are seen by the author in the performing of the analysis of theoretical basis of formation of basic qualities of the identity in the period of preschool childhood, for instance, illustration of views on the nurturing of proactiveness of senior preschool children in the works of the researches.

Research methods: analysis, generalization, systematization of the data from scientific sources with an intention of defining theoretical basis and ways of practical solving the problem of formation of proactiveness in preschool-aged children in a role-playing game.

2. ANALYSIS OF RELEVANT RESEARCHES

The intensity of social changes in Ukraine causes changes in the nurturing of the human which leads to successful self-realization in dynamically renovating society. Ability to self-realization is expressed in self-affirmation of the identity, initiation of personal decisions in all spheres of life activities, performance results.

For considering main approaches to the nurturing basic qualities of identity in the child in preschool educational institution, we took into account the works of the prominent pedagogues and psychologists on the realization of modern approaches to the organization of educational process and implementation of the high-quality content of the educational programs in the practical work with children of preschool age (H. Bieliienka, A. Bohush, H. Havrysh, N. Denysenko, N. Diatlenko, O. Kononko, K. Krutii, T. Pirozhenko, etc). The problem of development of the identity and one's basic qualities is not new in the theory of preschool education and is clearly seen in the scientific inquiries of the past and the present – in works of K. Ushynskiy, L. Vyhotskiy, H. Kostiuk, O. Zaporozhets, H. Ball, O. Leontiev, D. Elkonin, M. Lisina, M. Poddiakova, L. Artemova, L. Bozhovych, V. Kotyrlo, K. Karasiova, O. Koshelivska, S. Kulachkivska, S. Ladyvir, N. Nepomniashcha, D. Usyk.

Pedagogical thought reflects different aspects of the issue of the development of the identity and nurturing one's basic qualities starting from the period of preschool childhood. The following may be highlighted among the main directions of scientific inquiry: L. Artemova, L. Burova, O. Koshelivska (nurturing of the child's identity in play activity), I. Beh, O. Budnyk, N. Havrysh, T. Ponimanska (forming of the moral qualities of the identity, moral and ethical education), H. Bieliienka (forming of the identity while working and interacting with nature, V. Kuzmenko (nurturing of individuality of the preschool-age child), M. Savchenko, O. Udina (nurturing of autonomy in play activity), etc.

In the scientific researches of the given authors the opinion is defended that the personal level of human's development is defined by their life activity. Active identity shows proactiveness in any type of activity. In our research we consider the opinion of T. Pirozhenko concerning psychological appearance of the senior preschool age, we expect that the formation of the creative types of activity, for instance a role-playing game, is an essential condition of the development of the personal potential of the preschool-age child and formation of his or her basic qualities in this age period. As a matter of fact appearance and formation of the activeness and proactiveness of the identity in this period of development happens during specific types of children's activities [11, p. 8-15].

According to O. Kononko basic qualities are main, most important features that are decisive in the formation of identity. She underlines that individual life experience of the child and external influence of the nurturing and education can be seen as essential conditions of constructiveness, productivity of the livelihood of the child, realization of his or her personal potential. O. Kononko connects these notions with achievement of the personal development of the child or in other words his or her life competence. The researcher defines life competent child of the preschool age as the one who has formed basic qualities of the identity. [4, p. 68-70]. According to O. Kononko the main strategic goals of the preschool education that should be solved by practitioners is the creation of the conditions for self-realization of the child, forming productive activity in them (proactiveness, independence, creativity).

Her point with regards to the nurturing of the basic qualities of the identity was also expressed by H. Bieliienka who thinks that the efficiency of the work on formation of basic qualities of the identity depends on emotional contact of the child with the environment, successful cooperation of the

pedagogues and parents of preschool-aged children in the scope of nurturing of the child. The researcher characterizes such main basic qualities of the identity as arbitrary behavior, autonomy, creativity, freedom and safety of the behavior, self-realization, self-attitude, self-assessment and proactiveness. H. Bielienska characterized proactiveness as ability and aptitude of the child to the active deeds and independent, personal initiatives. According to the researcher the development of proactiveness is advisable to perform first of all in the leading type of activity of the preschool-aged child that is play and education that is based on using playing methods [2, p. 11-15].

Having studied the problem of the nurturing of the morality of preschool-aged children, the other scientist T. Ponimanska mentions that morality is the basis of personality development and emphasizes on formation of the real morality in which a child consciously follows norms and rules of behavior. Therefore, morality of an identity is formed in the conscious choice and is revealed in actions that are defined by their moral values, beliefs and principals. Having studied subjective position of the child in the educational process T. Ponimanska noted positive influence of the subjective experience on the nurturing of morality which is acquired by a child through taking part in the performing a system of tasks including play activities. According to the researcher such basic qualities as creative activity and autonomy of the identity which includes proactiveness are formed in subjective experience of children which is provided through organization of pedagogical process on the basis of interaction of pedagogues and nurslings [12, p. 3-6].

