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*Dear Readers!*

*We offer the English issue of scientific articles compiled within the framework of international research and educational project "Highland School of the Ukrainian Carpathians". For almost 10 years researchers of Vasyl Stefanyk Precarpathian National University in cooperation with interested partners of other educational institutions, NGOs have implemented the above project. Its research and experimental basis consists of a wide network of educational institutions counting almost 870 only on the terrain of 30 highland districts of the Ukrainian Carpathians, where more than 135 thousand children are studying. Apart from Lviv, Transcarpathia and Chernivtsi regions of Ukraine, researchers from highland regions of Poland, Slovakia, Romania and a wide network of Appalachian university centers (USA) have been involved in the project.*

*Since the implementation of the project "Highland School of the Ukrainian Carpathians", a lot of theoretical and methodical materials concerning the development of educational process in the Carpathians have been worked out, international scientific conferences have been hold, All-Ukrainian professional journal concerning the issues of pedagogy is published, the focus has been made on the professional training of would-be teachers for work in highland area. Best pedagogical practices and work experience in rural schools of other Ukrainian regions have been generalized. Therefore, this issue contains materials of researchers and educational workers from Podillya, Naddnipryanshchyna, Polissya, Slobozhanshchyna.*

*I invite the readers of this issue for collaboration and active discussions of school education development.*

*Sincerely, Author of the project  
Yuriy Moskalenko, PhD, professor, Deputy Editor in Chief of  
the Journal «Highland School of the  
Ukrainian Carpathians»*



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## Section A:

# THE APPALACHIANS AND CARPATHIANS. EDUCATION: MERGING BORDERS

## SYSTEM OF CONTINUOUS AGRICULTURAL EDUCATION IN PRECARPATHIA (LATE XIX - EARLY XX CENTURIES)

HALYNA BILAVYCH

**Abstract.** Ukrainian public communities have important achievements in development of the system of continuous agricultural education in Precarpathia - Ukrainian Pedagogical Society "Ridna Shkola", "Prosvita", "Silskyi Hospodar", the Union of Ukrainians and others. In the late XIX - early XX centuries, they held important educational work among adults, organized various forms of training - courses, professional-complementary schools, agricultural schools, high schools, colleges, courses, public universities etc. All this contributed to increasing of economic culture of the Ukrainian land. Formation of economic culture of children and adults in Precarpathia had its own characteristics, mainly associated with the economic, social, historical, climatic, cultural and educational conditions of life and activities. The system of continuous agricultural education included some educational institutions such as courses, vocational schools, which performed various levels of training. Agricultural schools became an important area of lifelong education. Let us consider, for example, the activities of two schools - one of the first established societies "Enlightenment" in the Precarpathia - schools in Mylovanya (Tlumachchyna) and Starokosivska, which was founded in 1942 during the German occupation. Thus, on condition of the absence of state Ukrainian professional schools in the late XIX - early XX centuries civil societies created a system of continuous agricultural education which was aimed at improving the economic culture of young people and adults.

**Keywords:** continuous agricultural education, economic culture, agricultural schools.

Ukrainian public communities have important achievements in development of the system of continuous agricultural education in Precarpathia - Ukrainian Pedagogical Society "Ridna Shkola", "Prosvita", "Silskyi Hospodar", the Union of Ukrainians and others. In the late XIX - early XX centuries, they held important educational work among adults, organized various forms of training - courses, professional-complementary schools, agricultural schools, high schools, colleges, courses, public universities etc. All this contributed to increasing of economic culture of the Ukrainian land.

Ethnocultural development of Precarpathia in late XIX - early XX centuries was studied by scientists: P. Arsenych, V. Hnatyuk, H. Horyn, V. Hrabovetsky, M. Domashevskyy, I. Zelenchuk, V. Klapchuk, I. Krypyakevych, I. Kuzych-Berezovsky, P. Siredzhuk, S. Tomashivskyy, Ivan Franko, P. Shkriblyak, V. Shuhevych, etc. Publications which analyze the formation of Ukrainian national consciousness have an important role (P. Arsenych, H. Bilavych, H. Horyn, A. Hrytsan, M. Huyvanyuk,

M. Dyadyuk, H. Kozholyanko, B. Savchuk, P. Siredzhuk, etc.) An important literary base of our study is works of Ukrainian scientists in emigration, including the publication of local economic society "Silskyi hospodar" in Lviv. 1899-1944 (New York, 1970), "History of Ukrainian cooperative movement" I. Vytanovycha (New York, 1974), "Almanac of Stanislaviv land". Collection of materials of the history of Stanislaviv and Stanyslavivschyna (New York, Toronto, Munich, 1975), "Horodenschna. Historical memoirs collection" (New York - Toronto - Winnipeg, 1978), Encyclopedia of Ukrainian Studies. Dictionary part. Vol. 1 -10) (Paris -New York, 1955-1984), "Kolomyia and Kolomiyschna. Collection of records of the recent past" (Philadelphia, 1998) and others. However, our problem is not researched enough in the Ukrainian science.

Formation of economic culture of children and adults in Precarpathia had its own characteristics, mainly associated with the economic, social, historical, climatic, cultural and educational conditions of life and activities. On the one hand, the country's population suffered from land hunger, usury, poverty, disease and other social disorders, there were no relevant educational institutions. On the other hand, the cultural and ethnographic conditions, especially Hutsul and Pokuttya contributed to the development of domestic fisheries, at the same time geographical, climatic, soil conditions contributed to industrial gardening.

Experts of that period emphasized that mountain area had very poor soil, and villages were overcrowded<sup>1</sup>. According to government statistics, the highest density in Galicia was just in Stanislavivschyna - 103 persons accounted for 100 hectares, in Kolomiyschna, for example, - 108.4 persons. Before World War I the problem was partially solved by labor emigration to the Americas and Europe. According to the data, the size of farms in Stanislavivshyna was as follows: from 0 to 2 hectares were 70.9%, from 2 to 5 ha - 22%, and from 5 to 20 - only 6.3%. In the highlands "percentage of the poor" was even more. Thus, over 80% of households could not be effective. And in mountainous or "poor" villages (as, for example, Akreshory or Runhury), this percentage reached by 100<sup>2</sup>.

V. Dmytrenko, an agronomist of branch of "Silskyi hospodar" in Kolomyia, said that the government is not interested in the fate of a Ukrainian peasant, village which has been abandoned by public authority to their fate, came to the brink of poverty, the peasants were generally landless or land-poor, had no concept of "culture of life and sustainable management" manage still avital methods. Against this background, the activities of Ukrainian civil society are revolutionary, because they actually took over the functions of the state in agricultural education: due to the dedicated work of specialists such as "social agronomists", the economical education was a system of continuous agricultural education. Its purpose was to teach farmers sustainable housekeeping, increasing economic culture of Ukrainians, the formation of "good hosts", nationally conscious Ukrainian citizens of the future, to enhance the overall culture of people, improving their way of life, economic growth of peasants.

It is known that there was no Ukrainian public agricultural school in Galicia in the late XIX - early XX centuries. For example, for that period such institution of Denmark accounted for 6 thousand households, in Japan - 400, and in Galicia - 25 thousand<sup>9</sup>. So this gap was filled by Ukrainian national societies ("Prosvita", "Ridna Shkola", "Silskyi hospodar", the Union of Ukrainians and others) and the Central Council, District Cooperative Union, "Narodna Torhivlia" and so on.

An important direction of business and economic enlightenment of Ukrainians became agitation and advocacy. Contemporary periodicals, reports of "Prosvita" declare the spread of such events in the second half of 1890. Only in 1910 "Silskyi hospodar" organized nine major and dozens of minor events such as the meeting in Stari Kuty, where there were about 1,200 people.

Lecture work contributed to laying the foundations of economic knowledge and professional training for various sectors of the economy. Important role in its development played "itinerant" teachers of "Prosvita", whose functions were performed by known agronomists A. King, A. Harasymovych, C. Kuzyk, M. Tvordylo in 1896-1914. Every year their performances covered from 45 to 245 communities. Only in the years 1896-1898 there were 30 thousand listeners and the number of such events constantly increased<sup>8</sup>. The system of continuous agricultural education included some educational institutions such as courses, vocational schools, which performed various levels of training.

Ukrainian Pedagogical Society "Ridna Shkola" created professional complementary schools for children who had graduated from public schools and could not continue to study. They were free of charge. They taught young men and women aged from 14 who worked. Students studied at night and their training lasted for three years for 12-16 hours weekly.

Under those circumstances another effective form of agricultural education were courses lasting 3-6 months which helped obtain some qualification and knowledge that taught students intelligently and rationally housekeeping. For example, on the territory of Hutsul there were 6 craft schools, club of weavers, carpet makers and carvers, handicraft shops, cooperatives, including the largest - Kosiv "Hutsul", courses, where students were taught construction work, painting and polishing wood, sewing gloves, male and female clothing and uniforms, slaughter cattle, producing meat products and so on. Carpet and carpenter courses in Kosiv deserve special attention, they organized the union "Hutsul art" (leaders were Michael Kurylenko (carpet section) and Nicholas Huleychuk (carpenter section). This form of professional education for young people and adults contributed to the revival and flourishing of folk arts and crafts preserving ancient traditions. Decisions of the First Congress of teaching in Lviv in 1935, which confirmed the importance of the strategic objectives of Ukrainian education - development of "plowman schooling" as a "necessary condition for the rise of cultural and economic level of our village as the basis for the nation - the peasantry" contributed to the development of continuous agricultural education. For this purpose the society "Native School" aimed to create a "commission for professional schooling" and positions of certain consultants, and some secondary schools should be turned into professional secondary agricultural schools etc<sup>7</sup>.

The society "Silskyi hospodar" created Scholarship Fund named after Titus Voinarovsky for financial assistance to young men and women who "wanted to study in agricultural schools." In a short time, the Fund amounted to over 10,000 <sup>7</sup>. The decision of the Congress were ceased in the book by Eugene Khraplyvyi "Need for development of our plowmen school system," which contributed to their dissemination among the public.

The second direction of activity of "Silskyi hospodar" became "Khliborobsky" vyshkil molodi". Non - availability of state agricultural schools, in the opinion of company's leaders, had to be compensated by massive complex work of educating the young generation of proprietors. Thus, following the European and American models, "Silskyi hospodar" created a network of massive business and economic education and professional training through groups of "Khliborobsky" vyshkil molodi". During 1933-1938, the number of members (the "competitors") increased from 5.3 to 13 million people, each year 28-42 courses for instructors "agriculturists" were held. At courses boys and girls received the theoretical knowledge and practical skills in various sectors of economic activity and there happened a formation of national conscious young man, citizen, patriot, active public figure<sup>7</sup>. One of the forms of business education was courses for personnel training for agricultural education. Depending on the purpose, objectives, conditions, etc. they were usually arranged at a different time from several days to several weeks. In August 1938 the Central Council in Lviv arranged five week long course in Vorokhta for cooperative workers where representatives from almost every cooperative county arrived. In addition to teaching, the participants shared experience in the field of development, cooperation and building of local agriculture. Professional classes were held before afternoon, followed by tours arranged through surrounding areas (Dovbush Caves, Hoverla etc)<sup>6</sup>.

Association "Soyuz Ukrainok" pursued a great work among women. So, created back in 1902 the association "Zhinochyi kruzhok", "Domashnya zhinocha spilka hutsulskoho promyslu" in Kolomyja maintained "school" and "maiden school" engaged in sales of goods of domestic production<sup>3</sup>. "Soyuz Ukrainok" collaborated with the "Silskyi hospodar" and cooperative establishments in terms of "raising the overall business culture of women". Labor has become more intense in the early 1930s through education. "Soyuz Ukrainok" conducted educational activities among women under the slogan: "Let's strengthen cooperation by massive membership". As a result of this and other events the amount of Ukrainian women in the cooperative movement has grown to 55 thousand, accounting for 12.9% of the total number of its members.<sup>4</sup> According to archives, the economic section at the Main Department of the Union of Ukrainians only during the years 1936-1937 has arranged 271 course for 3.6

thousand participants, the most popular of which were cooking courses (45%), sewing courses (30%), cutting and sewing (14%) and others<sup>7</sup>.

Agricultural schools became an important area of lifelong education. Let us consider, for example, the activities of two schools - one of the first established societies "Enlightenment" in the Precarpathia - schools in Mylovanya (Tlumachchyna) and Starokosivska, which was founded in 1942 during the German occupation.

The school of Mylovanya - the first Ukrainian professional school, which was organized in 1908 by "Prosvita" to train the proprietors. Metropolitan Sheptytsky contributed to its creation, he provided one-story house and 68 mortuaries of field 10800 Austria Crowns. Subsequently, in 1912 they bought more land, pasture and forest. Total - 239 mortuaries. Here, a gardening school was organized. According to P. Petryka, "Prosvita" created a hotbed of economic knowledge, organized a gradual (effective) household, research fields, chemical workshops (laboratories), a model garden and weather station. Such a school was yet found neither in the land of Ukraine nor Poland.

The school always took care of the material and technical state of the institution, rebuilt rooms, introduced experience of such schools of Denmark. Thus, from 1911 to November 1912 the house was rebuilt into the school and boarding school using the experience of such schools of Denmark. The cost of reconstruction was 70,000 crowns. This caused an interest among Ukrainians of the region: if a five-month course 1912 / '13 taught only 20 students, in 1913/14 - 34 people<sup>5</sup>. In the summer of 1914 there were special courses for Huzuls that lasted 6 weeks. And right after that the "correct one-year science" was started, training lasted one year since then. The events of World War I, the Russian occupation of the land, then recovery and development of the pre-war situation of the school caused the fact that even in 1925 they failed to restore the normal learning process. But every effort has been made to restore education and improve quality, increase the training period: in 1922 14 persons finished the first three-month course, 1923/24 - 15 people., 1925 / '26 five-month courses - 18, 1926/27 , the seven-month courses - 32 people, 1927 / '28 - 36 participants; 1928/29 - 33 people<sup>5</sup>.

There was good teaching staff of the school, the teachers were qualified to work as well as veterinarian, cooperators, etc. Students were offered different learning aids: library, weather station, equipment for theoretical and practical training. In addition, a model gardening institution was located on 23 morgues of field, which gave more than 20,000 trees annually. A. Fronchak was in charge of it, he had extensive experience of work in German, French and English horticultural establishments. "Trees were discharged from the Czech Republic.<sup>5</sup> Important is the fact that in Mylovanya school youth studied not only from the Precarpathia, but also from Volyn, Holm and Polissya.

Another school to be discussed is Starokosiv Agricultural School (Hutsul). It is important to admit that during the German occupation (1942-1944 years) 200 boys and 250 girls finished this school.<sup>1</sup> It prepared the "good proprietor". Boys and girls were aged from 14 to 24 years from nearby villages - Verbitvsi, Cherhanivky, Hymchyna. Danylo Serduk, a school engineer agronomist, supervised the establishment and besides him two more teachers were employed.

Studies was carried out once a week. The program included nearly all the items on Agriculture, girls were taught household and gardening. Educational course included theoretical (held in the winter program divisions - boyish and girls) and practical training, which took place in summer directly in the field, in the garden, in the garden during sowing, weeding vegetable crops, planting, grafting and tree care, harvesting, care and breeding of livestock, poultry and so on. The peculiarity of the school was that it focused on horticulture<sup>2</sup>.

School had the necessary material base: some houses for training boys and girls, 3 hectares of arable land, about 7 hectares of gardens, seedbed where seedlings of fruit trees were grown together with horses, cows, hens, rabbits. Soon Starokosiv agricultural school opened its branch in Hymchyn (12 km from it), which was equipped with two rooms for theoretical studies, the facilities for practical training. Each week teachers from the Old Hymchyn traveled to Kosiv to teach subjects. For a short time Starokosiv school and its branch in Hymchyn released about 560 boys and girls. The main source of financing was local, the school received annually from 10,000 zl. from the Union of counties in Kolomyja<sup>2</sup>.

Thus, on condition of the absence of state Ukrainian professional schools in the late XIX - early XX centuries civil societies created a system of continuous agricultural education which was aimed at improving the economic culture of young people and adults. Complementary professional-schools of Ukrainian education society "Mother School", agricultural schools and a variety of short- term and long-term courses, "Silsky hospodar", "Soyuz Ukrainok", "Prosvita", other companies and organizations were of great importance. Economic education was widespread for adults. Professional literature, agricultural magazines, etc. played an important role in this process. Plowmen training gave local young boys and girls an opportunity to gain knowledge and spheres of agriculture, household, brought them up as "good proprietors" nationally conscious citizens and patriots.

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## READINESS OF SENIOR STUDENTS FROM THE CARPATHIAN TERRAIN TO CHOOSE TEACHING PROFESSION: PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS

TETYANA BLYZNYUK

**Abstract.** The article presented at the conference is the study of the problems of upbringing and education of senior pupils from the Carpathian mountain area. Namely the author investigates the students' readiness for choosing the teaching profession and willingness to work at rural mountain schools. Despite the big number of teachers in the labor market of Ukraine, now the system of education meets an acute issue dealing with the selection to the pedagogical specialties talented creative young people who actually choose teaching profession by nature and strong personal will. Today there are very few teachers whose level of commitment to perform professional duties in Ukrainian education is really high, and this is especially true about mountain school teachers. This phenomenon can be partially explained by the fact that teaching profession has low prestige in our society for the recent decades (Ukrainian teachers are not well-paid, their working conditions in rural Carpathian schools leave much to be desired). Therefore the problem of readiness of high school students to perform professional-pedagogical duties is of particular relevance. The author analyzes the psychological and pedagogical basis of the presented problem, defines the essence and structure of the notion "readiness for choosing the teaching profession". In the context of solving this issue one of the important conditions the author considers the comprehensive development of senior school students, particularly the development of their creative abilities.

**Keywords:** psychological and pedagogical foundations, senior students, teaching profession.

The current state of socio-economic development in Ukraine stresses the need for training in a comprehensive school not only educated and intelligent personality, and above all a person who can consciously and responsibly carry out professional duties. This is what will enable school leavers to determine the trajectory of learning activities according to their abilities, interests and needs and will provide not only the effectiveness of education process, but also self-realization of every student throughout lifetime.

The purpose of the article is to analyze the psychological and pedagogical foundations of upbringing readiness of senior students from mountainous terrain to choose teaching profession. Today we can observe a tendency when young people leave school, enter the university and try to find employment in the urban world, leaving native rural community without qualified professionals, namely teachers. This issue is also a deep concern of teaching in highland regions. As in some Carpathian villages you will not find even a primary school, and if you find some teachers' working conditions are rather poor. That's why the existence of the problem of teaching employment in

mountain regions is obvious. Status and level of rural mountain schools today is today determined by the fact that it is a major factor of life, the preservation and development of the village itself.

We attempt to declare that according to these factors mountain school leavers are unwilling to choose teaching as their future profession. Over the past decades the problem of growing personality to perform a particular work attracted attention of many educators, psychologists, sociologists and other researchers. This is due to the fact that student's career choices depend on the development of important mental formations. In revealing these aspects of the matter we relied upon the researches of the psychology about major activities and their mechanisms (L. Vygotsky, S. Rubinstein, A. Leontiev, V. Davydov and others) the nature of psychological readiness to human activities (P. Anokhin, A. Luria, A. Golubev, V. Rothenberg) setting to performing action (D. Uznadze, A. Pranhishvili, I. Bzhalava).

The concept of "readiness" or "commitment" began to appear in the scientific literature in the early XX<sup>th</sup> century due to the need to establish an individual's activity in different spheres of life. At that time, psychologists (B. Thomas, F. Znanetskyi, G. Allport, D. Katz, G. Smith and others) explained this category as a phenomenon of social and human values of resistance to external influences and internal environment within regulation and self-regulation of human behavior.<sup>6</sup> Subsequently, the term "readiness" or "commitment" became the leading in the activity theory and has been studied in relation to emotional, intellectual, moral and psychological potential of the individual in future careers. That commitment in essence scientists began to determine as a measure of self-regulation and adaptation at various stages and levels of occurrence of mental processes that outline the behavior of the individual in the area of physiology, psyche, and social behavior (M. Dyachenko, L. Kandybovych, A. Linenko). Since the late XX<sup>th</sup> century psychologists began using structural component and functional approaches to disclose the nature of "readiness"<sup>2</sup>.

In general, educational and psychological understanding of the concept of "readiness" is from the perspective of different theoretical approaches.

Representatives of functional and psychological approach (M. Dyachenko, L. Kandybovych, P. Anokhin) believe that "commitment" is active and effective condition of the individual which contributes to the successful implementation of any activity.<sup>2</sup> Scientists who support active approach in the analysis of psychological and educational phenomena and processes (M. Zyazyun and others) note that "readiness" is an internal orientation of the individual to future activity, specific mental phenomenon, which leads to a certain kind of performance (academic, sports, work etc)<sup>7</sup>. In the context of the problem of determining the readiness of students to career choices I. Bolotnikova singled out sociological, economic, natural- scientific, psychological and ergonomic aspects. According to the researcher, the main component of the problem is psychological, that is in the relationship and interaction with the pedagogical aspect of person's readiness to a particular activity and is considered as an integrated set of personal traits and properties that ensure the efficiency of this activity<sup>1</sup>.

Considering the psychological aspect of the problem of forming a personal commitment to the profession choice N. Mosol believed that the concept of "personal commitment" is the integral formation of the individual and is based on a consistent internal motivation to future career, formation of professional perspectives, it involves the development of reflective skills and professionally significant qualities and generally defines a person as a subject of future career. The researcher also noted that the structure of personal "readiness" includes cognitive, motivational, subject-personal components. To summarize the researcher emphasized that the content of personal commitment to choosing an occupation is defined by the specifics of the profession<sup>4</sup>.

In order to clarify the nature of the concept of "readiness for choosing the teaching profession" we should reveal its structure, as it will allow us through clarification of its components to reveal the specifics of our problem. Thus we analyzed a number of studies that presented corresponding structure. In the process of study of psychological and educational literature, it was found that now structure of individual readiness is defined in different ways, depending on what it is directed. Educators have investigated the problem of forming personal readiness for various conditions of education and training: in preparation for schooling, occupational choice, implementation of various

aspects of professional activity and more. According to T. Gutsan and others commitment to a particular activity (teacher, for instance) can be educated, created or developed<sup>3</sup>.

Today in the structure of readiness the researchers determine such components as cognitive (or orientation, intellectual, cognitive), motivational, reflexive (or subjective-personal, evaluative), emotional and volitional, operational and activity. According to this approach readiness itself is considered as complex of integrated characteristics, knowledge and experience of the individual.

Exploring the problem of readiness of senior students from the Carpathian terrain to choose the teaching profession in mutual activity of a comprehensive and high school, we have concluded that the issue is a complex structural formation of interconnected, individual, psychological and personal traits, knowledge about the teaching profession, teaching practical skills and skills that are formed according to the society demands regarding teaching profession.

Considering the structure shown above we can speak about a specific phenomenon that characterizes this aspect of the problem - the existence of a creative component, which involves the development of creative teaching abilities of senior students in mountainous terrain. We consider that such feature is the key to educational activity. It determines the pedagogical orientation of senior pupils and their professional competence.

Thus we can conclude that an essential component of readiness of senior students from mountainous terrain to choose the teaching profession is a communicative and creative sphere that manifests itself in the ability to provide educational material which should be meaningful and interesting; to establish contacts with the students. Based on the above, we determined the level of readiness for teaching activity by analyzing the level of formation of specific knowledge and skills which are necessary for a particular type of activity. In our research, it was professional and communicative teaching practices carried out in the course of communication and through communication. During training at school, in our opinion, it is impossible to provide sufficient knowledge, to form perfect professional skills of a growing personality. The challenge is to determine the required minimum, provide professional expertise in pre-professional training. With this understanding of the approach we rely on N. Mosol that the content of personal commitment to the profession choice is based on the specifics of the profession<sup>4</sup>.

In the domestic educational theory and practice, the primary means of support for young rural people in the process of choosing a teaching profession and initiate future career is professional orientation. However, to implement all the tasks in this direction only by its means, in our opinion, is impossible. Therefore, we consider it appropriate to use sufficiently thorough investigation of the problem of psycho-pedagogical support of readiness of high school students to choose the profession of a teacher. According to researches V. Prazhnytskyi, D. Zakatnov and others this psychological and pedagogical support is a complex of organizational and psycho-educational events, directed to study the formation, development and adjustment of professional identity formation of a senior rural student<sup>6</sup>. Today a number of technologies are promoted which encourage students' readiness to choose a teaching profession consciously: developing diagnostics, training development, out-door education games, project method and so on.

Considering the mountain school educational activity as an important factor of social change we must take into account the fact that the possibility of its influence on the development of rural mountain society is significant, however, and difficulties which the school faces nowadays are great. Finally we can conclude that the problem of students' readiness to choose the teaching profession in a mountain school is very complex. In the context of its solution we declare that one of the essential conditions is students' comprehensive development, in particular, creativity skills, formation of independent scientific knowledge, the capacity for self-realization, self-actualization and professional self-determination. Students' commitment for the choice and acquisition of the teaching profession depends on the personal influence of the teacher - the organizer of specialized education in school. He should therefore make every effort to encourage mountain students to careful step by revealing all facets of this profession. So the teacher has yet to act in the role of a psychologist, have empathic understanding, congruence, communication skills, be able to find contact with students. Preservation of

a mountain rural school means preservation of Ukrainian folk customs, cultural traditions, beautiful Carpathian landscapes, which can be discovered by teachers with their students during practical studies in nature. So development of mountain terrain in general will surely offer great economic opportunities to local communities, show a path to self-determination and well-being of those who can call the Carpathians their native place.

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## TEACHERS' TRAINING FOR SOCIAL AND EDUCATIONAL ACTIVITY IN CONDITIONS OF MOUNTAIN AREA PRIMARY SCHOOL

OLENA BUDNYK

**Abstract.** The article highlights the keynotes of professional training of elementary school teacher to social and pedagogical activity with pupils and their parents taking into consideration specific character of mountain *landscape*-climatic and ethnocultural environment.

Author focuses on engaging students of teacher training institutions in research work according to outlined problems, the creation of individual database on cultural issues, enhance their performance by varied forms and methods of teaching in the humanities. The author stresses the importance of independent ethnographic activity of future teachers, in particular the study of crafts and trades of mountainous region, the folklore and customs of the locals, collecting vintage household items and their local historical analysis. Ideological value orientations of the inhabitants of the mountains is a key component of spiritual values and the basic formation of the structure of consciousness and awareness of the growing personality. Deeper knowledge of students priority of moral, aesthetic, civic values of people from mountain terrain and features of the landscape, climate, flora and fauna of mountain environment will help them develop their future careers, which is to foster harmonious child in primary school environment.

**Keywords:** professional training, social and educational activity, ethnocultural environment, future teachers, elementary school of a mountain area.

In the conditions of technological civilization humanistic and anthropological theories based on spirituality, science, culture, and national priorities serve as a strategic guideline of an education progress in Ukraine. Basing on the theory of human centrism (V. Kremen) in education they identify a new pedagogical paradigm that is pedagogy of culture and human creation (V. Andrushchenko), for "it is the human formed as a personality on the ground of culture, is the only center of the educational process, around which other values are concentrated that ensures the integrity of the system and serves as the defining principle of its development strategy"<sup>1</sup>.

Thus the actual question of formation and development of personal values of growing personality rises taking into consideration the specific character of certain region in particular mountain landscape climate and ethnocultural environment. In Ukrainian Carpathians mountain school there are great opportunities to familiarize students with valuable natural resources and unique cultural traditions. Therefore, this region is particularly characterized by a number of socio-economic (unemployment, poverty, instability, external migration of the adult population, fertility decline) and environmental problems (floods, deforestation etc). These problems to some extent affect the quality of the education

in the region, so the issue of teachers' training for social and educational activity in the conditions of mountain school acutely rises.

In modern psychological and pedagogical science and practice the following statements are considered to be of immediate interest: influence of social environment on the personality formation (O. Bezpalko, H. Dementieva, A. Kapska, R. Malynoshevskyi, D. Penishkevych, R. Vainola); substantiation of interrelation between socio-cultural space and its development (V. Buieva, M. Ishchenko, M. Sorokin, I. Yakymanska); defining the essence of the notions of "educational environment" (A. Afanasiev, T. Alekseyenko, N. Ishchuk, L. Kohan, L. Novikova, V. Semenov), "personally oriented educational environment" (K. Baltremus, I. Bekh), "educational environment of village school" (H. Inanyuk), "social and pedagogical environment" (A. Kapska, L. Mishchyk, O. Romanovska), "socio environment", "healthy socio-cultural environment", "comfortable educational environment" (H. Filipchuk, O. Karpenko, S. Sysoeva), "ethno informational environment" (B. Afanasiev). However scientists left unattended the problem of socio-cultural environment of mountain elementary school and professional training of teachers for social and educational activity in terms of its design.

The objective of the article is to determine principal statements of elementary school teacher's professional training for social and pedagogical activity with pupils and their parents on the basis of studying the specific character of mountain landscape-climatic and ethnocultural environment.

Development and implementation of the general concept of the professional formation of competitive elementary school teacher in Ukraine, in particular his/her commitment to social and educational activity with pupils and their parents in social and cultural mountain environment foresees a gradual realization of an appropriate system in both theoretical and practical terms, according to the demands of State standard of professional training.

Considering professional education as a sociocultural institution of a society, modern Ukrainian researchers (A. Chernyeha, M. Vachevskyi, V. Zhyhir etc.) define its objectives as follows: transferring the experience from one generation to another; preservation and development of national culture, social communication and relations; development of the motivation system of every person<sup>10</sup>.

In the mountain school they can clearly trace the influence of landscape-geographical and ethnocultural environment on the formation and development of personal values of growing personality (moral, civil, aesthetic), in the context of which spirituality functions. Among them M. Boryshevskyi differentiate the following: the feeling of patriotism, identity with the ethnic community; deep awareness of the role of the mother tongue (language of the nation) in the life of the nation; the responsibility for the fate of a nation; respect for the other ethnic communities; aesthetic, intellectual, environmental, valeological, and ideological values. The scholar defines ideological value orientations in the system of spiritual values as the basic formation in the structure of consciousness and self-identity of a personality that define the content of the "I"-concept of a child<sup>3</sup>.

Despite the numerous discussions of scientists concerning the essence of educational priorities, the significant fact is that traditional ideals are assumed as it 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<sup>7</sup>.

Residents of the mountainous region of Ukraine are as a rule deeply religious people and bring up their children on the basis of religious ideology. Thus this raises the question of preparing future

teacher to use Christian ethics, elements of religiology in the educational process of primary school in order to understand the religious mentality, study and establish cooperation with parents and pupils.

In the modern psychology of religion they frequently go to study of religious consciousness, feelings, beliefs, attitudes, mystical orientations, fanaticism, interconfessional dialogue, appropriate behavior and lifestyle. Obviously in this context we can find precious knowledge of positive influence of religion on the struggle with stress and mental disorders in children, on the stimulation of their activity in social sphere etc. Thus, "psychology of religion cannot be developed beyond a deep understanding of not only religious phenomenon, but also of super personal object, on which religious experiences are focused"<sup>2</sup>.

The problem of professional self-consciousness development remains of current interest in the professional education. Theoretical training of future teachers should be aimed not only at the retranslation of educational and cognitive information, but above all at the development of their capacity for reflection and self-awareness. In spite of the deep understanding by pedagogical universities' teachers of the need to approach the theoretical training to school practice, at contemporary Ukrainian higher education institutions Gnostic approach still dominates, whereby pupils are attracted mainly to the study of a number of subjects, ignoring the content of practice-oriented content of professional education. Hence, in the professional teaching practice, in particular social and pedagogical, teacher meets a large number of typical situations where he/she needs to act decisively, flexibly, unconventionally, and variably. It is no coincidence that in professional training of future teachers modern scholars suggest so-called "methodological and activity approach where the main role belongs to the reflexive-mental culture as a form of professional consciousness organization"; professional consciousness is regarded as activity-organized<sup>8</sup>. Obviously, it is time to focus on the formation of students activity in the application of educational and practical technology of the educational process, particularly at schools of mountain region, which require professional skills and abilities to create an atmosphere of comfort, kindness in social and educational activity of primary school; to observe, to listen to and to diagnose pupils, to analyse the shortcomings of his/her professional activity; search for educational, social and pedagogical information to provide knowledgeable assistance to pupils; creative skills of educational activities realization, the use of social and pedagogical innovations in the work with pupils and their parents; to form the educational environment of the mountain school based on cognitive-developmental possibilities of the region.

Discrediting in the conditions of globalization of value system and attitudes of young people is an attempt to defeat the sense of national culture, philosophy and history existence, as in fact, "previously cultural transformation underwent continuous spiritual and cultural adaptation, sometimes even not by one generation"<sup>6</sup>. Basing on the current understanding of the meaning and values in the context of spiritual and cultural life, V. Kremen focuses on the topicality of human centralism philosophy, aimed primarily at ensuring the continuity of cultural and historical traditions, the preservation of national identity and values in the process of education<sup>6</sup>.

Therefore training of future teachers for effective professional activity in the school of mountain region is considered to be an important aspect in the educational work of pedagogical university in order to preserve the authentic traditional customs, in particular, to achieve active modelling of appropriate social and psychological conditions including cultural heritage, social and natural features of the area, creating mechanisms for self-realization and self-affirmation, exercising one's personality<sup>5</sup>.

Key place in the process of social and pedagogical training of future teachers belongs to individual search and ethnographic activities: to examine the peculiarities of folk crafts of the region, to write down legends and beliefs about work connected with economic activities of local residents, to identify its place in the content of school education; to amass a collection of old household items (dishes, rare tools, household utensils, decorative items) and to carry out historical analysis of the items, to examine the little-known traditions of a particular ethnic group, to determine their functions in the social education of contemporary children; to systematize humorous folk activity (songs, poems, jokes, sayings) and to analyze their educational opportunities and so on<sup>4</sup>.

Despite the politic and economic instability, rich educational experience of personality's study and upbringing is accumulated in Ukraine, theoretic-methodical achievements can be the object of study for national educational systems of other countries. Remarkable for the European Education is educational heritage of such Ukrainian educators as O. Dukhnovych, K. Ushynskyi, S. Rusovoi, G. Vaschenka, A. Makarenka, V. Sukhomlynskogo and others. Experience of national upbringing of children and youth deserves attention in the context of cultural-educational integration of Ukraine into the European community.

The study of the leading ideas of foreign pedagogy will greatly enrich the Ukrainian educational science. For example, experience of study and education of the European countries which succeeded greatly in creation of a free lawful state and formation of a creative intelligent personality, is useful in terms of reformation of the education system, its content, forms and methods of education in educational establishments of Ukraine.

"With all the difference of educational systems, created by the European peoples, – says G. Vaschenko, – they have much in common. In their development one can notice the common way, planning in certain periods of different pedagogical trends, substitution of some trends by others. Common development was even greater because European countries were not isolated one from the other and achievements of one nation in cultural sphere soon became achievements of others. Thus, for example, educational systems of such geniuses as J. A. Komenskyi, Russo, Pestalotsi soon became popular among the followers of all the European countries<sup>9</sup>. That is why pedagogical ideas of countries of Europe mostly overlap as they are oriented on common to all mankind values, Christian moral. In his works the professor G. Vaschenko explains different views concerning the nature and the essence of the national and common to all mankind in person's consciousness and behaviour. He states that people of different races and nations differ from one another by physical and psychic features but they have much more in common. "A man is a man first of all and only later a Frenchman, a Ukrainian, a worker, a villager, a scientist"<sup>5</sup>. The same the author says about moral: "The content and the form of a person's behaviour depends upon the outlook, level of cultural development, duties etc. That is why the moral of some nations and even different strata of society has its own characteristic features. But there is also the moral common to all mankind as there exist common norms of logical thinking, which make it possible for people of different races, levels and cultural development at least in general understand each other"<sup>9</sup>.

In modern pedagogical science and practice project training activities become very popular. The Ukrainian pedagogical institutes and universities entrenched experience of involving students to creating projects "My lineage," "My Town", "Traditions of my family," followed by their presentation. Study of technology of usage projects in education we find extremely positive in terms of pedagogical innovations in ethnic education of future teachers. That means forms of the educational activities of student and teacher who are able to use information and communication means of study. Work at this project provides individual or group collaboration within a specified period. The main feature of the electronic project is its interdisciplinary idea. That is opportunities to improve pupils' knowledge of various branches of scientific knowledge - language, history, art, culture and more. We believe that the participation of students from different countries in e-learning projects will serve not only enrichment of their knowledge of foreign history and art of different peoples, but will also help improve the foreign language culture, promote the formation of inter-ethnic tolerance and socialization in a multicultural environment.

Today some European educational projects have been successfully implemented. The information space created a large number of projects involving students and teachers around the world to exchange information, develop communicative culture, establishing social contacts, development of multicultural thinking, a sense of relevance of opinion in the globalized world that serve as prerequisites for their development as because of their detachment and reluctance to contact they may communicate through the Internet much easier.

Project activity is widespread in schools of the USA and Canada where almost in every subject pupils get tasks of an applied character that provide for independent group and search activity

including through the Internet. The pupils are involved in many electronic projects which are implemented by computers. The given projects are aimed at intellectual development of the pupils, formation of their creative thinking, ability to establish contacts with representatives of other countries and nations with assistance of educational bodies and world international organizations.

The effectiveness of participation in electronic projects depends on the fact that children have the possibility to realize themselves on all stages of a project not only when sitting in front of a computer but also when interviewing people from their district, representatives of authority structures as well as in the process of presentation of results of work in school environment and exchange of thoughts between separate schools of their city, town (district), district, country.

In the information space it is created many projects that involve pupils and teachers of different countries of the world for information exchange, development of communicative culture, establishment of social contacts, development of polycultural thinking, feeling of significance of one's thought in the global world that are the pre-conditions of their development. Because of their withdrawal into themselves and reluctance to get in touch with people they can easily communicate in the virtual space. This helps develop communicative and presentation skills of pupils, the ability to establish social contacts, critically evaluate negative tendencies in society, treat representatives of other social spheres and cultures with respect. Different forms of work are used at this – correspondence with persons of the same age from different countries, involving children in active participation in large-scale actions of ecologically-economic type, volunteer work, cooperation with parents, community. This experience is spread also in the best educational institutions of Ukraine, but first of all in cities.

In mountain schools of the Ukrainian Carpathians there is a problem of the use by a teacher of information and computing technologies in pupils' education, first of all because of material and technical difficulties, sometimes in remote districts there is no Internet. Though, future teacher should be ready to use modern computer technologies in professional activity and when possible under such conditions to use multimedia, educational films to stimulate cognition activity of pupils. Important is the issue of informatization of professional education through creation of computer-oriented information and computing environment that serves as a means of formation of creative personality of a future teacher who is able on the grounds of a system of knowledge to successfully use information resources in social and pedagogic activity of a mountain school that every year undergoes qualitative changes.

Characteristic features of the development of mountain school are peculiarities of this region: the colourful nature of the area contributes to the accumulation of the huge experience of communicating between person and nature, and as a result centuries traditions of careful husbandry, spirituality and respect for the world around are formed. Traditional folk crafts and works, progressive religious ritual traditions, which certainly serve as an effective factor in the harmonious development of the growing personality, are enough preserved in the mountain area. Thus, nowadays aggression and manipulation by children's consciousness through the media dominate in the educational environment. We consider preparing of future teachers for social and educational activities in the school of mountain region to be of great importance because of its peculiarities and performance features.

The important task of preparation of future teachers of elementary grades to social and educational activity in mountain conditions we determine to be the formation in an educational institution of positive social and educational environment, the principle functions of which are: diagnostic-and-forecasting function, fulfillment of social defence of a student, assistance in social adaptation, provision of social guarantees of professional training of a future pedagogue as an individual and a professional, development of priority personal values of a future teacher personality and provision of interaction with the community.

In modeling of socially-educational environment the most important we consider to be the following: maximum consideration of natural skills of a student personality, his/her ethnopsychological and individual peculiarities, cognitive interests; aiming at study of one's own historical experience for development of high civil culture; focusing on the principles of democracy in the organization of educational activity on a national land; combination of family and regional national traditions, customs

and rites for filling of the life space with elements of spirituality; formation of readiness of future teachers to professional activity in mountain environment, abilities to solve and avert ethnic conflicts; provision of conditions for mutual enrichment of socially-cultural education experience by advanced pedagogic ideas of the world community.

To our mind, the questions of the use of mountain region peculiarities in terms of valeological, environmental, spiritual, moral, aesthetic, social education of children and young people and preparing of the future teachers for professional solution of these problems within the framework of transdisciplinary approach are potential for future researches.

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## MOUNTAIN SCHOOL OF THE UKRAINIAN CARPATHIANS: PROBLEMS AND PROSPECTS OF DEVELOPMENT

INNA CHERVINSKA

**Abstract.** The article describes the features of mountain schools in the Carpathian region. The author reveals their educational, methodical financial, legal and personnel provision of. The attention is focused the specificity organization of educational process and the influence socio-cultural environment on personality development.

The researcher analyzes the existing problems in the of mountain schools, points to perspective ways of their successful development.

**Keywords:** mountain school, Carpathian region, teacher, socio-cultural environment, personal development.

*School in the village has become "breeding ground for education"  
school of morality, the cultural center of life, and thus a source of light future of the nation.*

**O. Dukhovych**

The decision of the UN General Assembly on December 11 is celebrated as the Day of the mountains. And such attention to the mountains is not accidental, because the mountains is a place of great biodiversity, significant reserves of water, minerals, timber and agricultural raw materials, labor. Mountain ecosystems have a significant impact on the lives of nearly half the world's population and 10% of our planet resides directly on mountain areas. In the mountains, as elsewhere, there are important problems associated with life activity of people, particularly to fight unemployment and poverty, improving education and culture, health and hygiene, tourism, exploitation of natural resources etc.

Activity of mountain schools by the new socio-economic and socio-political environment in which educational institutions are expanding their teaching, financial, legal authority and gradually become more independent. These processes significantly affect the functioning of the education system, but it is particularly acute effect on the activity of educational institutions in the mountains of Ukraine.

Mountains occupy 5 % of the Ukrainian territory. The largest mountain ranges occur in Ukrainian or Eastern Carpathians, which is a part of the Carpathian system. They cover the whole territory of Transcarpathia, 37.5 % – Ivano-Frankivsk, 18.6 % – 15.8% of Lviv and Chernivtsi regions. This is the area where most fully is preserved natural environment, which is the least developed by human activity.

The process of globalization is an objective and irreversible phenomenon. Therefore, ethno-cultural and recreational diversity of the Carpathian region is now one of the most important conditions for sustainable development of the original parts of Europe. Mountains create specific conditions for settlement and habitation. Over a long period of history specific ethnographic and psychological types—Ukrainian highlanders appeared for whom the mountain lifestyle is the highest social value. They are characterized by “two levels of ethnic identity: level of ethnographic group (awareness of their separateness) and Ukrainian level (awareness of its involvement in the Ukrainian community in general)”<sup>9</sup>, p.203.

Under the influence of complex natural, historical, economic, demographic and social factors in the mountainous area was formed a special type of mountain settlement. The category assigned mountain villages, located at an altitude above 400 meters above sea level in the harsh climatic conditions. The mountains provide almost a tenth part of humanity with vital products. For a long time the role of mountain regions in many countries is not recognized. The Carpathian Mountains, located in the heart of Europe, is well illustrated by the problems outlined.

The dominant secular culture, according to researcher of the Carpathian area M. Lavruk, freeing human society from religious traditions, at the same time led to a profound spiritual crisis. Environmental crisis sharpened through manufacturing activity too. In big cities, people find themselves outside the community life, losing favorable psychological comfort for existence. Alienation from nature and from people, which brought urbanized era gave rise to many social and cultural issues. “Actively seeking integration with the developed countries and not yet completely losing connection with the traditional culture Ukrainians have a chance to contribute to the balance of rationality and spirituality, pragmatism and romanticism”<sup>7</sup>.

Today much attention is paid to the contradiction between human society and the environment of its existence. Therefore it is necessary to analyze the interpretation of the term “human society”, which is seen as a community of people linked by material (including production) and the spiritual relationship of anthropogenic and cultural factors that directly or indirectly affect the lives and economic activities of society. It consists of a geographical and socio-cultural environment. First – this is the material environment composed of natural and man-made objects in which society exists, satisfying its needs and transforming it. Second - this is created by mankind spiritual world, covering national, social, economic, political and other relations and produced by mankind spiritual and cultural values that affect people, shape their outlook, causing the behavior of their relations with nature.

Particularly relevant is the problem for the inhabitants of mountain regions. Indeed, in the process of communicating with nature, mountaineers try to set partnerships that are improving for centuries in the process of understanding their environment, through errors, paving the way for the formation of stereotypes of human behavior in the mountain environment and the regulation of “man – environment” in the process of management. “Man of Mountain” has been attempting to explain natural phenomena for a long time, synchronization of their life with the seasonal rhythm of nature and more<sup>6</sup>.

Socio-economic changes which take place in Ukraine over the past decade have significantly exacerbated the educational problems of the inhabitants of mountain areas, caused significant changes in the educational institutions that operate in the area. “The complex of measures of education modernization in Ukraine much attention is given to solving problems of secondary schools in rural areas, which is always an important part of the education system and is designed to promote the preservation and development of national traditions, moral values, the growth of potential of a unique national culture”<sup>6</sup>. In this area the priority of reforming secondary education was stated in the National Doctrine of Education of Ukraine, where the development of rural school is defined as an essential condition for social and cultural development of rural areas and preserving the traditions of the Ukrainian people. Rural school performs complex educational and pedagogical objectives which are identified by major law of Ukraine – the Constitution and the laws of Ukraine “On Education”, by the statement of the Cabinet of Ministers “On the development of rural secondary school” and other legal documents and regulations.

Status and level of rural schools today is determined by the fact that it is a major factor of life, the preservation and development of the village. After all, if there is a school in the mountain village – the village will exist. Therefore, in every mountain village there must be at least primary school. Where there is no school, it should be built. The life of every inhabitant of mountain village and his family is connected with the school and the teachers who work in it. To determine the status of a mountain school at the national level is a very important task. Non-standard working conditions, the uniqueness of the structure and modes of learning, certain distance of schools teaching staff in the highlands from the latest achievements of psychological and pedagogical sciences produce an ambiguous impact on the teacher.

Works of famous scientists and teachers were dedicated to the issue of analysis of rural schools, which are an integral part of the educational process, among them were V. Sukhomlynskyi, H. Vashchenko, I. Bekh, I. Zyazyun, V. Kuzya, V. Madzihon, P. Okhrimchuk, O. Savchenko, V. Hrushch and others. The main objective of education is to create in the most remote mountain village real opportunities for each child to get knowledge.

The solution of the problem absorbs a number of other issues related to local governments, the state of the economy and medicine, the development of agriculture sector etc. Thus, the Board of the Ministry of Science and Education of Ukraine mentioned basic quantitative parameters that characterize the village school. Approximately 90 % of settlements in Ukraine are rural. According to available data, in rural schools study 14916 students. In general, the rural school has 2 million 225 thousand students, or 32 percent of all student contingent. According to statistics, there are many localities where in recent years, not a single child was born <sup>11</sup>. Therefore, the main tasks of the teaching staff of schools in mountainous region to preserve the contingent of students are: the creation of a favorable microclimate for study and recreation of students increasing responsibility for the quality of each educator teaching the subject. Only a comprehensive analysis of the economic, social, ethnic, demographic, geographic factors will help determine the specificity of mountain schools to implement the educational needs of the population.

School in the mountains – is not only educational, economic, geographic, or social concept. Almost always its main function was to create a person who is working in a mountain village in sphere of agriculture. However, in the present context this function is not implemented. Acute problem arises how to reconcile the interests of society that is slowly being rebuilt, with the interests of the young person who sees a disorder of rural life since childhood, and unlike previous generations, wants to meet the needs of its development. Considering the mountain school educational activity as an important factor of social change we must take into account the fact that the possibility of its influence on the development of rural society is significant, however, and difficulties which the school faces are great.

The problems of rural schools in mountainous region, their teaching, finance, legal and human resources are particularly urgent to educators of Precarpathia and should be the focus of local community because out of 768 different types of schools 603 are located in rural areas, including 270 – in remote mountain areas, rural educational institutions represent 78.5 % of all schools<sup>8</sup>.

Ivano-Frankivsk is a special education center, where successfully co-exist and operate traditional and author schools, well-known and lesser-known, large and numerically small, educational school-complexes and systems of family schools. Regional development program “Education for 2002-2015” is actively enforced in the city which provides system of measures for the development of education in rural areas, which are mostly in mountainous areas<sup>5</sup>. Today’s rural school in the highlands for various subjective and objective reasons, does not pay sufficient attention to training students in agricultural production. Modern business in rural areas requires much larger organizational skills, ability to adequately assess the situation, take the only right decision to introduce new, advanced methods of management that would facilitate the intensification of agriculture, and in the longer term improve the standard of living of people.

Geographical location, environment, natural conditions are recognized as fundamental in shaping the mentality of the inhabitants of the mountains. According to A. Tolstoukhov’s statement: “That

natural conditions are determined as the main factor that affect the formation not only man's psychophysical features but also develop relationships both within society and beyond"<sup>12</sup>. The reason is that the "the child's outlook is based on the observation and analysis of everyday situations, adults' chat among themselves, evaluative attitude towards the world, education, occupation and self-assessments under the influence of parents and teachers"<sup>8</sup>. Detachment of the individual from the environment generates a lot of problems. Therefore, active role of the social sciences, including pedagogy, psychology, aimed at overcoming the crises of individuals' life and society, which may be preceded by social and individual crises and disasters.

Education in the country is designed to prepare rural children to gain the knowledge and skills needed in higher education. Successful resident of mountainous terrain because of the nature of his work, social and natural environment should be fully educated, basic competencies, necessary knowledge to be able to find information in a limited space, maybe even more, faster and better than a resident of the city. Social and economic changes which take place in agriculture, causing the appearance of a number of issues that significantly affect the status and development of rural education<sup>1</sup>. An attempt to solve the outlined problem did Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine).

The administration signed an agreement with the Departments of Education of local districts that are designated as mountainous areas of training teachers. As a result a distance school "young teachers" was founded which organized training courses for mountain school leavers, which greatly improved the preparation of students for admission to study in higher educational establishments, gradually increased a number of students<sup>3</sup>.