According to S. Ladyvir a period of preschool childhood is appropriate for the development of the identity as long as their intensive development could be seen in different kinds of activity, communication, education. A great importance for the identity development has activity in which a child tries to get new knowledge and self-realize. This type of activity in the period of preschool childhood is a game, in senior preschool age this is its variety – role-playing game. Realization of personal potential in a game by the child acquires a status of valuable orientation for them which encourages the formation of proactiveness. Grown-ups are able to make this process more effective by means of organizing positive pedagogical interaction between a child and mediate control of the game. S. Ladyvir stated that the effectiveness of the pedagogical interaction between nurslings and grown-ups is reflected in the ability of the child to manifest him- or herself in the activity, his or her ability to act actively, to assess creatively, independently and take decisions proactively [8, p. 6-8].

According to L. Artemova an important way of nurturing influence on the child is play activity. The research results of L. Artemova witness that children of preschool age reflect acquired knowledge in the game which they got in the result of organized educational work and personal empiric experience and which confirms the reflection of individuality in the game. In other words, children bring independent, creative and proactive element in the game which is reflected in the choice of the role and the way of enacting it, adding personal ideas to the development of the plot in joint play. The researcher draws attention to the control of the gaming activity by pedagogues and consideration of display of activity, creativity, independence and proactiveness of the children. The researcher states that development of basic qualities of the identity and their mediated stimulation influences the content and time period of the development of the role-playing game. The game accelerates the activity of the children without depressing their proactiveness [1, p. 159].

According to the results of observations of pedagogues-practitioners and researches of scholars, formation of basic qualities of the identity and his or her general development is conditioned by the content and organization of the child's activity in the developing environment [3]. An ability of the preschool teacher to form and develop proactiveness of the child as basic quality mostly depends on the available methodical provision of the educational work in preschool institution, character of interaction between the nursling and pedagogues [6, p. 12].

The scholars agree on the point that nurturing of the basic qualities of the personality should be started at as early age as possible. At the same time we noted that among identity qualities outlined in the basic component, those that should be formed in the preschool childhood, are those that are not sufficiently studied on theoretical and practical levels. One of them is proactiveness. At the same time the scientists emphasize the necessity of the personal development of the child which is impossible

without providing him or her with freedom of activity, demonstration of autonomy and support of proactiveness.

The aforesaid tendency is reflected in the content of the educational program of the preschool educational institutions. All of them are directed on the improvement of the quality of preschool education, implementation of modern pedagogical technologies, methods and techniques, forms and means of formation of basic qualities of the identity [8, p. 31-32].

The listed ideas of the scholars actualize requests on the elaboration of the program and methodical documentation for preschool education, which target pedagogues on the organization of educational process on the basis of humanization and individualization principles.

In the modern programs of nurturing of children of preschool age we can note the focus of the educational process on the source of development of the identity based on the prerogative personal-oriented model of nurturing. For instance, the Ministry of Education and Science of Ukraine defined a list of recommended programs and educational literature for the use in preschool educational institutions. As of 2015 the following programs are recommended for use in preschool educational institutions: "Confident Start", program of development of children of senior preschool age (authoring team Andriietti O.O., Holubovych O.P. and others), "Dytyna": educational program for children from 2 till 7 years old (academic advisor Krutii K.L.), "Ukrainske doshkillia": program of development of preschool-age children (authors Bilan O.I., Vozna L.M., Maksymenko O.L.), "Soniashnyk"; complex program of development, education and nurturing of preschool-age children (author Kaluska L.V.) [10, p. 2].

Priority of the modern preschool education is improvement of its quality as a condition of identity development. According to the data of the Concept of the State Purposeful Program of Development of Preschool Education for the Period Until 2017, a net of the modern preschool institutions do not provide the citizens with preschool education in the full scale. Only 56% of the general quantity of children visit preschool educational institutions. Groups are overcrowded, 106 thousands children are waiting for their turn to be admitted. Preschool education covers 93,5 of total amount of 5-year-old children which contradicts to the legal requirements and affects the quality of the educational process in the school. Therefore, inquires of the parents of preschool-age children are directed at nurturing, development and education of the future generation in the conditions of preschool educational institution [5, p. 17]. The main tasks of the Concept of State Purposeful Program are: creation of conditions for the receiving of the obligatory preschool education by five-year-old children, improvement of quality of preschool education, provision of personal growth of each child with account of his or her inclinations, skills, individual peculiarities, strengthening of educational and methodological basis as well as material and technical resources [5, p. 20].

3. CONCLUSIONS

The society pays redouble attention to the problem of nurturing of active, independent, proactive identity that is capable of self-realization in the community. According to the analysis of the research results, the most effective way of forming and development of all basic qualities of the identity in the period of preschool childhood is play activity. Proactiveness is one of the basic qualities of the identity and simultaneously a component of a number of others. We attempt to conclude, by formation and development of this feature in the game we inspire wholesome development of the identity. It is essential to provide children with an ability to play freely and create pedagogical conditions when the process of nurturing proactiveness goes naturally and effortless.

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Агіляр Туклер Вікторія. Сучасні наукові дослідження про виховання ініціативності у дошкільнят. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 114–118.

У статті представлено результати аналізу сучасних наукових досліджень з дошкільної освіти, в яких відображено питання виховання базових якостей особистості. Обґрунтовано, що результати дослідження проблеми виховання базових якостей у дітей дошкільного віку впливають на вдосконалення змісту програмового забезпечення освітнього процесу в навчальних закладах України і можуть слугувати орієнтиром у визначенні стратегій його перебудови.

Ключові слова: діти дошкільного віку, дошкільний навчальний заклад, базові якості особистості.

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