We can make a conclusion that the main priority of modern education system is the availability of quality education for all children, regardless of their place of residence: a large town or village in the mountains. However, analysis of the experience of schools demonstrated a significant backlog of rural schools from the city to resolve the major problems of education and students training. Complicated process of preparing professionals who are capable to work in a rural school of mountain region requires much attention too. We share the view of the famous scientist, explorer problems of rural schools O. Savchenko that "the search for new models of modern rural school must hold a deep comparative study of these schools to determine their invariant features and characteristics, due to the author's teaching systems, the influence of contemporary conditions for their realization"<sup>10</sup>.

Scientists of the Precarpathian National University in Ivano-Frankivsk together with mountain school teachers continue to work on finding a optional model of the educational process while learning and practicing experience shown by the best educational institutions operating in the highlands of the USA, Poland, Slovakia, Hungary, Canada, and other countries; test and implement educational innovation in practice at school in order to improve the provision of educational services to residents of the mountainous region.

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## TYPES OF OPEN-AIR MUSEUM (SKANSEN) IN UKRAINIAN CARPATHIANS

ANDRII CHERVINSKYI

**Abstract.** The problems of preservation of wooden architecture of Ukraine are discussed. The museums under opened air are organized for better preservation of the wooden architecture. The Ukrainian Museums under opened air are described and their use for tourism purposes is analyzed.

**Keywords:** skansen, open-air museum, historical and cultural heritage memorial, art.

Museum – an institution that cares for a collection of artifacts and other objects of scientific, artistic, cultural, or historical importance and makes them available for public viewing through exhibits that may be permanent or temporary.

Kinds of Museums in Ukraine:

- historical;
- ethnographic;
- archaeological;
- local history;
- natural;
- literary;
- memorial;
- art;
- technical;
- industry and others.

Most of the exhibits of ethnographic museums in Ukraine are presented successfully in the open-air museums.

An open-air museum is a distinct type of museum exhibiting its collections out-of-doors. The first open-air museums were established in Scandinavia towards the end of the nineteenth century, and the concept soon spread throughout Europe and North America. Open-air museums are variously known as skansen, museums of buildings and folk museums. A comprehensive history of the open-air museum as idea and institution can be found in Swedish museologist Sten Rentzhog's 2007 book *Open Air Museums: The History and Future of a Visionary Idea*<sup>5</sup>.

Since that time many open-air museums have been created all over the world. The main aim of these museums is to document earlier forms of life, ways of living, and cultural habits, and folk customs.

Compared to other post-Soviet countries and even its Western neighbours, Ukraine has quite a few open air folk museums. Most of them are located in Western Ukraine (Carpathian region), and just two are to the East of the Dnipro River. Carpathian region includes: Transcarpathian region, Chernivtsy region, Lviv region, Ivano-Frankivsk region. These regions have a very long, interesting history. That is why, the open-air museums have a large number of ancient artifacts in Carpathian region.

Understandably, museum specialists have paid particular attention to the Carpathians with their living authenticity. Three other open air museums focus on the life of the highlanders.

An exception is the Chernivtsi Museum of Folk Architecture and Life and Lviv Museum of Folk Architecture and Rural Life, which generally focuses on the lifestyle of people living in the lowlands of Bukovyna and Lviv region. These museums have rich tradition of carnivals, particularly the Epiphany, for which participants come from a number of villages in the region. The lifestyle of the Hutsuls and their neighbours, the Boikos, from either side of the Carpathians, is represented in two open-air museums: one in the village of Krylos near Halych and the other in Uzhhorod. Both are quite compact, but the latter is perhaps the most photogenic, since it is located in a picturesque area under the walls of an ancient castle<sup>1</sup>.

#### *Open-air museum in Chernivtsy region.*

The museum-reserve in Chernivtsy, situated on the slopes of a picturesque ravine has 30 houses, two windmills, a tavern, two smitheries and wonderful churches. These wooden churches – are “visiting cards”, with the help of which you can easily study geography and history of Ukraine. The tiny St. Nicholas’s Church is built from smereka. This church is of a “hut-type”, typical for Bukovina under the sway of Ottoman (16-th – 19-th centuries). At that time it was prohibited for the Christians to construct high churches. That’s why among the village huts another one was built, which in the outward appearance did not anyhow differ from the others and only a cross on the roof marked it out from the ordinary dwelling constructions. Inside the church there is an impressive collection of native sacral art – icons of the “Bukovyna primitive art”. Behind the church there is a construction with a strange name “primaria” – a village board with gendarmerie. At Christmas and Ivana Kupala (Midsummer Day) the owners of the museums and tourists have fun here, making the deserted streets of the village-museum lively, but only for several days.

#### *Lviv Museum of Folk Architecture and Rural Life.*

The old-timer among Ukrainian skansens is the Museum of Folk Architecture and Rural Life in the north – eastern part of Lviv, known as the Shevchenko Grove.

Shevchenko Grove covering 59 hectares, found its location an interesting museum, the Museum of Folk Architecture and Rural Life. The exposition of the Museum was inaugurated for visitors in 1972.

Lviv Museum of Folk Architecture and Rural Life is an open-air museum containing 120 monuments of folk architecture including six wooden churches. Hardly any museum in the world can boast so many religious buildings. The open-air museum is located on a 50-hectare land plot in the picturesque part of the city – Shevchenkivsky Hay (Shevchenko Park). Unbelievably beautiful wooden houses and churches of the past ages create a genuine atmosphere of Ukrainian villages from different regions of the country - the lands of Boykos, Lemkos, Hutsuls, as well as Bukovyna and the Transcarpathian Region. In dwelling and utility houses you will find items of everyday use and farm implements. The churches, chapels and belfries have an authentic look.

The oldest monument to be found in the open-air museum is a house from the Carpathian village of Lybokhora dating back to 1749. The exposition includes wooden churches from the village of Kryvka (1763) of Turka District and the village of Tysovets (1863) of Skole District in Lviv Region, remarkable for the uniqueness of their shape. The church from Kryvka is a folk architecture masterpiece of European importance.

Folklore-ethnographic ensembles stage their performances on the museum's territory. The annual folklore festival called From the Folk Source (Z Narodnoyi Krynytsi) enjoys great popularity among the visitors. Liturgies are performed at churches, and especially impressive among them are the divine services at the Lord's Wisdom Church (the church from the village of Kryvka) held at Christmas and Easter.

The task of the museum is to collect, study and widely present to view the most typical features of rural architecture of the Western Ukraine. It is called upon to give a comprehensive idea of the life and traditions of various strata of the Ukrainian population from the end of the 18th century beginning of the 20th century.

The territory of the Museum is divided into 8 exposition sectors – “Boikivshchyna”, “Lemkivshchyna”, “Gutsulshchyna”, “Bukovyna”, “Podillya”, “Polissya”, “Lvivshchyna”, “Volyn” which are to represent ethnographical and historico – geographical zones of the Western Ukraine. Today the museum exhibits 124 monuments of folk western region of Ukraine.

The Shevchenko Orchard quite successfully competes with Kyiv’s Pyrohovo in terms of the number of events it hosts and has the major advantage of being centrally located. It is within walking distance of Lychakivska Street and the Lviv High Castle (Vysokiy Zamok).

***Transcarpathian museum folk architecture and life.***

The TransCarpathian Museum of Folk Architecture and Life is located in the ancient city above the Uzh at the foot of the Zamkova Mountain; here among fruit and ornamental trees there are over 30 unique sights of folk architecture of XVIII – beginning of XX cc. representing the building and life of different social and ethnic groups of Ukrainian: plain and piedmont areas – Dolinyany, mountain – Boyki, Hutsul, as well as housing of Hungarian and Romanian population of Transcarpathia. The museum was opened on June 27, 1970 during the celebration of the 25<sup>th</sup> anniversary of reunification of Zakarpattia and the Soviet Ukraine.

The best samples of folk architecture of this land perfectly complied with the natural environment. The street form of rural settlements usually met in the region is put on the basis of museum planning. The composition centre of exposition is a square where such public buildings as church, school and korchma are concentrated. It seemed to come back a few centuries in the past. Each of the museum units is implementation of traditions of many generations of artists, so ordinary household things are real masterpieces combining natural beauty and appropriateness, perfection of form and practicality.

Dolinyany represent six estates in the museum. Two of it – the houses of the village of Orihovytsya, Uzhhorod District and the village of Tybava, Svalyava District – are samples of folk architecture of the late XVIII c. One can see the building culture of Transcarpathian Hutsul in terms of estate-grazhdi of the village of Stebnyy and house of the village of Yasin (settlement of Keveliv), Rakhiv District. Grazhda is open top, but closed on the perimeter yard. It is a complex of residential and household buildings surrounded by high wall-felling, which includes housing, boxes for sheep, stables for horses and cows, barns, drovitnya, etc. The life of Boyki represent houses of the village of Rekity, Mizhgyrya District, villages of Guklavyy, Volovets District and Gusnyy, Veleky Berezny District. Building and life of local Hungarians is represented by house, built in 1879 of the village of Vyshkovo, Khust District. Transcarpathian Romanians have own traditions of building of the yard and living premises. The monumental entrance gate attracts special attention. The splendour and sophistication is a feature for interior and exterior finishing of Romanian house. The colourful carpets, festive chamber, bright elements of traditional dress, glass icons indicate national artistic traditions of Romanian peasants.

The economic-production buildings add the museum exposition. It is rural smithy characterizing the state of blacksmith's handicraft of the second half of XIX – beginning of XX cc., water-mill, mortar-fuller and feller for woollens working. The small architectural forms as gate, wicket-gates and fences play important role in constructive building of museum village. They give architectural-artistic perfection and unique colour to the states.

Today the museum owns over 16 000 exhibits, including almost 4 000 sights of material culture are located in the open air.

***Museum of Folk Architecture and Life Carpathian located near the village Krylos.***

The museum of folk architecture and way of life in Prykarpattia was founded in 1982. This wonderful island of folk architecture is located on the first lines of the defensive ramparts of the ancient city of Halych. It’s a very picturesque place of the ancient settlement opposite Prokaliyiv Garden. It attracts the interests of numerous tourists from different countries. In 1994 the museum was included to the “National Preserve of Ancient Halych“. The territory of the museum occupies an area of 6,9

hectares, exhibits eleven architectural monuments and so-called micro villages belonging to four ethnographic regions of Ivano-Frankivsk: Pokuttya, Hutsulshchyna, Boykivshchyna and Opillya. Each of the ethnographic areas of Ukrainian Prykarpattia is skillfully located in micro relief of the locality, equipped by the small architectural forms. In the interiors of sights there are lots of ethnographic relicts and objects of household way of life of our ancestors. Buildings which are located on the territory of the museum testify to originality of the Ukrainian folk architecture and at the same time say about the indissoluble copulas with the traditions of a building culture of Slavonic people.

True to say, a small display area stipulated the row of differences from the analogical types of the museums. In particular, a lot of architectural exhibits are given not as farmsteads but dwelling-production complex of rural building of the past times, and as single, typical standards of housing, economic and production buildings. Presently in the museum there are eleven architectural sights which present different types of housing and economic buildings.

The region of Pokuttya is presented by the traditional pokuttya farmstead of the end XIX<sup>th</sup> and the beginning of the XX<sup>th</sup> century transported from the village of Torhovytsya Horodenka district, which consists of a house hutch, hovel, well-crane and a fencing. In the pokuttya house there is a collection of tableware things such as plates, dishes, pots, jugs, bowls etc. In addition, in this display there is also a production structure such as an oilcan of the XIX<sup>th</sup> century, from the village of Olesha district of Tlumach.

From the ethnographic region of Hutsulshchyna to the museum two houses-grazhda are carried from the village of Usteriky of Verkhovyna district of the end of the XIX<sup>th</sup> century and the typical hutsul house of 40's the XX<sup>th</sup> century, which was brought from the town of Vorokhta, district of Nadvirna. It is three-chambered habitation, which consists of a house-hut for living, barn and two rooms which were typical for the building of that period. In the Vorokhta house there is an operating loom on which hutsul made carpets and clothes.

Hutsul'ska grazhda is the reserved building with a house, barn, closing rooms that were characteristic for housing building of that period. It enables to find out the row of traditional habitations of Hutsulshchyna. The main building of the court is the house, which consists of two apartments, parted by mansions in Ukraine is called "khoromy". A basic building material is wood. A roof of the house is covered with wooden thin pieces called "dranytsya"<sup>4</sup>.

Boykivshchyna presents traditional house of 1878, the date testifying about it is on the log of the hut over the door. This house is transported from the village of Polyanitsa, Dolyna district. It is a three-chambered house without chimney and the room for a weaving loom. The display of one class school is designed in one of the rooms is called "dyakivky". There are the most numerous collections of folk fabrics, (embroideries and clothes).

For the future development of open-air museums should solve a number of important issues.

The authors feel that this topic raises some important questions for future research on open-air museums, especially in light of this report's descriptive scope. First, what exactly encourages visitors to return and to recommend museums to others? Which factor of the museum is important for this: the type and degree of interactivity, the interior and/or interior design and the story it tells in relation to its contained objects, or the presence of advertisement in other media, especially online? Second, in light of possible answers to the aforementioned question, how might advertisement strategies develop to more effectively attract both new and returning visitors? And finally, how will museums in the future balance the increasing trend (and degree) of interactivity with its authoritative role and with its need to tell coherent stories about people, the past, cultural trends, and art?

One of the future development of the museum is its popularization by the experience of other museums of this kind, especially such as increasing the assortment of services it provides.

Also it is necessary attracting educational institutions to work with museums. They will help to familiarize students and pupils with the life and traditions of its own people.

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## CULTUROLOGICAL APPROACH TO TRAINING OF THE FUTURE MANAGERS OF TOURISM IN PRECARPATHIA

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**Abstract.** The article deals with the «culturological approach» to the professional training of future managers of tourism in Precarpathia. As the Precarpathian region attracts thousands of tourists year-round the demand of training qualified specialists in the sphere of tourism and hospitality is constantly growing.

Nowadays the question of a successful and perspectives career in tourism results in training a new standard professional, a specialist of many-sided knowledge, with the ability to fulfil tasks concerning thinking over, making and realizing management decisions. In order to develop tourist Carpathian region, the Precarpathian National University named after V.Stefanyk educates future experts in such specialities as "Tourism" and "Hospitality Industry".

Involving youth in social cultural values and ideals, education contributes to maintaining social order and by providing realization of new technologies, scientific rethinking of existing knowledge education promotes social changes, society development, i.e. education operates as an agent of moral regulation facilitating social integration.

Different interpretations of the concept «culture» were studied. The conclusion that culture is a multiaspect and multifunctional notion was made.

Culturological approach in education provides effectiveness of the process of putting culture as a social phenomenon into action. The fact of culturological direction extending of the whole educational process in the university interrelating to its components (common-cultural, professional and functional) is of great importance. Culturological approach introduction to the process of training of the future tourism experts that is aimed at the developing of civil society values and an independent creative personality is a premise of modernization of higher education in Ukraine.

**Keywords:** training of tourism experts, culturological approach, ethical principles of hospitality in green tourism.

Precarpathian region is famous for its charming nature, heroic history, talented people in the past and today. Therefore, Precarpathia attracts thousands of tourists year-round. Tourist activities attract more and more people. Thus, the number of licensed tourist companies in Ivano-Frankivsk region for the period from 1998 to 2002 increased from 25 to 73. The demand for training qualified specialists in the sphere of tourism and hospitality, having professional communication skills in order to share experience and achievements in the given industry is constantly growing.

In conditions of forming market relations in our country, which establish new international contacts of Ukraine and organize broad exchange of experts, the question of training future specialists of tourism arises.

Education is the process of learning and training, during which the transmission of cultural forms of behaviour and activities, sustainable forms of social life take place, i.e. during education a person acquires cultural values of historical significance for the development of civilization and are a powerful factor of the personality development. The content of education is not permanent. It reflects the peculiarities of specific historical type of culture, priorities of society, special features of cognitive and creative human activity.

The higher education is a means of obtaining speciality, which is essential for professional life. The objective of professional education is to train people for professional activity in a particular industry. V. Slastyonin emphasized the necessity to enrich the content of professional education by cultural heritage of mankind, which is an ordered set of common ideas, values and personality traits, universal ways of knowledge and humanistic technologies of professional activity<sup>24</sup>. Instead, modern globalization processes in society against the spread of mass culture background through which emotion prevails over reason, situational knowledge over logical, behavioral skills over intellectually conscious behavior resulted into a change in mindset and value system, reasoned in break of professional life with culture.

The objective of the article is to explore the essence of the concept "culturological approach" and to find out its significance in the process of professional training of future specialists in tourism.

Culture refers to the fundamental concepts in modern science of society. The researchers concentrating focus on a critical review of concepts and definitions of the term "culture", noted the large and ever-growing interest in it. Thus, if from the end of XIX<sup>th</sup> century to 1919 only 7 definitions of culture were given, then from 1920 to 1950 – 17 definitions determined by various authors were counted. Later researchers filed more than 400 definitions, confirming the depth and immeasurability of this phenomenon of human existence. Culture has become the object of study of philosophers, sociologists, axiologists, historians, culturologists, ethnographers and pedagogues.

All approaches to the interpretation of this phenomenon philosophers (P. Hurevych, V. Silvestrov and others<sup>22;6</sup>) divide into: a) *philosophical-anthropological*, which are based on the antithesis "human, cultural" and "natural, wild," so the transition to culture involves searching inside the human nature the fact which is not contained in it as in animal being – humanity; b) *philosophical-historical*, or *activity*, the followers of which consider culture as a synonym to intellectual, moral, aesthetic, mental improvement of a human being during the historical evolution, connected with the material or spiritual, intellectual human activities; c) *sociological*, defining culture as a major factor in the organization and development of society, covering all spheres of human activity, including education and training.

Sociological concept of culture represented in the works by M. Weber ("Full Compilation of Social Science and History"), P. Sorokin ("Social and Cultural Dynamics"), T. Adorno ("Prisms. Criticism of Culture and Society"), H. Marcuse ("Essay on Liberation")<sup>1;26;7</sup> and others. In addition to this, in some cases culture is considered as a certain integrity (V. Bibler<sup>4</sup>, P. Sorokin and others), while in other cases - the elements that constitute it are defined. Thus, some sociologists refer the following components to the criteria of culture:

- knowledge, belief, art, morality, laws, customs, habits, adopted by a man as a member of society (E.B. Taylor)<sup>5</sup>; - the invention of things, social processes, ideas, customs and values that are inherited (B. Malinowski)<sup>13</sup>;
- material (tools, equipment, work culture, tangible assets) and spiritual (moral values and their "embodiment", spiritual activity, moral and ethical culture) (E. Baller)<sup>3</sup>;
- a set of values and ideas about the world and rules of behavior common to members of the public - the people involved in a certain way of life (N. Smelser)<sup>25</sup>;
- language, beliefs, aesthetic tastes, knowledge, professional skills and various customs (A. Radcliffe-Brown)<sup>19;20</sup> etc.

The extensive and diverse representation of the phenomenon "culture" in scientific space shows its multidimensional and multifunctional characteristics.

Philosophers, sociologists, culturologists are unanimous in their opinion that a special feature of human activity is the conscious purposefulness, that is predicting the result: making things, generating ideas, inventing action, educating, getting occupation etc. to meet specific needs. In every action, in all their creations people insert a certain sense, that defines their purpose, role. It is pertinent to mention here another definition of culture: "Culture is based on the senses that are formed and represented symbolically through language"<sup>14</sup>, i.e. culture is a world of meanings, i.e. the purpose and the result of the creative activity of a man. Thus, purposeful human activity is culturally appropriate.

According to scientists (K. Ivanov, V. Lykhvar, E. Podolska)<sup>17</sup>, the meanings of human activity are presented in culture by three main types: knowledge, values, regulatives.

Knowledge ascertains some specific characteristics of objects that can satisfy human needs, i.e. indicates the value of the object to a man. The ability to determine the value of the objects is associated with the existence of an idea of what the subject should be like to satisfy human needs maximally. According to O. Sinkevych, this idea is acting not in the image of a particular object, which must satisfy certain requirements, but in a perfect form of plan, model, intention, project<sup>23</sup>. These imaginary ideals are the standards of value. The knowledge about such ideals is formed and reported by the surrounding culture: national, professional, family etc. Therefore, it is appropriate to quote another definition: "Culture is nothing more than realization of a perfectly value objective, movement of values from the proper world to the real world"<sup>10</sup>.

Modern scientific literature is characterized by a variety of views concerning interpretation of values. Value relation of man to the world and to oneself leads to value orientation of the individual. Of all the values and ideals a man chooses for oneself what fits ones tastes, formed during education, training, gaining experience. The individual is not entirely free to choose his ideal but led by the existing field of choice outlined by the existing regulatives. This is the aspect of culture that is expressed in such terms as "rules", "demands", "norms", "standards", "stereotype", "tradition" and so on. So, we believe that level of culture of an individual can be determined by the fact of information learning productivity (knowledge) of the ideal characteristics and purpose of the surrounding objects and phenomena (value orientations) and mastering ways of interaction with them (regulatives) and is expressed in emotions, will, determination, goal-directing, ideal-creativity. Knowledge, value orientations and regulatives are kept and transmitted by means of natural and artificial languages and various sign systems, mastering of which is a means of learning the appropriate culture.

In contrast to the traditional division of culture into material and spiritual, O. Sinkevych offered another one - morphological model of culture, the components of which are culture of cognition and reflection of the world, culture of social organization and regulation, cumulative-translational culture<sup>23</sup>, i.e. separation of structural parts of the whole was realized by identifying certain types of subject-object relations. Thus, the proposed model complements and extends the traditional idea of cultural structure taking into account current processes which take place in society. According to the proposed morphological model<sup>23</sup>, the culture of cognition and reflection of the world includes science, religion, art, representing not only the accumulation of knowledge and information in various forms, but their evolution through the search of truth, formation of ideals and norms, i.e. system of values. Science, religion and art complement each other, deepening and enriching knowledge about the world and its interpretation.

In the work by O. Sinkevych to the culture of social organization and regulation morality, law, politics and ideology were referred. Thus, morality was defined as "a set of rules, norms, principles of behavior that defines the treatment of a man to oneself, others, society and the world as a whole, appeals to the voice of conscience, regulates human behavior regarding the eternal values of good and evil"<sup>23</sup>. Moral competence manifests itself in social activity, namely professionally oriented, and treatment of a man to oneself, others, society and the world as a whole.

Much attention in the description of the morphological model of culture was paid to its cumulative-broadcasting sphere, the existence of which is provided by modern methods of information functioning

in social and cultural space via new means of broadcasting. According to modern researchers (L. Sandyuk, O. Sulym, S. Simonenko etc.) accumulation (cumulation), transformation (processing), broadcast (transmission) of information in society are a special, powerful factor in the development of culture<sup>21</sup>, and according to the Canadian researcher M. McLuhan, the modern stage of information via audiovisual, computer and television means provides a person with a specific type of world outlook characterized by the development of "unanimity" in ever larger scale "forms standards of thinking and feeling"<sup>11</sup>. Therefore, a huge flow of information, great possibilities of its immediate obtaining need adequate guidelines in the information chaos in order to create a new world view.

Thus, science has received tools that discover the level of civilization or non-civilization of members of a group, peculiarities of their values and priorities, which can be useful for the development of the effective management system, in particular detection of motivation, arranging productive communication and interaction within the group, as well as evaluation and prediction of anthropocentric conditions of economic growth and development of a company. We consider to use this methodological knowledge for determining general cultural competence of the future managers of tourism. So, involvement of the individual into the culture is one of the actual problems of society which education is called to realize. It is well known that education and training are essential forms of accumulation and transmission of culture heritage that in every national culture has its own specificity. At the end of XIX<sup>th</sup> century a famous French philosopher and sociologist Emile Durkheim emphasized that the main function of education is to transmit the values of the dominant culture. This refers to the values of the culture in their broad sense - scientific knowledge, professional skills and experience, achievements of art, moral norms and regulations, standards and traditions of social behavior etc.

According to the sociologist A. Sinkevych, in professional sphere of culture a man finds oneself as a carrier of certain social roles in a particular social groups, the members of which are linked by formal, functional relationships<sup>23</sup>. This specialized culture has no brightly marked national flavor and is more cosmopolitan as it involves extensive branching relationships between carriers of different cultures in order to create conditions for the exchange of ideas and achievements of a creative collaboration. So, professional education loses the function of forming national consciousness.

The same opinion is shared by such culturologists as V. Bogatsky, L. Kormych who stated that education and culture in modern life have considerably diverged from each other, since education has become a leading condition of professional but not national life. The above mentioned scientists consider that profound negative changes in society are caused by this factor<sup>2</sup>. The point of these changes lies in the spread of mass culture via a great number and variety of media, the main of which is television, which has gradually become the generator of aesthetic standards of society consumption and the primary means of mass culture formation.

Instead, we consider that a modern person cannot develop only within national boundaries, as many states cooperate in conditions of economic integration, thus developing cultural exchange that allows nations understanding and accepting cultural peculiarities of each other, preventing problems and conflicts on their way of mutual understanding between people and states. This should be considered by tourism industry experts who work with the representatives of states of different cultural orientations. So, for our research the culture of business communication is of great interest.

A specialist in cross-cultural research R. Lewis investigated features of business cultures of leading countries of all the continents and identified three types of culture of business communication inherent to different nations of the world: *monoactive*, that directs toward exact planning of professional activity; *polyactive*, that allows to perform several important matters simultaneously; *reactive*, the priority of which is to appreciate respect and avoid conflicts<sup>12</sup>. The existence of different types of cultures often causes certain difficulties in business communication with the representatives of other countries. Afterwards, the proposed classification that takes into account reaction and possible variants of behavior of people in different business collaboration situations is important for multinational team management, negotiating, signing contracts, forming successful collaboration in tourism industry.

Nowadays the question of a successful and perspectives career in tourism results in training a new standard professional, a specialist of many-sided knowledge, with the ability to fulfil tasks concerning

thinking over, making and realizing management decisions. In order to develop tourist Carpathian region, the V. Stefanyk Precarpathian National University educates future experts in such specialities as "Tourism" and "Hospitality Industry".

Selection of topics in the special course «Ethical principles of hospitality in green tourism» offers students the dynamism and novelty of communicative situations that realize the speech behavior of interlocutors depending on the socio-communicative roles in which the participants find themselves. As tourists travel with cognitive goal – get interested in social status, lifestyle, traditions, folklore of the local population, by means of the given course the future tourism managers will acquire the ability to acquaint tourists with the culture of the Carpathians. These aspects of the cultural life of the residents of the Carpathians may be of interest to tourists and they will be attracted to visit this region: Hutsul demonology; wedding / funeral rituals; shepherd's life of highlanders; songs (carols / spring songs); Hutsul grazhda (mountain cottage); horse breeding; Easteregg painting; making blankets of wool; clothing; sacred art etc.

Ability to interest tourists is a difficult task set to the future managers of tourism. Communicative and culturological skills of tourism specialists make endless improvement of knowledge and skills related to the features in tourism business etiquette, oratory and non-verbal communication. Communicative and culturological skills promote self-development in the process of professional activity. Conscious orientation to work in domestic tourism in Precarpathia is implemented by means of regional tourism and patriotic education taking into consideration national historical and cultural heritage of the region, formation of high tourist image of the Carpathians; education of future managers of tourism in the spirit of national dignity and self-awareness; formation of a clear sense of participation in the history, present life and future of the state, promoting the expansion of the sphere of domestic tourism in the region.

Involving youth in social cultural values and ideals, education contributes to maintaining social order and by providing realization of new technologies, scientific rethinking of existing knowledge education promotes social changes, society development, i.e. education operates as an agent of moral regulation facilitating social integration. And if the general education level of a person takes into consideration only a carrier of culture that uses and preserves the heritage of culture, professional education providing a man with fundamental and applicative knowledge, necessary work skills, trains the future specialists for integration into a certain professional sphere of culture. So, a professionally active person is responsible for creating culture and has to become its creator.

The existing system of professional education, using traditional methods which have been formed for ages, needs modernization for mastering new intellectual production and formation of a specialized culture of a specialist. This fact is stated in the National Strategy for Development of Education in Ukraine for 2012-2021, which proclaims the need for cardinal changes aimed at improving the quality and competitiveness of education, performing strategic challenges facing the national system of education in new economic, social and cultural conditions for integration into the European and world educational space.

It should be noted that the appropriate democratic changes took place in education in the 90-s of XX<sup>th</sup> century, declared in the "Law of Education" and the "Law of Higher Education". However, the objective of modernization of professional education should be orientation on postmodern culture as an undivided phenomenon in order to determine principles, content and methods of training future entrepreneurs, including tourism managers as the content of education is always transformed in accordance with changes in the axiological and scientific paradigms of a particular period. This requires the definition of a concept "updating" or "modernization".

In the scientific and reference literature "modernization" is interpreted as "... a result of creative activity aimed at the development, creation and dissemination of new types of products, technologies, introduction of new organizational forms etc."<sup>8</sup> , "one of the substantive aspects of the concept of industrialization - namely, a theoretical model of semantic and axiological transformations of consciousness and culture in the context of establishment of industrial society"<sup>10</sup>, i.e. modernization is seen as a qualitative transition of an object from one state to another. Complementing this definition,

Y. Karpova notes that modernization is a "progressive result of a creative activity that is widely used and leads to significant changes in the vital activity of a man, society and nature"<sup>9</sup>.

In the national scientific literature modernization is seen as a process and a result, based on – creative innovative activity, novelty. Summarizing the innovative scenarios of education in high school, E. Podolska noted that innovations are primarily associated with the introduction of changes in the objectives, content, methods and technologies, forms of organization and management system; in style of teaching and organization of a learning and cognitive process; in system of monitoring and evaluation of education level; in system of funding; in training and methodological support; in system of educational work; in curriculum and training programs; in the activity of a student and a teacher based on such principles as: correlation between science and practice in the process of expert training; succession of levels of education, cultural creativity and high corporation of graduates; intelligence and spirituality of university life, regardless of political and economic conditions in the country<sup>18</sup>.

The world today is in the process of development towards establishing international educational space for which the global strategy of education of a person is worked out irrespective of one's residence; world standards are introduced, that is why the concept "modernization" by its meaning is assimilated to the term "globalization", in the fact of which some researchers of sociocultural phenomena find elements of cultural colonization, as the interaction of norms and stereotypes of different cultures take place<sup>14</sup>.

In order to eliminate the negative effects of modernization of education in psycho-pedagogical science the ideas of creative learning began to develop, providing individual-oriented teacher's work with students (A. Combe, A. Maslow, K. Rogers and others). Scientific interpretation of the essence of creativity was realized by the psychologists (D. Wexler, G. Guilford, R. Cattell, A. Maslow, C. Taylor, A. Torrance and others); scientific research work devoted to the creativity formation was carried out by the famous pedagogues (N. Moyseyuk, L. Romanyshyna, T. Sydoruk, S. Sysoyeva, M. Smetansky, L. Tarasenko, I. Shakhina, V. Shynkarenko and others). In addition to this, the creative pedagogical activity was seen as a creative approach to the solution of the problems of educational process during which the interests and values of the individual become a dominant component of organization and significance of learning activity. According to the pedagogue A. Morozov, such training is of individual nature and takes into consideration individual psychological characteristics of students and is aimed at creating conditions for unique self-knowledge and support of everyone's unique development. The creative approach to a training problem provides not a solution of prepared didactic tasks but generation, creative formulation and development of ideas, plans and projects in the educational process, which significantly increases not only the level of general development of world-view culture, but improves such features of the mental structure of a personality as memory, thinking, perception, ability to own one's emotions; promotes the development of character, temperament, forms the internal responsibility for one's work and self-control which is of great importance for a real professional<sup>15</sup>. In today's world the excessive pragmatism of human activity and its connection with the market situation is observed, which significantly increases the risk of professional life deviation from culture and as a result, exacerbation of conflicts in society.

Thus, the requirements for professional training of future experts for the opportunity to influence the socioeconomic situation are significantly increasing. However, the professional training is mainly focused on marketability and is not much concerned with the problems of humanistic society. Therefore, the introduction of culturological approach to the process of training future experts focused on development of civil society values and a free and creative personality is the premise of modernization of higher education in Ukraine.

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## THE TRICKSTER IN APPALACHIAN AND HUTSULIAN TALES

OLGA DERKACHOVA, SOLOMIA USHNEVYCH

**Abstract.** The fairytales of Hutsuls and Appalachians are analyzed in the article. Mountainous dwellers have an indissoluble connection with the nature and metaphysics of mountains that is why there are so many sacred objects and special places there. Megaliths and sanctuaries, life-giving places, miraculous springs, natural metaphysics of the mountains and tales which are grasped like true stories about creation and objective reality of the world, - all these attract not only tourists but also scientists and researchers to the mountainous region. The tale is one of the permanent attributes of people's life. It gives the opportunity to make the process of emotional and moral development more controlled and determined. The common feature of the tale is identified: it is the presence of a hero-trickster - Jack (the Appalachians) and Ivan (the Carpathians). In tales, most of the fictional characters can be described by the term "duality". It is a certain state of consciousness when the hero-character reproduces his double that lives an imaginary life and performs an intended role. It is a hero who is often hidden behind the mask of a jester and a foolish man. He does not live according to the rules. He breaks both laws and rules, but achieves positive results. The common and different features of the Trickster in the fairytales of Indians and Hutsuls are defined.

**Keywords:** hero-trickster, tales, Hutsul, North American Indian, archetype.

Mountains are an important factor that always influences people's way of life, their cultural and personal development. These peculiarities are brightly revealed in traditions and customs of mountain dwellers. Folklore is a mirror that reflects man's fixed ideas of the world and the place in it. The essence of everyday life is the source for objective cognition. It comprises a totality of evidence and confidence, beliefs and outlook, each being important and essential. Objective meanings of the world appear depending on individual, psychical and social descriptions as well<sup>9</sup>. That is, not only individual peculiarities but also man's environments influence the essence of everyday life. In our case, it is the mountainous environment.

Mountainous dwellers have an indissoluble connection with the nature and metaphysics of mountains that is why there are so many sacred objects and special places there<sup>2</sup>. Megaliths and sanctuaries, life-giving places, miraculous springs, natural metaphysics of the mountains and tales which are grasped like true stories about creation and objective reality of the world, - all these attract not only tourists but also scientists and researchers to the mountainous region.

The tale is one of the permanent attributes of people's life. Being a necessary means of children's comprehension of both external world and inner life, it gives the opportunity to make the process of emotional and moral development more controlled and determined. It should be noted that despite the

great number of studies devoted to the problem of a fairy tale, the issues related to the mechanisms of its influence on personality, as well as a number of theoretical statements have not been sufficiently investigated so far. All the facts mentioned above prove the fact that studying tales, especially the tales of the mountainous region, is of current interest.

One of the open issues in the problem under study is the Trickster figure which is often mistakenly and unreasonably identified with the Foolish hero.

A detailed research work of the fairy tale, its structure and characters was carried out by V. Propp<sup>4</sup>. The works of P. Radin<sup>5</sup> and D. Gavrilov<sup>1</sup> are also devoted to the trickster's figure in mythology and culture. S. Russova studied the type of the author-trickster in lyric poetry<sup>7</sup>. But the solution to the problem of the hero-trickster in the tales of different nations (he is often treated as if he were a naive pigeon who is lucky only due to his blessed innocence) has not been found yet. It all makes our investigation very burning.

The aim of the article is to track the peculiarities of trickster's figure in Hutsulian tales and in the tales of the Indians of the Appalachian mountains as there are some typological traits in the tales of the given regions.

The trickster is a deity, spirit, man and anthropomorphous being. His behavior is out of the generally accepted system of norms and rules of conduct. The trickster is associated with slyness and trickery; he is often laughed at. He can change his gender, be homosexual and be able to experience transformations. He can be a comical dubbing actor and he often causes different conflicts<sup>1</sup>.

We can single out the following trickster's functions: a peace breaker; a provocateur and initiator; a mediator between worlds and social groups; the seeker of knowledge and wealth; a personification of primitive wildlife; a werewolf, trickster, player; a man of wisdom<sup>5</sup>.

The myths about trickster appear in the mythology of different nations, both in simple and large communities, but later, they transform into legends and tales.

In myths, in particular in those of the North American Indians, he is a creator and a destroyer; he is the one who gives and takes away; he is a liar and a victim of lies. His passion and desire push him forward and, in consequence of his actions, all the values get their real importance<sup>6,3</sup>.

The trickster is the most ancient figure in the mythology of the Indians and Hutsuls. He can appear either in fairy and social tales or in tales about animals. Let's consider the tales where a trickster transforms into a man. These are characters of Jack (the Appalachians) and Ivan (the Carpathians). Among Appalachians' tales there are: «*Jack and His Lump of Silver*», «*Jack and the Giants*», «*Jack and the King's Girl*», «*Jack Goes to Seek his Fortune*», «*Jack and the Robbers*», «*How Jack Got a New Shirt*», «*Jack Plays The Banjo For Tom*», «*How Jack Got Tom To Do Will's Hard Work*», «*Jack and Mossyfoot*», «*The Tale Without an End*», «*Fool Jack and the Talking Crow*», «*The Thieving Boy*».

There is a term «Jack tales» which indicates different stories about Jack. In these tales Jack is represented as a weak and indecisive leader, but at the same time as a kind person. Richard Chase, the American specialist in folklore, had collected the most part of the Appalachian tales which were published in the book «The Jack Tales». Herbert Halpert, the folklorist, stated that Jack was a verbal tradition which was opposed to the written one. The verbal tradition dates from the time of the English folklore tradition and has undergone a great transformation (the appearance of two brothers, Bill and Tom who act as sheriffs). Some tales about Jack's adventures originated in German folklore<sup>10</sup>.

There are tales about Ivan's adventures in the Hutsulian folklore like those: «*Ivan Ivanush*», «*Ivan and a magic pipe*», «*Ivan Doluban*», «*Ivan Naida*», «*Ivan Sukhobrazenko*», «*Tsarevych Ivan and Princess*», «*Ivan and his brothers*». Some folktales such as «*How Sister Foxy was useful to Ivan*» and «*Ivanko and the Bad King*» have a common hero, implying the idea that there might be a cycle of tales. As we can see, the titles of the tales include the names of Ivan and Jack, proving their leading roles. The Trickster's characteristic peculiarity is the fact that after his appearing in the tale, everything starts spinning round him. This is just what happens to Jack and Ivan.

In tales, most of the fictional characters can be described by the term "duality". It is a certain state of consciousness when the hero-character reproduces his double that lives an imaginary life and performs an intended role. On the other hand, such fabrication of the game can be explained by the attempt to

deceive for the sake of achieving his purpose. In both cases, a fool (Ivan or Jack) is only a mask that hides a clever and witty hero. The mask becomes a tool for concealing the real face and nature of the hero. The motif of the mask transforms into a motif, or rather a complex of motifs: covering the face; searching and regaining the true Self; wishing to get rid of a stuck mask and attempting to find out its essence etc. In particular, the main character of the tale «*Tsarevych Ivan and a kind wolf*» is trying on several masks of the trickster: provocateur (he breaks the peace of four states in order to find a so-called diamond dove), a werewolf (dead or alive) and a man of wisdom (he gets a dove and princess, gets married to her and lives happily). Ivan is called "Duranko" (a foolish man) but, in fact, it is only a good mask that helps to put the plans into action.

The topos of disguise is intertwined with the topos of play, which is of great importance in the folklore of different nations. Acting as an immanent art method is performed at different levels. In the tale «*How Sister Foxy was useful to Ivan*» Sister Foxy plays atypical for herself role, namely a mouthpiece of justice, she begins her own game with the mother and the son, with the Bad King and other characters. Through various manipulations Sister Foxy turns Ivan into a seeker of knowledge and wealth, subsequently into Ivan the Wealthy: "... so Ivan the Wealthy had a grand wedding, and he became stronger and better than the king".

Now, the main character plays according to his own rules: he is waiting for the right time while Foxy is doing dirty work for him: "... and so he nicely started talking, and the language he spoke was not known to the king". The subject-matter of Hutsul fairy tales is considered to be complicated by Ukrainians' mental outlook. In particular, the very nature of Trickster expresses the main idea of the tale «*Ivanko and the Bad King*»: Ivan the Silly demonstrates to his family that eagerness and persistence will be necessarily rewarded.

Thanks to his capability of being a werewolf, trickster and gamester, the main character finds a gold ship and marries the princess: "... now he's got a uniform, a horse and armor, and that's really something worth seeing. The Halfwit's outfit proves to be even better than the King's".

A Hutsul-Verhovynets is known to live in a make-believe world. He takes demotic fantasy for reality. Therefore, investigation into the Hutsuls' folklore might tell us more about Hutsul's psychology than special scientific research.

In the fairy tale «*Ivan and the Magic Horse*», the subject-matter is enhanced by introducing the demonological characters, Sharkan and the representatives of the religious sphere (twelve priests). The story depicts the struggle between Good and Evil, along with mythological beliefs of the Carpathian inhabitants. The main character becomes Prophet Ivan, actually the epitome of savage nature. Another transformation of the trickster in the story urges us to delve into the Hutsuls' mentality of predictions, divination and prophecy: "Ivan already knew that he was betrayed by his brothers who had concluded an agreement with Sharkan about his death"<sup>1,p.34</sup>.

Thus, appearing of the Horse -prophet who helps Ivan overcome difficulties is not accidental in the story. In confrontation with Evil it is a must for the main character to purify through the bathing-in-the-milk rite ("...he plunged, bathed and became a nice young fellow, much nicer than he had been"). The final chord of the tale is Liturgy said for his beloved maiden Ardil'anka as a testimony of victory of Light over Darkness wherein the trickster becomes the young man of wisdom.

According to D. Gavrilov, the trickster appears to destroy the conventional system, established order, and contributes to transforming an ideal world into a real one<sup>1</sup>. In fact, the same occurrence might be observed in all the stories with Jack.

By way of example, consider introductions of several stories:

– «Once upon a time, there were three boys, Will and Tom and Jack. Everybody called Jack, "Fool Jack," 'cause he was considered sorty dull».

– «Once upon a time, there was a woman who was a widow and she had one boy named Jack. Jack disobeyed his mother one day and she whipped him. He decided he was going to run away».

– «Once upon a time, there was a great king and he norated throughout his kingdom that the man who could tell him an endless tale could have his daughter for a wife and be the king when he was dead. Several young men came and tried to tell a tale without an end, but they all run out of something to tell. At last a boy named Jack came in and told the king a tale»<sup>8</sup>.

In the introduction, the emphasis is made on the fact that the conventional order will be destroyed by Jack's behavior or actions, which actually takes place later: Jack acquires treasure, entraps the cruel and dishonest, marries the royal daughter, and so on.

At the beginning of the story, Jack is often described as a foolish or half-witted man.

However, hiding behind the disguise of a fool he achieves success by doing anything he desires. When the mask is off his real self-reveals, and the play gets different: he punishes his offenders and attains his aims.

For example, the fairy tale «*Jack and a Talkative Silly Crow*» describes nearly all the functions of the trickster: Jack kills his cow, removes its skin, then goes to sell it, thus breaking not only his own established life style, but also that of his brothers' (the function of a peace-breaker); with the help of the crow Jack gets delicious dinner and money (the function of a provocateur and initiator); he tells his brothers how he got money (the function of a mediator); he obtains everything his brothers owned, and even more than that (the function of a seeker of knowledge and wealth); he demonstrates careless attitude to life and death (as a personification of savage life); he claims to be the master of the extraordinary crow and pretends to be the one who is back from heaven (as a werewolf, trickster and gamester); owing to his quick wits and intellect, Jack achieves his aims (as a man of wisdom).

While wearing a mask of a fool, Jack let be cheated (he exchanges the skin of his cow for a crow that is supposed to be able to talk), as though he knew it might be in handy in the near future. Later on, with the help of his tricks he gets some food and money from a wood chopper. Then he makes fun of his brothers explaining to them how he cut the cow's skin into dollar bills. The brothers are taken in and try to do the same. In fact, Jack demonstrates to them how it feels to be a fool. After being nearly killed by his brothers, the hero-trickster, resorts to the further trick which appeared to be fatal for his brothers. Prior to this, he deceives a shepherd who presents the main character with a half of his flock.

In other tales with similar motif of travelling and exchanging valuable items for less valuable one, as described above, there are episodes of trickster's playing with passers-by without pursuing any profit. For the trickster, play for its own sake means more than the outcome. In other words, he plays because it is the essence of his nature, and not because of the profit. Later, the character like this will be wildly used in postmodern literature.

In the fairy tale «*Jack is looking for Happiness*», the motif of which is similar to that of «*The Bremen Musicians*», Jack sets off on his journey changing the established way of his life. One by one, animals join him in his journey (a vivid example of his relation to nature). Together, they find a shelter and settle in the house driving robbers out of it. Jack finds gold in the house and keeps it to himself. However, gold itself is not his goal, it's a sort of an add-on.

In the fairy tale «*Jack and Silver Bullion*», the main character loses everything he had. But treasure means nothing to the trickster. He enjoys the play as it is: he exchanges expensive items for the cheaper ones and allows to be taken in.

He likes the way people take his mask for sincerity. By letting others befool him, he entraps them himself.

Both people of the Carpathian and Appalachian mountains have a great number of fairy tales with a trickster as the main character. In both folklores, he wears a mask of a fool (like in case with Jack and Ivan). Common peculiarity rests on the fact that their behavior is inconsistent with the generally accepted rules, which allows them to violate laws and restrictions, and attain what they desire. Both Indian and Hutsul tales have the main character who performs functions typical for a trickster: he disturbs peace (so the fairy plot arises); he acts as a mediator between different worlds and social groups; he is capable of gaining knowledge and wealth; he proves to be a man of wisdom, a good player, and an epitome of savage nature. The main peculiarity of the Hutsul tales under study is the fact that the hero is greatly related to the myth: purification ritual and initiation rite serve as an example. At the same time, the synthesis of paganism and religion can be observed in the Hutsul tales, (priests, Liturgy etc), which doesn't often find place in the Appalachian folklore.

Common feature for Jack and Ivan is the topos of disguise intertwined with the topos of play, which is of great importance in the folklore of different nations.

The analysis of the tales makes it obvious that the trickster's mask is the core element that proves the mythical origin of the two nations' folklore. Thus, it is a common trickster archetype that determines similarity of the two mythical characters, Jack and Ivan, common model of behavior and the story architectonics.

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## MICHAEL GORBOVY AS AN ORGANIZER OF THE SCOUTING MOVEMENT IN GUTSULSCHINA (THE BEGINNING OF THE XX CENTURY)

IRYNA DIDUKH

**Abstract.** The Ukrainian scouting movement on western Ukrainian territories reached the highest level during the interwar period. Despite the relative integrity it had its own features in Galicia, Volyn', on Bukovyna, Transcarpathia. As living conditions turned out to be peaceful, old plast centres started to form in schools. "Plast" in Galicia was an example of inheritance and incentive to the development on other western Ukrainian territories and in emigration.

The figure of famous Hutsul plastun Michael Gorbovy (1896 – 1941) is very interesting and multidimensional. Indeed, it is a symbolic name in the history of Ukrainian scout organization. He was a member of many national public organizations. With his name economic and cooperative activities of "Plast" in Gutsulschina are connected. He was the organizer of craft departments of "Plast". The unicity of this disjoint person is expressed in his great love for Ukraine and responsibility for its future. Gorbovy considered physical, moral and national-patriotic education of children and youth as his main task. He strived to spread the idea of Ukrainian scouting among wide groups of people. For this work on 22th of May, 1924 he was awarded with a plast title of a scoutmaster. Michael Gorbovy formed national consciousness, high spirituality, love of God and Ukraine among youth for the "great aim" which is to build an independent Ukrainian nation.

Experts qualify current spiritual and moral state of the Ukrainian society as "crisis". School is not able to fill the educational vacuum which has appeared after the elimination of the Pioneer and Komsomol organizations. No new alternative children's institutions have been suggested. In such a difficult situation the experience of the activity of the Ukrainian scouting movement may be useful. Creative and practical achievements of "Plast" leaders as key figures and main carriers of the plast's educational methods are especially important. These include a figure of the leader of the Ukrainian Scouting movement in Gutsulschina, Michael Gorbovy.

**Keywords:** scouting movement, Plast, alternative children's institutions.

The historiography of "Plast" may be called various. A number of modern detailed investigations of the "Plast" history (V. Okarinsky, B. Savchuk etc.), theoretical and methodological principles of the "Plast" development made by the leaders of the organization (O. Vahnyanyn, B. Kravtsiv, J. Starosolsky, O. Tysovsky etc.), different aspects of the organization's activity (L. Bachynsky, I. Bobersky, E. Pelensky, A. Richynsky, P. Franko etc) were analysed. However, educational process of "Plast", its principles and experience of educators are still ignored by scientists.

The Ukrainian scouting movement on western Ukrainian territories reached the highest level during the interwar period. Despite the relative integrity it had its own features in Galicia, Volyn', on

Bukovyna, Transcarpathia. This is due to both its own national creative process, gained traditions and experience and the fact of being ruled by different political regimes.

Galicia is still the centre of Ukrainian plast movement. As living conditions turned out to be peaceful, old plast centres started to form in schools. In general, "Plast" accepted "dominance" of schools, but at the same time it took the responsibility for the education of youth. Plast organization closely collaborated with Greek Catholic Church. In 1930 the Ukrainian scouting movement in Galicia didn't shut down, but changed. It develops secretly and is led by "Plast Center". Plast discipline continues being semi-legal, and scout methods of education are being widely used by other youth organizations. "Plast" in Galicia was an example of inheritance and incentive to the development on other western Ukrainian territories and in emigration.

The figure of famous Hutsul plastun Michael Gorbovy (1896 – 1941) is covered with a legend. Indeed, it is a symbolic name in the history of Ukrainian scout organization. Michael Ivanovich Gorbovy was born in 1896 in Kosiv, into the family of a weaver. There were five children in their family. The boy had to be able to cope with all difficulties since early childhood. Being a child, Michael assumed the functions of an adult. Being a young man he joined cultural and educational work.

The unicity of this disjoint person is expressed in his great love for Ukraine and responsibility for its future. He participated in many fights of Ukrainian Sich Riflemen. After the proclamation of the Western Ukrainian People's Republic M. Gorbovy became Ukrainian Galician Army soldier and one of those who were establishing Ukrainian authority in Kosiv<sup>9</sup>.

Through the efforts of M. Gorbovy on the 12<sup>th</sup> of June, 1922 the first plast workshop appeared in Kosiv. In August 1922 he took part in plast course for educators<sup>4</sup>; was a member of the 1st camp of the Order of Plastuns-Seniors in Pidlyuty (1930), member of the 1st hovel of the Order of Plastuns-Seniors of S. and O. Tysovsky<sup>10</sup>; he was an author of the memoirs "Plast in Kosiv on Gutsulschina. The chronology of the 25<sup>th</sup> and 26<sup>th</sup> plast hovels' activity in 1922-26".

Gorbovy considered physical, moral and national-patriotic education of children and youth as his main task. Travelling, singing patriotic songs, concerts, physical exercises "ruhanka", reading abstracts, chats with young people, collecting books, learning Ukrainian history - these and many other activities made up a list of work of the young pedagogue. Michael Gorbovy strived to spread the idea of Ukrainian scouting among wide groups of people. His plastuns were travelling from village to village and explained the idea of Plast to farmers<sup>11</sup>. After some time many similar to Plast centers appeared.

The 1920<sup>th</sup> was a very effective period in the lifetime of Michael Gorbovy and his work on Ukrainian scouting<sup>7</sup>. For this work on 22<sup>th</sup> of May, 1924 he was awarded with a plast title of a scoutmaster. The same year (the 12<sup>th</sup> of October) he created the hovel of boys and girls named after M. Pavlik by combining two plast camps of Kosiv. Michael Gorbovy formed national consciousness, high spirituality, love of God and Ukraine among youth for the "great aim" which is to build an independent Ukrainian nation. His work drew government's attention. He was threatened, brought to justice, his literature was confiscated, he was not allowed to make speeches in public, several times he was arrested and in 1930 (that year "Plast" was prohibited) he was imprisoned for long six months. In prison he declared hunger strikes in protest<sup>1</sup>.

However, persecutions, prohibition of scout activity and arrests continued in 1922<sup>8</sup>. The 26<sup>th</sup> and 25<sup>th</sup> regiments of artisans in Kosiv, led by Gorbovy, were constantly repressed too. But, even after the prohibition and shutting down one plastuns' home, they found another one, and after arresting one circle another one was activated. The work continued even after imprisoning the guardian and educator of Kosiv plastuns, Michael Gorbovy, who had been taken to Kolomyia<sup>8</sup>. After the prohibition of "Plast" M. Gorbovy tried to establish effective work with children and youth<sup>9</sup>. Different sources give different images of tragic events in 1939: according to some data, M. Gorbovy was arrested and sent into exile where he died in a short while. In other materials we can read: "Arrested on 19.12.1940 and condemned on 29.03.1941 for 10 years of imprisonment".

Diaspora publications note, that M. Gorbovy "in 1939 was taken away by bilshoviks and died soon"<sup>5</sup>, "during Second World War was killed by a Polish bullet"<sup>6</sup>. According to documentary, he was arrested on the 11th of February, 1941 as a member of the Organization of Ukrainian Nationalists,

"Prosvita", "Lug", "Kamenyari" societies, sports organization "Plast" (case 2981, archives of the Security Service of Ukraine in Ivano-Frankivsk region). It is still uncertain what happened to M. Gorbovy after he had been arrested. But we know, that on the 12th of February, 1964 he was rehabilitated<sup>2,3</sup>.

The figure of Michael Gorbovy is very interesting and multidimensional. He was a public political figure, the leader of the Ukrainian scouting movement on Gutsulschina, scoutmaster, one of the organizers of Village-Plast. He also proved himself in the national social work. He was a member of many national public organizations. With his name economic and cooperative activities of "Plast" in Gutsulschina are connected. He was the organizer of craft departments of "Plast". However, most of all he proved himself as an educator of "Plast" youth on his homeland. Plast hovel named after M. Gorbovy continues his educational work.

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## MOUNTAINS UNITE

SVITLANA DOVBENKO

**Abstract.** Schools in the Ukrainian Carpathian mountain region work in specific conditions. They have original traditions, a special nature of learning and work. Indeed, because of a remote location mountain village school becomes the center for a cultural and spiritual life. Of course, it is related to a present social and economic situation in the country and a slow progress of society. Therefore, we need to look at mountain school with a broader angle, help it in comprehensive development of an individual and ensure an availability of quality education for children living in mountainous areas. Here we should talk about learning as well as laying the foundations for a life success. The international research project Mountain School. Status. Problems. Prospects for Development. Is established to help solve these problems. Precarpathian National University is an active member of the project.

**Keywords:** mountain school, modernization of education, Education 2002-2015 program.

The Second International Ukrainian-American Conference “Carpathians-Appalachians: Community Development in Highland Regions” was held at the Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine) in September, 2013. Apart from Ukrainian researchers coming from twenty-six different universities, eighteen American scholars and twenty university representatives from Eastern European countries visited the conference. The above conference was of much interest for researchers and created preconditions for further research in the Carpathian region.

What is the Carpathian Euro Region today? First of all, it comprises 19 administrative and territorial unions of 5 European countries with the total area of more than 148 thousand square kilometers and the population of nearly 17 million people. Usually the highland regions of Ukraine, Poland, Hungary, Slovakia and Romania are the peripheral territories of the above countries with severe weather conditions, and as a result their economic development is far behind the lowland areas.

The tendencies of destructive development are common to the above highland regions, in particular the decrease of many fauna and flora species, large scale erosion, violation of hydrologic balance, drying out of rivers, general decrease of recreational potential of highland regions. As a result of the above mentioned there have been high unemployment rate, poor health safety and education. The depression of highland regions development causes social apathy, uncertainty in the future, decreases social activity and ability to withstand difficulties.

Highland regions of the Ukrainian Carpathians are multicultural, with more than 70 nationalities living there. They all can feel both the influence of their regions depression and difficult weather conditions. That is why the issue of dialogue culture formation among personalities who are studying to become teachers is fairly important and actual.

The difficulties of education development in the Ukrainian Carpathians deal with its past, as the region was for a long time a part of foreign countries. The above did not meet the Ukrainians' national and cultural aspirations.

Teaching children and youth in Ukrainian was often restricted or even forbidden. During soviet times (1939-1991) teachers were forced to use communist ideas in education. Studying Russian became mandatory, which restricted the use of the mother tongue. Business language and conversation between different ethnic groups were often only in Russian.

Since Ukraine became independent in 1991, teaching methods have been based on democratization principles taking into account children's individual skills and national oriented education. At the same time in highland regions of the Ukrainian Carpathians there have been a lot of problems: many villages are far from schools, 'incomplete' schools have low efficiency due to the lack of skilled teaching staff, and many university graduates are psychologically unprepared to work in rural villages as teachers, because of social disorganization and discomfort.

But nevertheless, highland schools of the Ukrainian Carpathians have their achievements and success. Fairly efficient is the attempt to develop national and patriotic traditions. Historical and cultural materials dedicated to traditional forms of family life and family education are of special interest. The culture of communication and interaction in Galician family is of high moral and ethical value. Respect for the elder has always been common, which closely deals with incontrovertible authority of father and mother who personified not only the origins of the family, but also the representatives of Ukrainian family's rich traditions. Dialogue culture has been formed here for a long time. It was not greatly influenced by communication changes. When a father or mother speaks – children attentively follow their conversation, do not interrupt, even emotionally stress that they agree. When there is a need to express opinion which is a bit different from their parents', it is mandatory for the children to make emphasis on their respect for the elderly and express support. The above level of communication has been preserved in most modern families. Although there has been the influence of mass communication; live communication and conversation are replaced by on-line communication or SMS.

The change of priorities in educational work with children and youth is now common to Ukrainian educational institutions, which led to new relations on the levels "teacher-pupil", "teacher student", taking into account children's personal abilities and skills. The above facts demand the reformation of teachers' consciousness and professional competence.

Modernization of education is viewed as a very important factor to ensure the development of Ukraine's economy and society. The mountain area school has a key role as it performs both an educational and social function, maintains a genetic potential of the Ukrainian nation in the Carpathian region; defines the welfare, and scientific, educational, ideological and spiritual life of the community. Thus it is time to look into the urgent problem of preserving a network of educational institutions in the mountainous region that provides proximity to children, save their time and energy and cares for their wellbeing while they are away from home

Mountain school is a special phenomenon in educational theory and practice. A geographical location and socio-economic status are those aspects that play a significant role in the functioning of this institution. Whereas the former is characterized by only school's location, the latter depends on a large number of factors: a state of social and economic development of a particular region, general spiritual and moral standards of villagers' lives, the natural and objective environment, and specific conditions of functioning of an educational institution. These aspects actively influence a development of mountain schools and a process of resolving psychological and educational problems.

Mountain school is not only an educational, economic, geographic or social concept. Almost always its primary mission is to educate a person who lives and works in a mountain village. However, in the present school does not realize its tasks to a full extent. In this regard, there is an acute problem how to coincide the interests of a developing society with the interests of a young person, who sees from early age the insecurity of a village life, and unlike previous generations, expects development and prosperity.

Considering the educational activities of mountain schools as an important factor in a social change we should take into account the fact that the possibility of influencing a development of rural society is significant, however, the difficulties are numerous.

The problems of rural schools in mountainous area, their financing, legal and human resources supply are particularly relevant to educators of the Carpathians and should be a public concern, because out of 768 secondary schools of different types, 603 are located in rural areas including 270 in remote mountain areas. Thus rural educational institutions account for 78.5 % of all schools.

Ivano-Frankivsk region is a specific educational area, where various types of education establishments: traditional and author, famous and less-known, large and small, educational complexes and families school successfully co-exist and operate. Here the regional development program "Education 2002-2015" is being realized that provides measures for the development of education in rural locations, which are mainly in mountainous areas.

New generation of teachers at schools, colleges, universities, educated in independent Ukraine, free of their political prejudice, nationally and democratically oriented, greatly changed the modern school of the Ukrainian Carpathians. It is becoming modern in terms of content and teaching methods, preserving at the same time positive achievements of the past. Taking into account the interests of ethnic national groups, connected with preservation of their dialogue communication traditions, interpersonal relations, all enrich the culture of communication of different people, who are united by a single feeling of living in a common home named Ukraine.

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## INTERACTION BETWEEN THE TRADITIONAL AND INNOVATIVE APPROACHES IN TRAINING PHARMACISTS FOR THEIR PROFESSIONAL WORK IN THE CARPATHIAN REGION

MARIANA DRACHUK

**Abstract.** This paper presented the modern automated diagnostic systems and pharmacological rehabilitation technologies. There is a lack in the raw material base of many medicinal plants due to the bad environmental situation. Today natural resources were so depleted that Arnica was listed in the Red Book of Ukraine. Nowadays the training of specialists in the field of pharmacology requires not only new approaches associated with the development of medical science and computer technology. We have national traditions for the use of plant resources, particularly in the Carpathian region. Much of the research in the field of pharmacology requires new approaches in the analysis of clinical trails of new medical products. Pharmaceutical practice is focused on the types of professional activities. The ethical aspects related to medicines are equally significant. In the professional work of pharmacists information technologies are used on such stages as the creation of a medicinal product. The research of resources is conducted all over the world and is used to record all types of natural resources, but this term is most commonly used to define plant resources. The pharmacist should be able to adjust the recipes prescribed by doctors and know the rules of drug intake and provision. Regarding plant medicines, the Carpathian region has a rich heritage of traditional use of medical plants. Nowadays modern conditions require the active use of new technologies in pharmacist's professional activity. Particularly acute is the problem of compatibility of medicinal substances and their interaction in the pharmaceutical phase as well as in the process of distribution and absorption. The Carpathian region which is extremely rich in medical plants should be constantly studied and integrated with the modern knowledge and capabilities.

**Keywords:** training pharmaceutics, medical plants, training programs.

Informatization of society, widespread introduction of computers and the latest technologies impose the new requirements for the training of specialists. The introduction of modern automated diagnostic systems and pharmacological rehabilitation technologies require an optimal combination of traditional methods of training specialists and new approaches. With the development of science and technology some specialties are disappearing and others are emerging. Therefore, the training of specialists should be adjusted. The formation of pharmacists, as was noted at the 2002 WHO meeting (Malta), should take into account the prognosis of required services of pharmacists for a period of 2000-2025. In June 2002 the WHO meeting on the problems of pharmaceutical education was held on the island of Malta. The WHO developed the recommendations on identifying professional knowledge and skills and the list of subjects to be included in the curriculum<sup>3</sup>.

Now there is a lack in the raw material base of many medicinal plants due to the bad environmental situation, which resulted in the reduction of the areas of natural phytocenoses, environmental pollution, etc. For example, although 20 years ago there were considerable reserves of Arnica on the spurs of the Black Mountains, Svydovets and Gorgany, these natural resources were so depleted that Arnica was listed in the Red Book of Ukraine.

Nowadays the training of specialists in the field of pharmacology requires not only new approaches associated with the development of medical science and computer technology, but also thoughtful analysis and the use of national traditions for the use of plant resources, particularly in the Carpathian region.

Much of the research in the field of pharmacology requires new approaches in the analysis of clinical trails of new medical products. Special attention should be paid to the use of modern information systems which allow making regular contacts between pharmaceutical companies and hospitals. The introduction of automated diagnostic systems, the use of the achievements of molecular biology, comprehensive medical and rehabilitation pharmaceutical technologies involve a combination of classical forms of teaching with the new approaches to training doctors and pharmacists<sup>2</sup>.

Pharmaceutical practice is focused on the following types of professional activities: controlling the intake and rational use of medicines by patients; informing doctors and patients about new drugs; using modern information systems; instrumental, technical, software and pharmaceutical support of the advanced medical technologies. This process unites intellectual potential of experts from various fields of science and technology. Also it is characterized by formulation of the field of expertise integrated in its structure – Medical and Technical Sciences; use of the new classification of medical products, determination of the probable success or failure of a new medical product using certain mathematical models; research of the therapeutic possibilities of products with the similar pharmacological properties, drug development trends; the synthesis of new medicines with different pharmacological activity; development of the coding systems that describe different effects of certain medicines and their mechanisms and effectively choose medicines by similar characteristics. The ethical aspects related to medicines are equally significant – from the research and production to the support of marketing departments and manufacturers of pharmaceutical products. All the above activities should be implemented in the pedagogical process of pharmaceutical educational institutions.

The problem of training specialists who can find new directions of the use of information and computer technologies and considering national traditions of treatment requires further systematic pedagogical research. The purpose of the articles to justify the expediency of interaction between the traditional and innovative approaches in training pharmacists for their professional work in the Carpathian region. In the professional work of pharmacists information technologies are used on such stages as the creation of a medicinal product, pharmacological screening, marketing researches of the pharmaceutical sector, registration of medicinal products and information and referral services of pharmaceutical companies and pharmacies. The functions of pharmacists are constantly changing which should be considered in determining the skills and abilities of specialists for the future.

The integrative links between clinical and pharmaceutical subjects with the use of information technologies promote the consistent development and generalization of students' knowledge at different stages of learning, provide a synthesis of knowledge and skills, stimulate mental activity and ensure the effective assimilation of knowledge and skills on how to use information technologies in professional work. The main task of the pharmacist is aimed at improving the health care of the patient, creating conditions for the safe and rational use of medications.

Any objects of plant origin, which can be used with existing technologies are called plant resources. The research of resources is conducted all over the world and is used to record all types of natural resources, but this term is most commonly used to define plant resources<sup>1</sup>. Pharmacology is the component part of many sciences such as chemistry, biophysics, pharmacy, medicine and biology. By studying the mechanism of action of drugs, it formulates the theories of directed search for new medicines, constitutes a theoretical basis for the rational use of medications for chemists and technologists. Apart from pharmacodynamics and pharmacokinetics, pharmacists need to have

knowledge about the toxic properties of drugs, which is the subject of medicinal toxicology. That is because all drugs, or almost all of them, under certain conditions can have not only positive effects on humans, but also can cause negative side effects, even serious complications. This severely limits the effectiveness of treatment and can cause serious damage to the health and even death.

The pharmacist deals with the great number of medications. For this reason he or she must know the effects of drugs on humans and the classification of drugs based on their pharmacological properties and practical application. Moreover, the pharmacist should be able to adjust the recipes prescribed by doctors and know the rules of drug intake and provision.

The application of medicinal plant drugs for curing has become popular again. The favourable effects of most of them have been examined and proven. Regarding plant medicines, the Carpathian region has a rich heritage of traditional use of medical plants. A rich source of arnica can be found there. For centuries it has been used for treating muscle injuries, bruises, pinches or sprains. Nearly 150 active ingredients have been found in the plant. Another important medical plant is wild thyme (*Thymus serpyllum*). It has been used to make tea for coughs and bronchitis as well as antiseptic. *Sieversia Montana* has been used to treat gastrointestinal disorders. For treatment of skin rashes and wounds sap of fresh plants or their leaves and flowers were often used. In Boykivshchyna bean leaves and raw onion were applied onto purulent wounds. Fresh leaves of some plants and raw vegetables were considered to be effective painkillers. Throughout the Carpathians cottage cheese, sliced potatoes, horseradish leaves, beetroots leaves and mint leaves were used to treat headaches putting them onto the forehead. Fresh or sour cow's milk was used to wash eyes in case of eye pain. Hot milk with butter or lard was recommended to drink in case of a common cold. Milk decoction of sage or yarrow was used to treat toothaches. Purulent wound were treated by applying the old penny bun (*Boletus edulis*) previously boiled in milk.

Nowadays modern conditions require the active use of new technologies in pharmacist's professional activity. For this purpose it is necessary to develop programs of training specialists and introduce information technology in medical science and healthcare. The existing training programs in Medical Informatics are characterized by the interdisciplinary and multi-dimensional approach. One of the fields of medicines is often chosen as the basis for most training programs while computer science is given a secondary role. In medical educational institutions the course "Basics of Information Technology" has been introduced. A model of "data – information – knowledge" which implies the problems and tasks of information technology is considered. This causes allergic reactions and so-called "medicinal disease".

In clinical practice a wide range of medicals, which, along with therapeutic, have adverse effect on the human body. Particularly acute is the problem of compatibility of medicinal substances and their interaction in the pharmaceutical phase (during the direct preparation) as well as in the process of distribution and absorption (during the pharmacokinetic phase). These issues can be successfully solved by professionals – pharmacists. The main task of the pharmacist is aimed at improving the health care of the patient, creating conditions for the safe and rational use of medications. The professional pharmacist should use modern information technology which allows making regular contacts between pharmaceutical companies and medical institutions. Only those pharmaceutical manufacturers that use innovative technologies in the analysis of clinical introduction of new medicines can achieve the greatest success.

Consequently, in pharmacist's professional work information technologies are used on the following stages: the creation of a medicinal product, pharmacological screening, marketing researches of the pharmaceutical sector, the use of information technologies in the work of pharmaceutical companies and pharmacies. However the maximum efficiency can be achieved only by combining seamlessly the latest achievements of computer science and traditions with centuries of experience. The Carpathian region which is extremely rich in medical plants should be constantly studied and integrated with the modern knowledge and capabilities. These aspects should be taken into account in terms of the process of training specialists and reflected in the qualification characteristics description.

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## MODERN TEENAGER (HIGHLANDER) AND SEX

OKSANA FEDYK

**Abstract.** The age at which you can start or be sexually active - a very interesting question, which concerned not only parents, but also psychologists. Usually, you can not answer the question of when and to whom to start having sex. However, there are certain statistics that the average age of sexual debut in adolescents - is 15 years for girls and 14 for boys. Now we are talking about European society, about what is happening in Ukraine, particularly in mountainous areas.

The fact that the willingness in principle to sexual intercourse is associated with physiological aspects. There is a notion in sexology - sexual constitution.

There are several factors play a role, of course, one of which is constitutional, but not always, psychological maturity and sexual constitution, rather, because of the need for sexual constitution in holding intercourse can match.

That is, some teens may be physiologically ready for sexual intercourse at 12-13 years, but the question arises: Are they psychologically? And probably we can not give a definite answer to this question, because curiosity taboo in society, which in the majority rejects teen sex, pushing them into early sexual relations. Nevertheless, probably still age readiness and psychological and physiological - is 18-19 years if we are talking about teen sex.

**Keywords:** sexual education, modern teenager, socialization.

Adolescence - a very difficult period in the life of every person. This is the time when we open our own I doing path from child to adult, know the world and find it yourself, realize its importance and role. Teens tend to constantly struggle with their prejudices, with the positions of adult and child in the head, looking right out of different situations, learn to live. There are various problems, including the problem of self-esteem. In most cases, self-esteem adolescents often varies and can jump from high to low. Problems with self-esteem gives us one of the psychological causes of early sex.

Some researchers have conducted a correlation between the age of onset of sexual activity and personal characteristics of adolescents. Thus, early sexual activity is often observed in active adolescents are easily communicate, sociable, but at the same time showing a great desire to risks adventurous behavior, they conflict on adults exposed to alcohol and drugs.<sup>1</sup>

The late onset of sexual activity often occurs in people with a developed sense of responsibility, who adhere to certain moral standards and at the same time is not communicative, not confident and anxious.

The important role played by the impact of culture on adolescent sexual behavior. In many cases, certain sexual activity is considered inappropriate.

Sexual behavior is governed by social rules, norms specific to a particular society. Sexual morality is that the rules of society can or can not do, and sexual norms - what is expected and what is not desired.

Sexy teen hyperactivity often has neurotic nature (background), resulting emancipation. They are trying to let go of control, custody and control by adults. This reaction can proceed rapidly in the form of anti-social behavior<sup>3</sup>.

The modern teenager has more sexual temptations, walking on the road, than his grandfather ever had on a Saturday night while looking for such an opportunity. Young people are literally bombarded with sexually oriented information. At first sight teenagers, and not only them, today have far more reasons to have sex than to abstain.

The weakening of sexism and many traditional taboos, no formation of a system of values, lack of sexual education enhances individual freedom, which forms the sexual behavior of teenagers<sup>4</sup>.

It is quite obvious is the fact that the sexual debauchery and a variety of sexual expression have become commonplace on television, no longer talking about the World Wide Web. This is especially true of adolescence, it is known that this period is characterized by sexual maturation, causing changes not only physiological, but also psychological. Therefore, this area of psychological and physiological development needs special attention from parents and teachers to correct its formation<sup>1</sup>.

The main trends of mass sexual culture today is: vulgarization, mixing complex love-erotic feelings and experiences to the primitive and standard sexual technique.

The cause of early sexual intercourse can be considered and pedagogical factors. This hasty, superficial or no sex education of children. In adolescents may act as painful sexual permissiveness and indifference to the problem, and a lot of restrictions, rigor, abstraction from the subject of sex, the attitude of his family towards sex.

Educate teens in this area need to correct. Firstly, it is very important honesty and openness. Do not remain silent, blushing and translate the conversation to another topic. Just do not introduce a ban on the word of a scientific nature enjoyed by sexologists. Important to the completeness and clarity of explanations, information and multifaceted clear. Will be very useful discussions on similar topics, discussing sexuality in a relaxed atmosphere. To really be so, you need a stable level of relations and understanding<sup>5</sup>.

The major tasks of family and education is to prepare children for independent life, making them sustainable in the ability to navigate in difficult situations. An important component of this preparation is sex education. The current situation in the country insists education sexual culture, especially youth. Psychologists say that only during adolescence person is truly ready for an intimate relationship with another person as socially and in terms of psychosexual. One of the main factors that induce people to contact and interpersonal relationships, is sexuality<sup>2</sup>.

It is important to note two features of adolescent sexuality: the first - is the experimental nature of their sexual behavior, the second - that erotic needs and interests are ahead of the development of the emotional sphere and communication skills, on which depends the possibility of combination of physical intimacy with a psychological (spiritual) proximity and understanding.

O. Kadenko identifies factors that influence the formation of ideology teenager. The first factor, of course, is the family. Family values are top, because it is based on family relationships sex-teen learns patterns of behavior <sup>3</sup>. But at this stage the family is unable to control all stages of the socialization of the child. The second factor is school. And, unfortunately, the school loses its educational functions, especially in terms of sexuality. Thus, the family and the school are inferior third factor - the media.

Using questionnaires enabled the author to obtain information relating to adolescent sexuality, the optimal age of first sex. We interviewed 80 secondary school pupils aged 14-17 from Ivano-Frankivsk and Kosiv.

The results give reason to believe that adolescent attitudes towards sexual ambiguity and differs according to the following criteria: gender, locality, family members, and others.

Sexual relations considered absolutely normal:

<i>Ivano-Frankivsk</i>	<i>Kosiv</i>
13-14 years – 42 %	13-14 years – 27%
14-15 years – 69%	14-15 years – 47%
16-17 years – 88%	16-17 years – 58 %

The study regarding the beginning of sexual relations somewhat alarming, as evidence of the widespread practice of joining adult life teens who are not prepared for it in terms of social and physical development. While the rate of sexual maturation of girls are ahead of boys everywhere, but according to research, boys usually began their sexual life of women, because more prone to risk and experimentation. The risk of negative consequences of early sexual intercourse increased, since about 35% of first sexual intercourse performed without the use of any contraceptives.

Sexuality teen has disharmonious character. Between his emotional and psychological and physical development are relevant differences.

Here are some false ideas that guide teenagers engaging in intimate relationships:

1. «Sexual attraction laid in our nature, so unnatural to suppress it»;
2. «Abstinence from sex is injurious to health»;
3. «If you do not freely express your sexuality, you either sick or put to death»;
4. «After all, we live in the 21<sup>st</sup> century»;

As we can see that a sexual life of teenagers is a misconception, they are clearly exaggerated importance of sex in life.

The theoretical analysis and experimental study, based on which we can conclude that the formation of psychosexual culture in adolescents requires purposeful influence on behavior in order to form need-motivational, cognitive, volitional and emotional-sensual sphere. Sexual education is the main mechanism of self-monitoring and self-regulation of sexual behavior of the individual.

Responsible and competent adult is a key figure in the case of sexual socialization of the younger generation. Only a systematic approach to this issue, namely the combination of relevant education programs that are based not only on knowledge of physiology, but also moral (religious) values of the individual that appeal to her personal responsibilities with competence and personal responsibility of adults (teachers, social workers, school psychologists, social workers etc) designed to implement these programs, you can expect positive results in addressing this urgent problem. In our opinion, its solution must proceed in two ways. First, the nearest adult that surround children in their daily lives, including parents, with greater attention to their education without leaving them alone with the TV screen. It is important that the most important vital need of student age children - need to communicate– not satisfied through communication with a TV, and in the process of communication with trusted and understanding adults. Secondly, it is extremely important the problem of the information culture of youth. It is critical to teach young people consume television information, displaying personal resilience and ability to resist undesirable influences. It is of the special media education of students, which should be within a secondary school, where young people organized is time consuming and mostly concentrated where appropriate teaching staff. This is high school social responsibility and teachers to the country and growing in her youth.

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## THE COMPLETION TO THE PROFESSION ACTIVE IS MODELED OF FUTURE ECONOMISTS IN THE MOUNTAIN CONDITIONS OF ENVIRONMENT

IRYNA GALUSHCHAK

**Abstract.** The article analyzes the economics of the training of the future to the profession, the analysis works on the phenomenon of commitment to the profession, defines the dominant components that directly affect the process of professional economics in working conditions in mountainous regions.

**Keywords:** market, personal commitment, professional activity, motivation.

At the stage of market reforms and democratization the training of future economics specialists, who are capable to perform the complex of social and economic challenges and can quickly adapt to the characteristics of professional activity, has the great importance in Ukraine. However, the system of training doesn't provide suitable preparedness of graduates for their practice. The young specialist acquires the considerable knowledge base and obtains a small amount of professional skills.

Current market conditions are putting fundamentally new requirements to young specialists in economical branch. According to this fact, both the process of learning in higher education in general and the training of economics specialist require the improvement for the profession in a mountain environment.

The main principles and directions of the structure and content of higher education are:

- Self-sufficient system of higher education by providing scientific, technical and cultural development;
- Improving the multilevel structure of education, the formation of different directions and duration educational programs;
- Strengthening of fundamental education.
- Expansion of universities' academic freedom in modeling the content of educational programs;
- Improving the economy effectiveness of the higher educational system;
- Taking into account global trends in educational systems and the mobility of high school graduates in the intellectual work market.

Nowadays the main task of higher education is to form an independent, responsible, socially active personality, with high level of informational culture, whose is capable to solve industrial and social problems. Today the particular attention is paid to the preparation of specialists in economy as the

most active subjects of the market economy, especially for work in a mountainous environment. An indication of formation of professional identity and moral and psychological maturity, that is necessary for its high professional activities, is professional preparedness.

In the dictionary of psycho-pedagogical concepts and terms readiness is defined as the state of the individual, which allows to enter to the professional environment successfully and to develop rapidly in a professional respect<sup>1,p.1</sup>.

In modern scientific literature readiness is associated with activities in general and professional activeness in particular. It is important in the context of our study. The majority of scientists reflect the readiness to professional activity as active individual's state, urging for action; as a result of action; as guidance to perform the professional tasks, as a prerequisite to purposeful activity and its regulation, efficiency; as a form of the subject's activity, which is included in the total stream conditions

The analysis of works about the phenomenon of personal commitment to the profession (O. Bodalov, A. Derkach, M. Diachenko, L. Kandybovych, A. Markova, V. Slastonin etc), provided the possibility to make such generalizations.

Firstly, it is a systematic, integrative phenomenon that is formed in the future for professional during the studying in the higher educational institute. The readiness for the profession is the basis of professional competence of the professional. If we consider the relationship of these phenomena in comparison to the activity, the readiness is potential and competence is real.

Second, the willingness of the individual to the professional activity consists of certain components, the first of which determines the value-motivational orientation of future specialists, the second is sophistication of his professional knowledge and skills, the third is the personal commitment, its professionally significant qualities, including those that has enabled control and regulatory functions.

Thirdly, the criterion of personal commitment to the profession is the realization of all its components, and their focused development.

Let us analyze scientific researches that are aimed at determining the readiness of future professionals to economics profession. The requirements to professionals of economics get modifications periodically. This change affects at the individual criteria and indicators of readiness patterns. V. Stasiuk is studying he problem of commitment to the profession of economists. Scientist divides components into groups: the first group defined components that characterize professional quality specialist, the second group describes the personal qualities of professional economists. She considers that professionals should be characterized by the following professional qualities as planned informative, motivational, supervisory, and organizational and coordination. The personality behaviors are self-awareness, reflective and communication, emotional, mobilization, strong-willed<sup>10,p.9</sup>.

Studying the problem of future specialists in economy to the profession V. Reznik considers this commitment as a complex of personality formation, an integral characteristic of the individual, which is a complex reflection of the personality traits and professional qualities amount. Those qualities are necessary for a successful professional. According to the author's view the readiness for future economical specialists to the profession includes the following components: psychological readiness (motivational component, a component of sociability, reflexive and volitional components), the theoretical readiness (intellectual, cognitive and informational components), practical commitment (active, organizational and executive business components), willingness to further improvement as a specialist (creative and heuristic components)<sup>8,p.6</sup>.

The research of I. Nosach investigated the problem of the future economists' professional skills formation in the process of integrative professional disciplines. She identified such components of readiness to the economist profession as a motivational, evaluative, cognitive and professional identity<sup>11,p.89</sup>.

C. Tarasova examined the requirements for professional managers of financial economics. She refers informational, motivational, psychological and reflexive components to the structure of future managers<sup>1,p.7</sup>.

After analyzing the nature of "readiness for professional activity" concept and different researchers' approaches in determining the readiness of the phenomenon, we consider that:

- Willingness to human activity is a multi- entity complex which is identified in accordance with the individual requirements to certain activities;
- the existence of activities' preparedness is a prerequisite implementation of the activities;
- The problem of preparedness to the activity is not confined to theory, and has the distinct practical importance;
- The relationship of psychological and pedagogical approaches in determining the readiness of the individual to activity gives the suggestion about its psychological and pedagogical origin.

Analysis of scientific literature suggests that the willingness of graduates to the profession in the present researches is determined differently because of the scientific approaches divergence and specificity of a particular profession.

The readiness of future specialists in economy stands as the foundation of professional training. It defines professionalism, allows exploiting themselves in a particular activity, and promotes self-improvement, self-development of specialists.

The analysis of V. Slastonin, O. Moroz, V. Stasiuk, L. Dobrovolska and others researches led to the conclusion that the willingness of future specialists in economy to the profession in the mountainous area includes such key components: psychological readiness, theoretical willingness, practical preparedness, willingness to further self-improvement.

In our point of view the components of readiness for professional activity of future economists in mountainous environment should add the following: motivational, cognitive and professional orientation.

Characterize each of the components of readiness. Motivational component is included in the structure completion by almost all the scholars. A positive attitude towards future careers is serving as the driving force for the acquisition of knowledge in the specialty. Positive mood regarding future careers is one of the criteria, which forms a stable motivation. The indicators should include the criteria expressed positive motivation and focus to economic activity, to work in the economic field, belief in the importance of their chosen profession, the need to apply their knowledge and skills in practice, prompt adjustment when changing to vocational training activities.

Motivational component system includes all kinds of motives, containing motives external affirmation. Students can motivate their choosing of this economist profession by achievement of high social status. Economics experts wish to hold high-ranking position in that branch in future. We took such indicators that express the criterion of external assertiveness: a high social status, the possibility for career advancement, salary, and desire to hold the high workplace.

To the motivational concept consists of components that operate at the subconscious level. That's why the intrinsically motivated students should be included to the structure of motivation. It is expressed by the following factors: awareness of the need for intensive study of selected professional disciplines, desire for career growth, a desire to the best self-demonstration among colleagues from the professional point of view.

Motivational component is complemented by cognitive one, which fully reveals the features of future careers. The level of economics students' professional preparedness depends on theoretical knowledge, practical skills and compliance with modern requirements. During the execution of jobs future economists carry out financial, economic, organizational and administrative activity and activity in the field of commodity and judgments of statistical analysis of the results, the introduction of accounting. In our opinion, one of the criteria is theoretical cognitive component availability, which indicators include: the availability of basic professional knowledge, economical thinking and owning professional terminology.

In order to use the theoretical knowledge a student must possess the skills of their practical application. The professional economics work associated with the processing of incoming information movement. An important task of universities is to prepare students for the creative application of knowledge. Thus, the criterion of cognitive component for the successful professional activity is the practical readiness, expressed by factors of advanced creative thinking, the ability to process information independently and using the software.

Nowadays the implementation of economics professional duties is unthinkable without ICT. Therefore, we believe it is important criterion is expressed in ICT skills. The indicators of this criterion are: general possession of the necessary software, possession of software products with professional purposes; finding professional information, communicative skills with colleagues about professional issues on the Internet.

Students should focus on the fact that it causes additional stress, to know the requirements of the chosen profession for the successful professional activity. Future professionals need to understand what will be connected with their work. This professional orientation component should face students to the future professional activities and its responsibilities. It is expressed by the requirements of career awareness criterion that contains such parameters as readiness for training during the career, the ability to take responsibility, the ability to make important decisions.

Thus, systemic, holistic view of the nature and structure of future economy specialists to the profession, promote the effective formation of economic students' readiness to the profession in a mountainous environment.

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## PROBLEMS OF EDUCATION OF MOUNTAIN CHILDREN IN OLENA TSEHELKA'S LITERARY WORKS

OLHA HORETSKA

**Abstract.** The article analyzes the literary works of a teacher, children's writer, public figure of Western Ukraine – Olena Tsehelska. It aims to study the system of national-patriotic, moral, religious, labor upbringing of mountain children at the end of XIX – the first third of the XX centuries. It was at this time when revived searches for a new curriculum, new methods and forms of education, laying the foundations of the national-patriotic, civic education of Ukrainian youth. The author stresses that one of the important factors of national education of youth has always been fiction, particularly national bulleted text, which are literary works written by Oelena Tsehelska. In fairy tales, short stories, novels the writer finds out about these family values that have traditionally been famous for residents of mountainous terrain, as a community of spiritual interests, harmony of relationships between representatives of different generations, caring for parents and elderly people in the family, respect for ancestors, family harmony, respect for folk traditions, faith in God that helped to survive in difficult circumstances of war periods, forced relocation to a foreign country. Little heroes from works of Oelena Tsehelska possess such traits as civic consciousness, patriotism, devotion to the interests of the people, the capacity for self-sacrifice, compassion for the poor, love of neighbor. Works written by this writer is an important factor in the preservation of folk traditions, enriching current young generation with them what becomes important in the development of civil society in Ukraine.

**Keywords:** upbringing, national education, literary works.

At the present stage of Ukrainian state-building and national education system improvement the main and the most urgent task of a mountain school is to educate responsible citizens of Ukraine, spiritually rich, endowed with pride for their country, with high moral qualities, because currently the youth permanently demonstrates acts of aggression and indifference, lack of compassion and respect, approval of the cult of money, power and authority, the domination of material values upon spiritual ones.

According to the educational strategy, approved in such legal documents as the Law of Ukraine "About Education", President of Ukraine's Decree "About Measures of Development Spirituality, Morality and Healthy Lifestyle Protection of Citizens", the Concept of National Education, the State National Program "Education" (Ukraine XXI century), The National Doctrine of Ukrainian Education in the twentieth century, education of young people should be based on the synthesis of national and universal values, ensuring the formation of spiritual richness in a citizen and a patriot of Ukraine.

Fiction, imbued with ideas of truth and goodness, has always been one of the important factors of morality and spirituality formation of children and young people, who live in mountain environment. These ideas gained significant use the literary works of women teachers who worked in Western Ukraine in the 1/3 of the 20<sup>th</sup> century.

Our research is devoted to literary works of a teacher, a writer, a social activist Olena Tsehelska. Little heroes of author's short stories, fairy tales and novels with their deeds prove their ability to self-sacrifice, mercy, true friendship, compassion, upholding of their faith, persistence in mastering knowledge, and respect to our traditions.

Ukrainian school should incorporate the best human ideals, traditions and achievements of national and international educational experience. This study is of particular importance for the development of theory and practice of modern national school system as a paradigm of child-centered personal approach education and training requires critical understanding of our historical heritage.

All the processes that took place in the history of Western Ukrainian schools in the 1/3 of the 20<sup>th</sup> century have been considered to be difficult and yet critical to the development of modern national schools in Ukraine. This period is marked not only by the struggle for existence of the national school at Western Ukraine, but also by finding ways to update the content of education, and thus, to find new methods, forms and means of training and education.

In recent years, a significant number of works on the history of schooling in Bukovyna (L. Kobylanska, O. Penishkevych), Transcarpathia (V. Gomonay, M. Klyap, V. Rosul), Galicia (M. Barna, G. Bilavych, O. Visnievski, D. Hertsyuk, T. Zavgorodnya, I. Kurlyak, B. Savchuk, B. Stuparyk), Volyn (L. Kozoriz, V. Omelchuk, N. Rudnytska etc.) were published.

However, literary works of women teachers in Western Ukraine need to be studied as a source of progressive ideas of national education and training because they have not lost their relevance today. Their views complemented national educational thought, enriched national cultural heritage of Ukrainian people, so deep coverage, creative use and constructive rethinking of this topic ensures adherence of these ideas by the next generation.

The aim of the paper is to make a comprehensive analysis of Olena Tsehelska's patriotic, moral, religious, civil, labor educational ideas, highlighted in her literary works.



Olena Tsehelska – a teacher, a children's writer and a public activist. It should be noted that there is little information about her life and work.

From B. Goshovsky's article in the newspaper "Svoboda" dedicated to the 65th anniversary of Olena Tsehelska, we learn that she was born July 20, 1887 in the village Gora, Sokal region. Till 1939 she taught in the village Zakomar'ya, Zolochiv region. During World War II a writer exiled to Germany, later to USA, where she died Sept. 16, 1971.

Olena Tsehelska's first novels about school life were published in the diary "Dilo" in 1912. Further author collaborated with the magazine "Vchytel'," "Uchytelske slovo", "Alma Mater", and Women Organizations' publishing houses "Meta", "Zhinka", "Ukrainka" and others.

Most works of Olena Tsehelska were published under the pseudonym "Galia" in "Dzvinok", "Svit dytyny", "Moloda Ukraina", "Dzvinochok". Many works of the writer were published in magazines and newspapers. For example, such stories as "Dmytrun' i jogo nizh", "Yurchik - Plaksiy", "Dorkova prygod", a fairytale "Chomu zaichyk kutsohvostyy?" are found in Ukrainian diaspora publication "Our life" in the USA at different times.

The stories about life of rural children "Fables and Tales" (1924), "Stories for Children", "Following Bare feet" (1934) in edition of "Prosvita", the story about the life of Galician peasants "Your Daily bread"

(1935), short stories and poetry in prose "Great Silence" (1935), the novel "Gannusia jde do mista" (1930) in edition of library "Dila" were published separately.

In emigration the writer continued her literary work.

She might be the first Ukrainian writer, who embraced the theme of the World War II, theme of destruction and outboud of the Ukrainian peasantry for the forced works to Germany. The story "Petruševa povist" (1950) is the writer's narratives about the Ukrainian peasant's hard life. That people had to work hard, live in great poverty with German land lord, and then work at a factory among bombs and fires. Continuation of this story is a tale for youth "Mysteries of the mountains" (1952).

"Olena Tsehelska's creation is almost all about children and for children. As a folk teacher she had an opportunity to get to know the soul of a child, and working at the village she also saw the fate of our rural child. This soul and this fate are represented not only with great knowledge but also with deep feeling, without attempts of the special literature-art sounding, an author painted touching pictures, complete vital true deeply"<sup>5</sup>.

Olena Tsehelska's works are interesting for a modern reader above all things that rich on various educate situations, characters, looks, child's acts, which lived in the first half of XX age in the Carpathian location.

Re-reading fairy-tales, stories, writer's narratives, we can make sure that in this historical period in the Ukrainian families which lived in the mountain environment, there were such domestic values in honour, as community of spiritual interests, harmony of relations of generations, anxiety about parents and senior of the family, honour of the ancestors, domestic consent.

For example, heroes of fairy-tale "Naprovesni" the bear-cubs of Kudlaychik and Lasunya love their female Mother-bear very much. When babies knew, that a mother was injured by hunters and it could be die, it was at once set to help her. "Lasunya with weeping dropped to the mother, and then began to give it the pinches of soft moss, to detain blood"<sup>4</sup> and Kudlaychik "remembered at once, that a scientific owl lives on oak and know everything"<sup>4</sup> and rushed to it for advice. The bear-cubs rescued their mother, because they obeyed advices mrs. Sovinska, mister Kaban helped them to get ice, mister Bobryk gave up them big fish, and mrs. Vydrivska gave a basket ful of fish for they had to eat something. When female Mother-bear's temperature rose up, on the request of Kudlaychik mrs. Voronovska whipped off him a few bunches of viburnum. A bee queen-uterus allowed to give Lasunya some of honeycombs with honey.

Little Orysia (a story is "Za zdorov'yachko mamusi") with impatience expects a mother day. She prepared gifts for mom, learned a poem. She gets up in the morning, "gets up from a small bed barefoot legs, on fingers, not to wake up a mother, goes to the living room"<sup>4</sup> to pray to the icon of God's Mother for the health of mom.

The hero of the story "Dmytrunand hisknife" played dad's small knife, injured graft of apple-trees in a neighbourly garden. A dad not embroiled a son, only softly explained to him: if to injure a tree, it already will not grow and will not give an apple. Dmitrik attentively listened and understood everything. And after some time dad with a son go to the acquainted gardener, brought other sapling and planted. "Dmitrik took care of the new graft, topped up and wished sincerely, that it was accepted and grew up"<sup>2</sup>. When a sapling unstrung leaves, the boy was really happy.

One of the characteristic features of Ukrainian families is their respect for traditions. From Olena Tsehelska's stories we learn about Ukrainian traditions of people from mountain area that have survived even in emigration. Thus, the mother tells Halyusa and Yurchik ("Na Sviatyi Vechir") "about Ukrainian Christmas celebrations". For example, that there should be even number of guests at the Christmas Eve table. "And if the number of guests wasn't even, people usually invited those, who hadn't had their own home"<sup>4</sup>. The Zadorozhna family lost their father in a car crash, and on the table "there was another dish, clean... With spoon, fork, and knife and glass and napkin on the side. In front of the plate there was a burning candle, tied with a blue and yellow stripe. And there was a chair, where no one was sitting"<sup>4</sup>.

In Orysia's family, the heroine of the story "Za zdorov'yachko mamusi", during the war years their own tradition appeared. Miraculous Icon of Pochaiv Godmother protected them "from misery, from

injury, from death"<sup>4</sup>. Mom told Orysia that during the war they were in Germany. When the planes dropped bombs buildings were destroyed, people were killed. "Who had a possibility, tried to ran away and to hide under the ground. But there were no place to hide for us. Then we brought out into the garden Icon of Pochaiv Godmother and prayed"<sup>4</sup>. Since then, every Saturday evening, the whole family gathers in the living room, where this miraculous icon, decorated with flowers and rushnyk, is hanging. "Mom lits a lamp, we all kneel and loudly repeat a pray after our father, give thanks to Godmother that she saved us from death, that we can so happily and quietly live now"<sup>4</sup>.

In our opinion, the literary works of Olena Tsehelska have very strong moral and religious education component of mountain children upbringing. Little heroes in their actions show the love for their family, friends, and even strangers, the respect for older people, the ability to self-sacrifice for the sake of others, the ability to understand other people's problems, to listen to them and to help those who are in need.

For example, a five-year old Mary ("Gist z dalekoi krainy"), sincerely sympathize little Tania, who came to her grandmother from distant America, because her parents died. Upon learning the fact that the girl does not know the Ukrainian language, she tried to teach her to speak "our language, native one"<sup>4</sup>. Since the event took place before Christmas, "Maria pointed on different thing and named them – This is a "yalynka "and that one is a "vertep" with "small Isusyky"<sup>4</sup>. As a result of such education Tanya's first words were "about Christmas, and first song was a koliadka"<sup>4</sup>. Though the girl repeated the words rather funny Maria didn't laugh, remembering that" the teacher in her kindergarten did not laugh at anyone, only gently taught how to say that or those things"<sup>4</sup>. The girls sang "Bog Predvichny Narodysia". Tanya was very happy, "she forgot her being an orphan. It was so warm in the heart as if she was among the closest family, and Maria was for her like a sister"<sup>4</sup>.

When a schoolgirl Galia ("Pershyi raz do shkoly") had to go to school alone when she was sad and a little bit afraid because there were neither Mom nor Dad or Ms. Garmash near her as it usually happened, three elder schoolgirls helped her. They ran up to the girl, calmed her down, and then "from both sides took her hands and then her feet, and lifted Galya like a feather"<sup>4</sup>. A teacher, Miss Zinoviya, took a hand of her new student and led her to the class. "And this teacher's hand was so gentle, so warm as a hand a mother"<sup>4</sup>.

The nature of relations between Olena Tsehelska's neighbors is portrayed in the tale "V bidi piznaty pryiatelia". During a forest fire one wealthy family of hamsters managed to save all their goods. When their friend Hare, whose daughter Yasya was ill and who did not have time to take anything with him, asked Hamster for asylum until their troubles pass, hamsters found a lot of excuses: their mink is littered with nodules, also Hare family didn't invited Hamsters for lunch at the birth of their son Yats. As it turned out, Mother-Hamster was just looking for the right time to get revenge. She smiled malevolently and went to cook a dinner. "And poor Mother-Hare hugged her sick baby and was burst into bitter tears"<sup>4</sup>.

However Mother-Hedgehog readily agreed to help though there was no close acquaintance between the families. Hedgehog bowed to Hares, inviting them the house. Sick Yasya was put into bed, was given a hot orpine tea and she immediately got better.

Hedgehog said that last year they also got into a trouble when the flood flooded their house and all the supplies were lost. Hare made a conclusion that «in misfortune that person would save you who suffered it on his own"<sup>4</sup>. About life in Germany, where the family was forced to move for work, a nine-year boy from "Petru-seva povist" talks sincerely and naturally, making readers active witnesses of the terrible events of the war years.

This character has such trait of character as the love to his family. Boy asks his father and mother to take him and his sister Lesia to Germany. He is convinced the family should always be together. His grandmother agrees with him, saying that "in the war times it isn't good to leave children without parents, because you might never see them again"<sup>3</sup>.

Petrus saves the life of his little sister Lesia. When she fell ill, because Herr Bauer Weber, for whom the family worked, treated them very badly. There were enough food, but three-year old Lesia never ate milk, eggs or bread. The boy had to commit a crime. He secretly brought milk to her. Then their

German neighbor helped them. Also Petrus asked for help Ukrainian Olga, who worked in the mill. And even a German woman agreed to help them by keeping food for Lesia, and Frau Weber didn't know about anything.

The faith in God was an integral part of the life of Ukrainian families in exile. These life values begin with traditions and customs of highlanders from Western Ukraine. For Petrus God was a counselor, a guardian, a savior of his family, the one, who does not allow to fall into disbelief, gives strength to rescue his mother, who during the bombing "because of unknown reason fell in the middle of a field"<sup>3</sup>. Lord helped him to call for help that German woman, and to take his mother to safe place. When "mom sighed hardly and opened her eyes"<sup>3</sup>, the boy began to pray passionately: "Lord, Lord! She's back to life! Our mom is alive, alive! Thank you, Lord!"<sup>3</sup>. One day, playing with friends and accidentally falling asleep, Petrus physically felt Lord's presence when in greeny moonlight in complete silence he heard quiet steps. The boy said, "It is God! God walks so quietly! I took off my hat, knelt and began to pray..."<sup>3</sup>.

At the same time Petrus reassures in effectiveness of faith in God. When in the end of the war the boy and his family came back to Bauer, who had treated them badly earlier, he was very surprised to see how the attitude of Frau Weber and her son Kurt to the former workers changed. "All the way home I thought and thought about these things, and finally I asked my mother why Frau Weber was so tender, so different, so good"<sup>3</sup>. And my mother replied, "Because she felt misfortune on her own. God leads people through misery and after that they change for better"<sup>3</sup>.

Petrus, following the Christian tradition, gives tribute to the American soldier, whom he found dead on the street. For the boys it is very sad, because somewhere far away the mother waits for this young handsome boy "... and she asks God to end the war and to return her son back home..."<sup>3</sup>. To honor the dead, Petrus ran quickly to the garden, "picked best tassel flowers, fresh, fragrant with dew, and put them on the chest of the American soldier. Then he knelt near him, threw hat, and said a prayers for the dead"<sup>3</sup>. All Olena Tsehelska's works have one defining trait: they are overflowing with love to a child, what was particularly typical for mountain people. In the story "Novorichni Pobazhannia", for example, the author describes the little carolers, "Sometimes it happens that a neighbor's baby, three or four years old, wanders through snows to the nearest house. He or she is in big warm father's boots and in a thumb cap that even the eyes can not be seen from there"<sup>4</sup>. After singing, "the neighbor usually takes that baby home by himself not willing that child to wander back in snow drifts"<sup>4</sup>.

Thus, the works of a woman teacher, a writer, a social activist Olena Tsehelska have great ethical, aesthetic, educational potential, the introduce the exciting world of childhood, where there are noble deeds, love and charity towards the stranger, the ability to self-sacrifice, the respect to elder people, patriotic self awareness of a great nation with a difficult heroic history.

According to the words of B. Goshovsky, "Olena Tsehelska belongs to the number of that our female writers who, with all depth of their souls, worked for children literature as a valuable artistic means of educating young generation of Ukrainian nation"<sup>5</sup>.

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## THE ORGANIZATIONAL PECULIARITIES OF MUSICAL PERFORMANCE OF PRIMARY SCHOOL PUPILS IN THE CARPATHIAN REGION

IRYNA IVASYSHYN

**Abstract.** The Ukrainian Carpathian Mountains are a unique European region. In the Carpathians there are more than half of the species of the flora and fauna of Ukraine. Rapid rivers, shoeless meadows, silvery waterfalls, and the incredible beauty of the landscape – all this creates an extraordinary rise in the human soul who has ever travelled to the Carpathians. Among natural landscapes only mountain ones have an amazing ability to cause human palette of the highest and deepest feelings. The article is devoted to the solution of the problem of relationship of a human-being and nature and the aesthetic influence of the landscape of the Carpathian Mountains on musical performance. The article also highlights the role of providing the aesthetic values of the landscape of the Carpathian Mountains in the practice of school work with primary school pupils. The author pays attention to the influence of the landscape on the art of Hutsulschyna. The unique environment and culture of Hutsulschyna are worth of preserving them for the next generations. Therefore the problem of saving and use of the landscape potential of the Carpathians is one of the most important issues for Ukraine in the field of cultural development.

**Keywords:** aesthetic influence of the landscape, musical performance, protection and use of the landscape.

The Ukrainian Carpathian Mountains are a unique region in Europe with very rich ecological resources. The nature of the Ukrainian Carpathians always was and still remains the national wealth of Ukraine. Here each season fascinates with its special colours and beauty. The natural landscape of the Carpathian region is unique and colorful. It has a great aesthetic potential that arises from the needs of each person for the natural beauty, the ability of observing the aesthetic manifestations in the landscape, enjoying pictures queness, harmony and attractiveness of landscape evokes different human emotions: inspiration, desire for life, joy, stimulates creativity. Naturalness, scenic, pastoral diversity of nature become a source of recreation of man, his spiritual enrichment, obtaining an aesthetic pleasure, the formation of high culture. "Nature is not only a fosterer. It is the womb in which not only physical but also spiritual world is forming. Moreover, it is a spiritual genotype of societies and cultures, nations and all humanity. Because nature is not only a universal matter, the source of life, but the immortal spirit, shelter of consciousness. So, it is nice to know that a human being is the measure of all things. But we need to be aware of the fact that the teacher of the human is nature. Neither Ukraine nor Ukrainian can be understood outside of their own nature"<sup>6</sup>, p.139.

The mountains are called “thrones of nature” for their ability to elevate the human spirit to a transcendental reality. Natural processes that happen here have a great energy boost for the person that evokes corresponding emotions. In this way such Highlanders’ temper features such as passion, courage and endurance are forming. “The life and work in the terrain of rough mountain ranges and fast rivers that rapidly change, climatic conditions of oxygen deficiency on the mountain tops, short summer and so on really form strong people, tempered by mountain conditions and methods of manage”<sup>5</sup>, p.174.

The Carpathian region of Ukraine has deep national traditions, original art, and uniqueness. In the Ukrainian Carpathians folk customs and rituals preserved best of all. In the Carpathians you will meet a lot of interesting people. They will tell you fascinating stories about the life of mountaineers and their cultural traditions. Life face to face with nature has created favorable conditions for saving of the identity of the population of the Ukrainian Carpathians. Cultural traditions of the people, their original folklore, decorative art, folk architecture specific features clearly reflect the landscape features of the mountains. Hutsul folklore is rich with interesting elements: especially with ritual songs, legends, tales, stories connected with beliefs and superstitions.

Nowadays under the influence of globalization the ideology of human culture is promoted, which threatens ethnic and cultural diversity of nations is promoted.

Subjectivity of general perception of landscapes vividly has been vividly depicted by the leading scientists. Problems of the relationship between a man and nature are discussed in the works of V. Paschenkj, H. Shvebs, N. Osadcha, M. Pytulyak. The effect of landscape factors on Ukrainian ethnic psychology is explored in the works of M. Hrymych, O. Kyrychuk, O. Kulchytskyy. Investigating of the aesthetic values of the landscape should be put into practice in schools and extracurricular activities whose goal is the formation of youth aesthetic perception of nature. Analysis of the aesthetic qualities of the landscape creates a new view on it, focusing on the values that bring personal positive aesthetic emotions. Work of this direction is appropriate and new in theoretical, methodological and regional aspects. Scientific results are an objective basis for reasoned argument of the necessity of protection of the potential of landscapes to maintain and increase their aesthetic value.

The originality of landscape systems values in historical and geographical aspects is an important sign of the formation of ethnicity and ethno-genesis which represent “a set of socio-historical, spiritual and cultural processes that lead to the appearance of ethnic groups and their further development”<sup>7</sup>:11.

Carpathian region is inhabited by three ethnic groups: Boyky, Lemky, Hutsuls. Boyky live in areas of beech and coniferous and beech forests of Beskyds, partly Gorgans, Skybovi Carpathians. Lemky inhabit the landscape of oak and beech forests in the Western Beskyds and their foothills, hutsuly-beech, pine, pine forests and mountain valley landscapes of high mountains (Chornogora, Gorgany, Skybovi Carpathian Mountains, Maramures Mountains and neighbouring areas). Dmitry Vatamanyuk in the article “Administrative division of Hutsulshyna” states: “Gutsuls in Ivano-Frankivsk region inhabit the whole Verhovynska area, the Yaremche City Council territory, mostly Kosiv region, half of Nadvorniansky and some villages on the right bank of the Prut of Kolomya district; Bukovyna – fully Putilsky region and most of Vyzhnytsky district, in Transcarpathia – Rakhiv district”<sup>3</sup>, p.528.

According to the present administrative division Hutsulshyna includes: Verhovynsky, Kosivsky, Nadvirnyansky areas and villages Pryprutski of Kolomya district and Yaremche of Ivano-Frankivsk region Vizhnitsky and Putyla areas Chernivtsi and Rakhiv district of the Transcarpathian region. Hutsul region is located in the heart of Europe, which is marked by the corresponding sign in the village Dilove near Rakhiv.

Hutsulshyna was researched by famous scientists and art historians. The International Commission for the Study of the Culture of the Carpathian population was created, which publishes scientific collections of papers, organizes international conferences and seminars. This work is promoted by the annual International Hutsul folk-ethnographic festivals and scientific conferences. Gnat Khotkevych wrote: “Nature of Hutsulshyna is beautiful, people are original, full of their own beauty”<sup>4</sup>, p.23. Traditions and lifestyle of Hutsuls, originality, they saved up to date, evoke admiration and interest. Due to the mountainous terrain in Hutsulshyna people are mainly engaged in animal

husbandry and forestry. Thus husbandry and forestry give profit. A huge amount of mountain valleys that locals use for cattle pasture in summer contributes to the development of animal husbandry in Hutsulshyna.

A traditional Hutsul premise is a Hutsul house – *grazhda* which corresponds to the natural conditions of the Carpathians. Hutsul houses were built on both sides of the Carpathians and also on Bukowina. Hutsul folk clothing that is made of linen, wool, sheep skin, protects against cold, wind and high air moisture, which is typical for this area. Different kinds of jackets, hats, shoes and wide belts are made of sheep skin. Natural landscape of the Carpathians influenced not only specific Hutsul life, but also the development of its culture and art. Unique Hutsul folkis colorful and bright, that first of all appears in the works of calendar ritual themes in which there is a close relationship between a man and nature.

The singing is a part of the Hutsuls folk. Nowadays, there are three forms of singing – a solo one with one instrument, - a group singing with one or more instruments, and a solo without instruments. The songs with a short text or rhymes is called *spiwanky*. It can be performed with the violins, pipes or *drymba*<sup>11, p.172</sup>. Thus the Christmas carols and songs that reflect the ancient rites of carolers are of great artistic value. In the Christmas time, the carols are sung by group singers or family choirs<sup>11, p.172</sup>. Performance of folklore brings love for native land, flora and fauna, promotes artistic tastes of young people and enriches their moral qualities. The dances of Hutsuls show the nation nature. *Hutsulka* and *arkan* are very popular dances.

Hutsulshyna attracts by its extraordinary beauty, the noise of mountain streams, the waving of mountain fir trees. The melodies of mountain nature sound also in music, they are steep and broken as mountains. Their specificity can only be understood in the context of the nature of the Carpathians. The high level of mastery of Hutsul musicians confirms ancient creative traditions. Famous *kolomyiky*, wedding songs, including *ladkannya*, playing *drymba*, pipe, *trembita* capture by their flavor. Musical instruments of Hutsuls are easy and non-sizable. They are *drymba*, bell, horn, *trembita*, *floyar*, flute, folk clarinet–“*didyk*”, *cymbalo*, bass, *kozobas*, *tambourine*. Musical instrumental traditions of Hutsuls are currently spreading through the festival movement in Ukraine and the development of amateur art.

Children’s folklore plays a significant role in ethno-regional folklore of the Carpathians. Folk melodies, “*kolomyiky*” which are typical for the Carpathian region form the basis of musical performance of pupils. They are ceremonial calendar songs and tunes associated with images of nature and its phenomena, calendar dates. They accompany the annual cycle of agricultural work. Primary school pupils get acquainted with them with great interest; pupils perform them on holidays and special events.

In the Carpathian region children perform so-called Christmas carols (*kolyadky*) and songs (*shchedrivky*) on New Year and Christmas. The performance of these melodies differs from some other performances; for example, *kolyadky* and *shchedrivky* are performed for the owner of the house, and after the performance children get some reward; an organized group of children prepares for performances of “*kolyadky*” and “*shchedrivky*” in advance. Studying carols, children can be organized in so-called “*vertep*”, where they are dressed in costumes and have their faces painted. Before entering the house, the children ask the owners for permission, and at once they entered the house, they start the show.

*Vertep* in the Carpathian region is a real theater with roles and music. The subject of children's Christmas carols can be various, some are full of faith in the miraculous power, and some are full of wishes for income in the household. There are Christmas carols which inform about the birth of Jesus Christ.

On Jordan children perform “*schedrivky*”, which is also an important ethnographic material in the system of musical education of primary school children, as “*schedrivky*” are the source of knowledge of the moral and ethical beliefs of the nation and its aesthetic ideals. The important role in the system of musical performance has also music that is associated with the beginning of spring. Here belong “*zaklychky*” songs and also spring games called “*hayivky*”.

Folklorereflects the emerging of socio-cultural values, there occurs the knowledge of reality, person becomes creative. That's why teachers of elementary school music lessons fill their with ethno-regional folk music material, the music of which contributes to the enrichment of children's ideas about aesthetic and moral ideals which are linked with the outside world and lay basis of art broad-mindedness and love for folk art<sup>2</sup>.

Melodies of folk singing, instrumental music, traditional dances and performances possess unique originality. Folk traditions of the Carpathian region of Ukraine that are multiplied with not one generation, contain inexhaustible spiritual and aesthetic values, and it is of great importance for the education of the modern generation. According to outstanding teacher K. Ushynskyy, education must be carried on the traditions of his native land, nature and culture<sup>9, p.123</sup>. Using national Hutsul traditions, filling them with scientific content, provides qualitative aesthetic education of the younger generation. Children learn folk art in music schools.

Folk groups that promote Hutsul music are established. Numerous reports, reviews, performances, concerts, competitions approve the high artistic level of the participants. Mastery of Hutsul musicians of the Carpathian region plays a significant role in the moral and spiritual education of young people.

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## ENGLISH FOLK BALLADS COLLECTED BY CECIL JAMES SHARP IN THE SOUTHERN APPALACHIANS: GENESIS, TRANSFORMATION AND UKRAINIAN PARALLELS

OKSANA KARBASHEVSKA

**Abstract.** The purpose of this research, presented at the Conference sectional meeting, is to trace peculiarities of transformation of British folk medieval ballads, which were brought to the Southern Appalachians in the east of the USA by British immigrants at the end of the XVIII<sup>th</sup> – beginning of the XIX<sup>th</sup> century and retained by their descendants, through analyzing certain texts on the levels of motifs, dramatis personae, composition, style and artistic means, as well as to outline relevant Ukrainian parallels. The analysis of such ballads, plot types and epic songs was carried out: 1) British № 10: “The Twa Sisters” (21 variants); American “The Two Sisters”(5 variants) and Ukrainian plot type I – C-5: “the elder sister drowns the younger one because of envy and jealousy” (8 variants); 2) British № 26: “The Three Ravens” (2), “The Twa Corbies” (2); American “The Three Ravens” (1), “The Two Crows”(1) and Ukrainian epic songs with the motif of lonely death of a Cossack warrior on the steppe (4). In our study British traditional ballads are classified according to the grouping worked out by the American scholar Francis Child (305 numbers), Ukrainian folk ballads – the plot-thematic catalogue developed by the Ukrainian folklorist Oleksiy Dey (here 288 plots are divided into 3 spheres, cycles and plot types). The investigation and comparison of the above indicated texts witness such main tendencies: 1) the American counterparts, collected in the Appalachian Mountains, preserve the historic-national memory and cultural heritage of the British immigrant bearers on the level of leading motifs, dramatis personae, composition peculiarities, traditional medieval images, epithets, similes, commonplaces; 2) some motifs, characters, images, artistic means, archaic and dialectal English of the Child ballads are reduced or substituted in the Appalachian texts; 3) realism of American ballad transformations, which overshadows fantasy and aristocracy of their British prototypes, is similar to the manner of poetic presentation of the typologically-arisen and described events by the Ukrainian folk ballads and dumas.

**Keywords:** ballads analysis, cultural heritage, comparison.

Emigration as a kind of direct external relations leads to diffusion of traditional oral song culture of a certain ethnos outside its state borders. As the British folk ballad is not only the peculiar symbol of song folklore of this country in the Slavic world but also the basis for understanding the essence of the ballad genre by Ukrainian philological science, the article is concentrating on ballad works which English ethnomusicologist and folklorist Cecil James Sharp defined as “poems that are narrative in substance and lyrical in form” in his monograph “English Folk-Song, Some Conclusions” (1907)<sup>6</sup>.

According to the statement of the Ukrainian outstanding researcher Ivan Denysiuk in his "ethno aesthetic treatise" (Yaroslav Harasym) "The National Peculiarities of Ukrainian Folklore" (2003), "there is no sharp, absolute isolation of spiritual culture, including verbal one, of one nation from culture of other nations. There exist civilization movements and types of cultures which interact and interplay, but the national genotype of the culture is preserved"<sup>9</sup>. That American ballad-song folklore, which is rooted in British traditions, is rewarding material for conducting cultural- and comparative-historical as well as textual analysis of oral poetic ballads. Roger de V. Renwick asserted that in the XX<sup>th</sup>-century American singing tradition there were revealed more than one hundred songs of the medieval (Child) ballad type which diffused to the USA from the British Isles<sup>24</sup>. According to James Moreira, in the contemporary phase, "ballads are found throughout Europe and, as a result of outward European migration, in northern Africa, the Americas, and Australia, with analogues reported in India, the Orient, and Oceania"<sup>19</sup>. Being an international genre in the system of Ukrainian oral art, the Ukrainian ballad has mainly been evolving in contact-genetic interrelations with folklore of Slavic peoples and artistically reflects both nationally unique and typologically or genetically arisen events, marked by Ukrainian colouring, world-view and material-spiritual guidelines, thus stipulating for following Ukrainian parallels to British and American balladry.

The fieldwork conducted by the English musician and folklorist Cecil Sharp (1859-1924) and his collaborator Maud Karpeles (1885-1976) during the First World War in distant regions of the Southern Appalachians in North America resulted in a series of publications. Some of them are: "English Folk Songs from the Southern Appalachian Mountains: Comprising 122 Songs and Ballads, and 323 Tunes" (1917) (co-compiler – the American folklorist Olive Dame Campbell (1882-1954)), "Folk-Songs of English origin collected in the Appalachian Mountains with pianoforte accompaniment", later edited by Maud Karpeles "English Folk Songs from the Southern Appalachians" (2 volumes, 1932).

It is necessary to mention ponder ability of Cecil Sharp's scientific contribution to the development of English and American folkloristics in general, and English folk music and dance studies in particular. The name of the "influential scholar"<sup>20</sup> is found in the edition "Folklore: An Encyclopedia of Beliefs, Customs, Tales, Music, and Art" (1997), namely in the article "Ethnomusicology" contributed by Lesley C. Gay Jr. and "Revivals" – Neil V. Rosenberg. Lesley C. Gay Jr. stated that the monograph "English Folk Song: Some Conclusions" by Cecil Sharp is "an important legacy, an antecedent of such work as Bertrand Bronson's research on the tunes of the Child ballads"<sup>18</sup>. Neil Rosenberg noted that Cecil Sharp was among the first, who "called for a revival of English folk music" in his writings, and added: "following his (Sharp's – O.K.) lead, the English Folk Dance and Song Society became the center of the social movement called «the first British folksong revival»"<sup>21</sup>.

Since 1930 Cecil Sharp House in London has been the home to "The English Folk Dance and Song Society" and "Vaughan Williams Memorial Library"<sup>25</sup>. The official web-site of the society acquaints with biography of "England's most prolific folk music and dance collector", photos, taken by the researcher during his fieldwork<sup>7</sup>. Marking the 150th anniversary of Cecil Sharp's birth, "The English Folk Dance and Song Society" put on-line the scientist's Appalachian diaries, which he wrote in the period of 1915 – 1918. For example, on the 11 September 1916 Sharp and Karpeles fixed variant A of "The Two Sisters" in North Carolina. The diary notes, made by Sharp this day, informed that having fired off "The Two Sisters" and the first verse of "The Golden Vanity", Mrs Jane Gentry from Hot Springs promised to give it the next day. With humour the author added: "Told her not to die in the night or catch cold or do anything that would endanger my getting the song on the morrow"<sup>8</sup>. In Hot Springs, North Carolina the commemorative sign to Cecil Sharp and his informer was installed. The inscription reads: "English folklorist Cecil Sharp in 1916 collected ballads in the "Laurel Country". Jane Gentry, who supplied many of the songs, lived here"<sup>16</sup>.

The date of the 150<sup>th</sup> anniversary of Cecil Sharp's birth was covered by the British Mass Media. Particularly, on the 21 of November 2009 BBC Radio 4 programme "Today" broadcast the item "Cecil Sharp Folk Diaries Released" with the report on Sharp's musical legacy<sup>2</sup>. Also on the 12 of December 2009 BBC News published the article "Audio slideshow: Cecil Sharp's diaries", which contained

explanations of Malcolm Taylor, the Library Director of "English Folk Dance and Song Society", as well as selected black and white images of that time<sup>1</sup>.

The collection "Folk Songs from the Southern Appalachian Mountains" (1917) comprised texts of 67 songs and 55 ballads. According to the declaration of Sharp out of these 55 "the texts of the first thirty-seven ballads in this book are all recorded, most of them in various forms, in the late Professor Child's English and Scottish Ballads"<sup>5</sup>. Provided by the compilers, the "map showing the geographical position of the Southern Appalachians" marked the boundaries of the mountain district, which embraced the area of the states of North and South Carolina, Tennessee, Virginia, West Virginia, Kentucky, Alabama and Georgia, where Sharp and Karpeles collected songs and ballads. Sharp wrote that he continued the investigation, which his "colleague" Olive Campbell had begun earlier<sup>5</sup>. Another book "Folk-Songs of English origin collected in the Appalachian Mountains with pianoforte accompaniment" made public texts of American seven folk ballads and seven songs of British genesis. These publications served as the source material for the study.

In "Introduction" to "Folk Songs from the Southern Appalachian Mountains" (1917) Sharp described the region of the Southern Appalachians, where the English community existed, as an extensive area "covering some 110, 000 square miles", which was a good field to "yield as bountiful and rich a harvest". The total population of the rural dwellers at that time was about 3 million people<sup>5</sup>. Dwelling on the matters of "the country and its inhabitants", "the singers and their songs", "the ballads", "the songs", "the cultural significance of tradition" etc., Sharp mentioned "exploring the major portion of what is known as the Laurel Country" in the state of Kentucky. The researcher concluded that "the present inhabitants of the Laurel Country are the direct descendants of the original settlers who were emigrants from England and, I suspect, the lowlands of Scotland". They began their settlement "about three or four generations ago, i.e. in the latter part of the eighteenth century or early years of the nineteenth". Sharp's remarks on the linguistic peculiarities of the song performers are also important: "Their speech is English, not American, and, from the number of expressions they use which have long been obsolete elsewhere, and the old-fashioned way in which they pronounce many of their words, it is clear that they are talking the language of a past day"<sup>5</sup>.

In our study British traditional ballads are classified according to the grouping worked out by the American scholar Francis Child (305 numbers), Ukrainian folk ballads – the plot-thematic catalogue developed by the Ukrainian folklorist Oleksiy Dey (here 288 plots are divided into 3 spheres, cycles and plot types).

The analysis of such ballads, plot types and epic songs was carried out: 1) British № 10: "The Two Sisters" (21 variants); American "The Two Sisters" (5 variants) and Ukrainian plot type I – C-5: "the elder sister drowns the younger one because of envy and jealousy" (8 variants); 2) British № 26: "The Three Ravens" (2), "The Two Corbies" (2); American "The Three Ravens" (1), "The Two Crows" (1) and Ukrainian epic songs with the motif of lonely death of a Cossack warrior on the steppe (4).

Sharp and Campbell gave 4 variants of "The Two Sisters" (A was recorded in North Carolina, B, C, D – in Virginia); "The Three Ravens" (in Virginia). In the sampling "Folk-Songs of English origin collected in the Appalachian Mountains" Sharp provided 1 variation of "The Two Sisters" (Virginia) and 1 – "The Two Crows" (Virginia). All of the songs were fixed in 1916.

It is elucidated that the denoted texts of the British medieval ballads and their American offsprings reveal preservation of the leading motifs and dramatis personae. As a whole, 21 variants of № 10: "The Two Sisters" elaborate such motifs as courtship of sisters (one of them) with intent to marry, the elder sister's envy at beauty of her younger sister, drowning of the rival, pleading for rescue, offering ransom and refusing ransom, "the singing bone". Their Appalachian counterparts witness changes in the worldview of the heroes leading to a different manner of artistic depiction of the same event, leaving out some motifs and adding new ones. Thus, in "The Two Sisters" motifs are supplemented with such elements: robbery of the drowned girl, execution of the robber and the elder sister.

British № 26: "The Two Corbies" and the American offspring "the two Crows" work out the motifs of conversations of predatory birds, their feast on the dead body and elaborate fairy-tale expositions,

e.g. *"There were two crows sat on a tree, / Lardy hip tie hoddy ho ho / There were two crows sat on a tree, / And they were black as crows could be / Lardy hardy hip tie hoddy ho ho"* ("The Two Crows")<sup>3</sup>.

It should be mentioned that out of the Child ballad texts, № 10R (from Lancashire), № 10S (Kinloch MSS), № 10U (Long Island, New York) are more closely akin to the Appalachian "The Two Sisters" in refrains, dramatis personae and details, text pieces. 4 out of 5 of the Appalachian ballads about the rivalry of sisters show inclination to the development of fairy-tale expositions. Here is an example: *"There live dan old lord by the northern sea, / Bow down / There lived an old lord by the northern sea, / The boughs they bent tome / There lived an old lord by the northern sea / And he had daughters one, two, three. / That will be true true to my love / Love and my love will be true to me"*<sup>4</sup>. Constituting an important part of the ballad-song composition, the above given refrains of the Appalachian ballads, indicate their singing nature and usually ancient origin.

Altogether the American ballads feature diminution of the plot due to reduction of descriptive fragments. "The Two Sisters" present vivid examples of diminution in the episodes of drowning the younger sister by the elder one and in the scene of the miller's taking the body out of the pond onto the shore. In both cases folk artistic means, employed by the Child ballads, foreground the brightest visual details from the portrait depiction of the beautiful young sister: *"the milk-whitehan", "the lilly hand", "the middle sma", "bonnie / bonny back", "cherry cheeks", "yellow hair", "fingers white"* (№ 10B, C), *"white brest bane"* (№ 10F), *"lilly feet"* (№ 10E). In the second case the miller or his children poetically compare the drowned sister to *"a mermaidora swan"* (№ 10B), *"a white fish or a swan"* (№ 10I, M). Moreover the luxury of the outfit (*"diamond rings", "mony knots and platts", "gowden fringes"* (№ 10E))<sup>4</sup> also underlines the physical beauty of the victim.

The same transformation occurs to № 26. The British corbies inform: *"Ye'll sit on his (knight's – O.K.) white hause-bane, / And I'll pike out his bonny blue een; / Wi ae lock of his gowden hair / We'll theek our nest when it grows bare"*,<sup>14</sup> in another variant of this British ballad: *"We'll sit upon his (knight's – O.K.) bonny breast-bone, / And I'll pike out his bonny gray een; / We'll set our claws intil his yellow hair, / And big our bowr, it's a'blawn bare"*<sup>15</sup>. While the British texts mean a knight, the American crows speak about a horse: *"We'll press our feet on his (horse's – O.K.) breast-bone, / And pick his eyes out one by one"*<sup>15</sup>. Thus the description of the feast omitted the following ornamental epithets *"white"* in *"white hause-bane"*; *"bonny"* – *"bonny breast-bone"*, *"bonny blueeen"*, *"bonny grayeen"*; *"gowden"* – *"gowden hair"*; *"yellow"* – *"yellow hair"*.

However the analysed American ballads of English genesis preserved in "The Two Sisters" some traditional epithets: *"true love"*, *"a gay lady"*, *"fair lady"*, *"fair maid"*, *"fingers so small"*,<sup>3</sup> *"gay gold ring"*<sup>23</sup>; and the negative simile: *"It's no fish and it's no swan, / For the water's drowned agaylady"*<sup>4</sup>; in "The Three Ravens" – the commonplace: *"Three old crows sat on a tree, / Just as black as crows could be"*<sup>23</sup>.

The diminution of the plot is also the result of leaving out some fantastic motifs and characters: e.g. the image of a *"harper"* or *"fiddler"* and *"the singing bone"* motif in "The Two Sisters". Although the plot of A (North Carolina) finishes with the climax, where the farmer makes harp screws and harp strings from the breast-bone of the drowned lady, the instrument doesn't voice the criminal.

Aristocratic vein is obvious in the Appalachian ballads, but the advancement of the society, different social order led to substitutions in some dramatis personae, e.g. instead of a knight (a lord, a baron, a suire, a king's son) *"A young man camea-courting there"*<sup>22</sup>; British corbies are going to feast on *"a new slain knight"*<sup>4</sup>, American crows – *"a horse" "whose body has not long been slain"*<sup>15</sup>.

Speaking of Ukrainian parallels, national ballads of the plot type I – C-5: "the elder sister drowns the younger one because of envy and jealousy" (ballad songs "O the father had two daughters" ("Oy bulo v bat'ka dvi dochky"), "O the mother had, had two daughters" ("Oy mala matusia, mala dvi dochky") and others) are similar to the British № 10: "The Twa Sisters" in developing the same range of the above mentioned leading motifs and composition elements (the fairy-tale exposition, the sisters' opposition, intense dialogue between the siblings in the episode of drowning), metaphorical assimilation of the Ukrainian younger sister to *"the rosy flower"* (*"рожева квітка"*)<sup>3</sup>, *"the blooming rose"* (*"як рожа цвіла"*)<sup>13</sup>; the British one – *"the sweetest flower"*, *"a flower" "the fairest flower (flour)"*<sup>13</sup>. But the Ukrainian ballads of the given type close the narration with the climax and do not elaborate the

“singing bone” motif or the criminal’s punishment. Instead Ukrainian fairy-tales about “the guelder rose pipe” (“kalynova sopilka”) embody this fantastic motif.

In Ukrainian dumas, ballads, songs “the banquet” of predatory birds (ravens, eagles) and carnivorous animals (wolves) belongs to favourite narrative mean sofaristic conveying an image of lonely death of a Cossack warrior on the steppe. In one of the oldest and best dumas “Escape of brothers from Azov” (“Utecha brativ iz Azova”), which describes runaway of three brothers from Turkish captivity, grey wolves (“vovky-siromantsi”) and black-winged eagles (“orly-chornokryl’tsi”) held the funeral of the youngest unmounted infantryman (“pishoho-pishanytsi”, “pishoho pikhotyntsia”), who died of thirst (“bezviddia”), hunger (“bezkhlib’ia”) and exhaustion on the clear steppe<sup>14</sup>.

In the historical ballad “Where are you from, Yvasiu? – From beyond the Danube” (“Vidky Yvasiu?– Z-za Dunayu”) parallelism in the lines “Over that blood the raven is croaking, / And about the son the mother is weeping” (“Nad tov krovtsov voron kriache, / A za synom maty plache”)<sup>17</sup> underlines the mother’s loss of her son in military actions against Tatars, Turks and Poles and intensifies her grief. Here the first line “Over that blood the raven is croaking” is a metaphorical indication of the Cossack’s death.

In another Ukrainian historical ballad “Oh behind dark forests” (“Oy za temnymy lisamy”)<sup>12</sup> the semantically negative symbolism of this bird of prey is somewhat smoothed out by the personification of the ornithological image: “Oh behind dark forests / There is lying a shot Cossack, / There is lying a shot Cossack, / And he is blood stained. / There is no one to grieve for / The Cossack and to toll for. / The horses are tolling with their horseshoes, / And the Cossacks with their sabres, / The black raven with his wings, / And mother with her tears” (“Oy za temnymy lisamy/ Lezhyt’ kozak zastrelianyy, / Lezhyt’ kozak zastrelianyy, / Sche yi kriol’oyu obilliany. / Nema komu potuzhyty, / Po kozaku podzvonyty. / Dzvoniat’ koni pidkovkamy, / A kozaky shabel’kamy, / Chornyy voron krylon’kamy, / A matinka– slizon’kamy”). The introduction of the conflict in this ballade elaborates the motif “the warrior’s death in battle” in a traditional folk key, when there are no relatives to bury the “shot” and “blood stained” Cossack with due religious ceremonies. The rhetoric devices of negative parallelism and gradation perform a compositional function, create and intensify dramatic effect of the depicted episode. “The black raven” expresses his grief by movements of his wings– symbolic tolling church bells. Further the narrative is built in the form of an address to the orphaned mother: “Do not weep, mother, do not grieve, / Because your son has already got married” (“Ne plach, maty, ne zhuryisia, / Bo vzhe tvoy syn ozhenyvsia”). The text is filled with successions of metaphors in order to embody the traditional for Ukrainian folk singing motif “death in battle as a wedding”. Here in one of the metaphors ravens are likened to “parents-in-law” (“svaty”): “(The son – O.K.) Took himself four parents-in-law – / Black birds on the clear steppe” (“Uziav sobi shtyry svaty – / V chystim poli chorni ptakhy”).

The ballad “The black ploughed land” (“Chorna rillia zaorana”) unfolds the above presented motif “the warrior’s death in battle” through the images of a battle field as a harvest field and a personified raven. Looking for her son, the worried mother gently asks the bird: “–Tell me, the raven sweet, / Is my son still white? / Are his eyes still bright? / Are his lips pink?” (“–Skazhy meni, voron mylyy, / Chy miy synok ishebilyy? / Chy sche ochen’ky yasnen’ki, / A chy ustaram’ya nen’ki?”). “The raven sweet” knows the son well because he “is grazing on him” (“z yoho popas maye”): “Already his lips are dark blue, / His face is already black; / I am sitting on his face / And drinking his eyes” (“Vzhe yoho usta synen’ki, / Yoho lychko vzhe chornen’ke; / Ya na lychku prysidayu, / Ochi yomu vypyvayu”)<sup>11</sup>. Here the dialogue, selected colours and shades provide the artistically coded message and contrast life (“white” “son”, “bright” “eyes”, “pink” “lips”) with death (“dark blue” “lips”, “black” “face”). The extended metaphor softens the tragic news.

In conclusion, the research and comparison of the texts of the Child ballads and their American counterparts, collected in the Appalachian Mountains, show two main tendencies: 1) preservation of the historic-national memory and cultural heritage on the level of leading motifs, dramatis personae, composition peculiarities, traditional medieval images, epithets, similes, commonplaces; 2) reduction or substitution of certain motifs, characters, images, artistic means, archaic and dialectal English. Altogether realism of American new ballad transformations, which overshadows fantasy and aristocracy of their British prototypes, is similar to the manner of poetic presentation of the

typologacilly-arisen and described events by the Ukrainian folk dumas and ballads. Prospects of further research are seen in extension and continuation of comparative studies of British, American and Ukrainian folklore.

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## RETAINING HEALTH ACTIVITIES ELEMENTARY SCHOOL TEACHER IN WORKING CONDITIONS IN THE MOUNTAINOUS REGION

OLEKSANDRA KHALLO

**Abstract.** This article describes how to create retaining health educational environment as a factor of performance intended life goals and objectives, its purpose and self-improvement. The notion educative and retaining health environment is analyzed. Active position illustrated subjective, based on an understanding of their health in a residence in the mountain environment.

**Keywords:** retaining health educational environment, mountain environment.

The value of the health is considered as a key position for the state. The nation's health generally depends on the health of each citizen and it is a condition of development and growth, and also survival of society.

In describing the "health" concept is used both individual and social characteristics. Health is formed by external (natural and social) and internal (heredity, gender, age) factors.

The signs of individual health are: specific and non-specific resistance to harmful factors, indicators of growth and development, the state and potential of the body etc. In our opinion, the concept "personal care" is more difficult because its structure includes such components as mental, spiritual, moral, social and physical health.

In our opinion, this approach makes sense as a person is not only a biological being, as social. Indicators of health or illness are connected as with the normal functioning of the body, as also due to its psychosocial well-being, effective social and psychological adjustment, self-realization in the surrounding world. Therefore, in our view, the category of "individual health" can and should be considered in the context of formulating and solving a variety of issues related to psychological characteristics, in particular the problem of mental health.

Trend of health definition including social and psychological aspects of life and human existence can be traced in numerous scientific studies. Many researchers have tried to describe the "health" concept. Among them are such scientists as J. P. Lisitsyn, I. I. Brakhman, E. N. Kudriavtseva, H. P. Apanasenko, D. D. Venedyktova, T. E. Boichenko.

It is not accidental that concept of mental health became more active in science. It summarizes the various meanings and reflects current (associated with a healthy lifestyle) psychosocial and socio pedagogical view of the human's nature.

As a result of psychogenic factors there are negative effects of mental illness as increased anxiety, fear, insecurity, excessive vulnerability, distrust etc.

It is known that the health of the individual mainly depends on the development of intelligence and implanted scripting behavior in childhood of building and maintaining health. In this regard, the serious need is to teach each child the following methods and forms of life, creativity and longevity, which would provide health in present and future,

Based on existing research, we understand the content category of "healthy lifestyle" as an integral concept that integrates physical, health and hygiene, social and spiritual context.

We agree with the position of many scholars that one of the essential today's problems is health care and concern of it, increasing physical activity. Axiological aspect of youth healthy lifestyle technologies includes as a set of health measures as the value introduction of a healthy lifestyle. This is firstly comprehensive use of motivational aspects of a healthy lifestyle, individual and differentiated approach to the activation of motor activity, an individual approach to the choice of forms and methods of physical qualities, forming a conscious need for physical and spiritual development, the development of moral motives and mental self-improvement in the system of physical culture, enhancing informational and educational work with students and parents about healthy lifestyles, the search for optimal ways of promoting healthy lifestyle of students in the mountain surroundings.

The term "environment" is defined differently in scientific resources. The philosophers (I. Frolov etc) understand it as the surroundings, space and material for development. The capability makes its way directly or roundabout with its help.

Sociologists (A. Ikonnikov and etc) indicate that environment is a space-time unit that contains physical objects, behaviors and systems of people. They emphasize that the living environment is the amount of the human conditions which is considered in different spatial contexts and can change, move, to be the continuous system, which existence unites into one space, time and movement.

Other researchers (N. Krylov, A. Kurakin, L. Novikova, V. Panov, S. Sergeiev, V. Yasvin etc) distinguish the concept of "social environment" as a set of socially -psychological conditions in which people live and what always faced.

Teachers (E. Bondarevska, T. Menht, E. Rapatsevyh, I. Pidlasyi, M. Fitsula, V. Yasvin etc) also have different definitions of this concept, we mean a set of conditions that surround people and interact with it, the reality, in which human development occurs, a set of external events that affect the human and its development by itself, the set of all training opportunities, training and development of personality (both positive and negative).

Accordingly scientists (Y. Bondarevska, T. Menht) distinguish the features of educational environment, which are:

- integration in the educational process generally of cultural, special (creative, adaptive etc), psychological and pedagogical blocks;
- regulation of the educational subjects' relations in the socio-pedagogical, organizational, pedagogical, psychological and pedagogical levels;
- involvement of the educational subjects in the process of learning, usage, exchange and distribution of cultural values;
- impact on the development of the individual values, attitudes and behaviors;
- the implementation of an interdisciplinary approach;
- assistance in discovering the ways for harmonize the relationships, involvement to cultural values which are formed a person as a gentle moral person and realizes itself ;
- to promote the acquisition of individual experience of cultural behavior, to help in cultural identity;
- ensuring the conditions for self- creative inclinations and abilities, to help in the selection of patterns and cultural meanings of life;
- identity formation as a valuable phenomenon;
- providing psychological comfort, spiritual and moral well-being;
- promote success;

- ensuring the successful and complete cultural, other individually and creative development of each person;
- reducing and overcoming social and psychological tension, discomfort, stress states;
- creation of favorable conditions that actualize intellectual, moral and personal communication opportunities that provide comfortable integration into the socio-cultural environment;
- strengthening of the positive impact of the external environment and counteraction or negative interpretation of the contemporary culture standpoint.

From the perspective of conservation and the creation of health it should be added to this function such features as:

- directing the individual to a healthy lifestyle;
- creating a positive attitude to their own healthy as the highest human values;
- creating conditions for practicing sports and recreational sports, sport-gaming activities, providing the conditions for active physical activity and more.

K. Prykhodchenko considers creative educative environment and argues that it contributes to the sustainability of the individual's life through education, transforming activity, its knowledge and belief, thought, emotion-value attitude to reality based on the existence of all its components in harmony interdependence, the commitment to continuous development of culture, science, education also take place.; builds relation to itself as a unified whole person, which is enriched by self-improvement and development of all its qualities as an understanding of internal needs that arise and grow continuously, produced the ability to detect contradictions and problems that hinder their satisfaction through positive creative activity: properties to do good, to the analysis and evaluation conditions, ordered system of education that is oriented on the internal and external components of the equivalence, which solves the problem of development, training and education of students within the infrastructure, consisting of outside and formed together with her personality with diverse qualities that can occur in an individual, collective and socially significant activities<sup>1</sup>.

This researcher notes that creative educative environment is determined by parameters such as: the principle of collective character creation, positive emotional intensity, tolerance and invaluable, role not conformity, the presence of creative relationships, focus on staying in the process (here and now), problematic and figuratively informational enrichment, critical, integrative activities, the group character of use.

Creative educational environment helps to expand the people representation of themselves and the degree of inclusion in society, give a chance to change the boundaries of the school youth relationship, individuals with their environment, eliminating or weakening of defense mechanisms. It works as:

- increasing the degree of cooperation in relations "individuality - the world";
- self-regulation, which is recorded in changes of needs' hierarchy;
- promote the humanization of the educational process subject's relations;
- the development of cognitive and behavioral consciousness;
- increase creativity;
- channeling it into the mainstream of life self-creativity;
- building a strategy for adaptation;
- develop the capacity for reflection and self-reflection;
- formation of stable self- motivation;
- providing of personal spiritual needs.

Consequently, an environment is characterized by processes of renewal, self-expression, self-control through communication, discussion, objective assessment, conversation, the desire to cooperate with others, who attempt to creativity, innovation, development, harmonious mix of physical, mental and spiritual health and self-fulfillment. So, educative creative environment is the personal environment, which harmonized the human condition , neutralize the effects of stress, developing creativity, effect on health of the entire body, relationships with social environment directed to constructive, facilitated contacts with its own entity with an internal "I ", increasing the detection purposeful creative activity,

increased opportunities included in the process of creative improvisation as possible individualization, self-development and self-creative, understanding and determination opportunities and life goals<sup>1</sup>.

However, the state of modern educational organizations' health and educational environment do not always correspond to the level, which is necessary to meet the challenges of forming harmoniously developed personality, which is prepared to realize their professional and human intentions in information civilization.

To create retaining health environment in terms of training means to generate a corresponding pedagogical environment. Pedagogical environment is a specially created system of conditions in life of children according to the educational objectives. It is aimed at forming to their attitude to the world of people and to each other (H. Kodzhaspyrova).

N. Miller understands health educational environment as a set of man-made, natural, and cultural factors that contribute to meeting the man of their own needs, abilities, capabilities, maintaining healthy. It promotes retaining health learning as a process of interaction between students and teachers, resulting in the assimilation of knowledge, skills, creative ways of activity, values and the health retaining for participants of education process<sup>2</sup>.

Retaining health environment is factors' relationship that contribute to the formation of individuality, formation of healthy lifestyle need by organizing the space of education and free time, joining the moral and environmental values, psychological protection of the physical, mental, social and spiritual health, prevention of antisocial conditions which both produce inner need of the student in mastering the means and methods of own body use for maintaining, preserving and strengthening their health and adopt advanced technology training, that is aimed at preserving and strengthening the health.

The integration of the two main factors is predicted to achieve the objectives. They are: the internal resources of the individual - physiological and psychological characteristics, guidelines, needs, inclinations, interests, motivation, mental attitude, mastering the techniques of self-development, self-control, the knowledge of themselves as a subject of personal development, and external: interaction of social partners (different levels of educational authorities, community organizations, family units), optimization of the training process in order to overcome the negative factors and the negative health effects (the load of training programs, feasibility study capability, insufficient of educational technologies, the mode of work in educational institute) to create an environment to preserving and strengthening physical, mental, social and spiritual student youth health<sup>3</sup>.

Retaining health educational environment A. Madzhuha sees as focused and professionally posed system of subject teaching conditions in which learning, mastering skills, the development of creative thinking and shaping of emotion-value relationship to the world (including to their health) occurs in circumstances of physical, emotional, intellectual, social, spiritual comfort, and also lack of ethno function disagreements that provides the creation of favorable psychological climate in the educational process<sup>4</sup>.

The procedure of creating retaining health environment in the Carpathian Mountains environment can be defined as a set of changes in the traditional system, which is aimed at enhancing the effectiveness of the conservation and strengthening the viability of students and teachers in interrelation with correction of their internal health picture. Throughout the creation of such environment in mountain areas conditions, the exceptional attention is paid to such issues as:

- subjective and objective factors that facilitate and hinder the preservation of health;
- self-correction and self-organization of their actions;
- understanding of their capabilities while preserving the health of living conditions in mountainous regions.

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## THE FORMATION OF ECOLOGICAL AND ECONOMIC COMPETENCES IN THE CONTEXT OF THE STABLE DEVELOPMENT OF THE CARPATHIAN REGION

VOLODYMYR KHYMYNETS

**Abstract.** The paper deals with the peculiarities of the formation of ecological and economic competences at modern school. The paper shows that ecological and economic education is continuous and uninterrupted psychological process which is directed towards the formation of knowledge, culture and consciousness of a person. Attention is paid to the problems of environmental and economic situation in the Carpathian region of Ukraine. Ecological and economic model of education can develop effectively only on the basis of humanistic orientation and innovation potential of the educational institution. The humanization provides increased attention to the individual as a whole, the promotion of its abilities, physical and moral qualities. Modern education aims to form environmentally and economically responsible person, that is ready for the conscious activity on the basis of the gained knowledge and forms behavioral norms and rules concerning the environment. Humanity has the ability to choose either the path of environmental and economic education, or the path of the global catastrophe and self-destruction. Civilized, cultured people are called to protect and multiply the good, by laws and authority to establish the highest spiritual values of the life in the society and public opinion. Only intelligence and environmental and economic culture, that is continuous educational training and educational activity, may generate culture of society, relevant to the permanent development, and transfer its relationships with the environment on the way of intelligent coexistence.

**Keywords:** competence, ecological and economic education, sustainable development.

The expanding of ecological and economic sphere of human impact to the planetary scale became the main reason of the loss of balance between natural life support systems and industrial, technological and demographic needs of urban society. This is due to the fact that in recent decades owing to the demographic outburst and growth of urban needs of each person, the total value of natural products, that consumes humanity, has grown tenfold, and in some cases hundredfold<sup>5</sup>.

Today it is clear that any technical and technological innovation requires additional energy, raw material, it causes the emergence of additional quantities of waste and pollutants, so it causes stronger pressure on nature. It is necessary to take gradually a new world outlook - the ecological and economic paradigm - the idea of permanent development - as a principle of the consumption of nature by the humanity. In these approaches it is necessary to displace accents in the development of science and technology progress from technological and economic directions to humanistic and ecological ones,

and natural resources should be viewed not only as means of development of productive forces, but also as a factor of the environment in which mankind lives.

Geoeconomic benefits of the Carpathian region are in its location at the crossroads of trans-European and Eurasian trade and economic, transportation and infrastructure, industrial and cooperative, raw material and energy and other flows. The issue of permanent development mechanisms and instruments of its implementation within the Carpathian region became the subject of investigations of M. Dolishniy, S. Dorohuntsov, V. Kravtsiv, T. Tkachenko, V. Fedorchenko, M. Hvesyk and other local scientists. However, the role of education and its impact on these processes is not enough studied, there are no conceptual views on the permanent development of the Ukrainian Carpathians.

The analysis of socio-economic issues and the formation of ecological and economic competences in school as the part of an effective implementation of the permanent development in the Carpathian region of Ukraine.

Statement of the main material of the investigation. It is decided to attribute Lviv, Ivano-Frankivsk, Transcarpathian and Chernivtsi regions to the Carpathian region, where the Ukrainian Carpathians are located. The Carpathian region covers the area of 56.6 ths. sq. km., that represents 9.3% of the territory of Ukraine, here lives about 6.4 million of people, that is 12.3% of the population of Ukraine.

The Ukrainian part of the Carpathians is not only one of the most picturesque parts of Ukraine, but also the most significant natural health and recreational object of the Eastern Europe, area of valuable forest arrays, which are a powerful water-regulating and air-cleaning system for the whole Europe. The climate of the Ukrainian Carpathians is temperate continental, warm, but its thermal regimes and moisture conditions vary widely upon height. The Carpathians are rich for mineral water, one third of the forest reserves of Ukraine is concentrated in the mountains, here grow over 2110 species of flowering plants, a large number of valuable trees and herbs.

The level of economic development of the Carpathian region is rated as average. For the value of the gross domestic product per capita, only Lviv region exceeds average Ukrainian index, and Transcarpathian region generally has the lowest index in Ukraine. Since a number of objective and subjective reasons, there appeared (and in recent years, deepened) trends to the socio-economic decline of the region: economic ties are unbalanced, unemployment is progressing, disparities in living standards in the mountains and plain acute, the demographic situation is close to the critical, the unique nature of the Carpathians degrades, the historical and cultural values of the region are desolated. Annually much of the workforce of the specified regions leave Ukraine searching for work (outside Ukraine work for different grades 4.0 - 5.5 million people).

In the Carpathian region the rate of degradation of the "life sphere" is much faster than the rate of the awareness of this extremely dangerous process by the population and authority. The region is characterized by multi-level system of industrial relations, its production capacities are oriented at hardware products. The dominant in the structure of manufacturing industries are energy-intensive woodworking and raw material extractive systems. The increase of the output in these industries was always accompanied by the creation of chemical and wood-chemical capacities, chronic lag of technologies from the world's standards, uncontrolled emergence and accumulation of various toxic wastes, anthropogenic impact on the environment of the region. Especially harmful for the environment of the Carpathian region is the barbarian attitude to the main natural wealth - forests. Scientifically unreasonable large deforestation of the last century led to the reduction of the forest areas, broke the age structure, reduced the natural wood increase, damaged the water-creating system, caused frequent natural disasters (floods, landslides, mudslides, wash-away of the fertile soil, fallen trees etc.). Gradually the Carpathian region turned from the "pearl of Ukraine" into environmentally average area of the anthropogenically polluted continent<sup>4</sup>.

Taking into consideration all above-mentioned, we can conclude that the population of the Carpathian region is now living in the conditions of socio-economic discomfort, there have accumulated a lot of environmental, economic and social problems, solution of which requires the efforts of both, the state and public. Decisive in solving existed contradictions between human activity

and nature must become all the methods and means by which it is possible to form ecological culture and environmental awareness of the population. It is possible only on the basis of deep philosophical, social, political, psychological and pedagogical understanding of the sense of the human being, social norms of the existence of civilization. It is necessary to form in every person a deep ecological world outlook, the understanding of the dominant role of the natural values over the artificially created material goods, the awareness of reasonable limits of their needs, the readiness to subordinate personal interests to the laws and abilities of the nature.

Under the term "**competence approach**" we understand the focus of the educational process on the formation and development of the key (basic, fundamental) and subject competencies (knowledge, skills, attitudes etc.), which pupils must have after graduation. The result of this process will be the formation of general competence of the person in various ideological issues, in her practical actions.

The traditional educational system focused its main efforts on the acquisition of knowledge and skills, that dogmatically absolutised knowledge and formed knowledge approach to studies. The main attention is focused on the knowledge itself, but what for is it necessary, remains out of focus. The competence approach displaces accents from the process of accumulation of established knowledge and skills to the sphere of formation and development of students' ability to act practically and apply creatively their knowledge and experience in different situations. Thus school creates a high readiness of the graduate for successful activity in real life. In such conceptual scheme teachers and students a priori focus on the personal-oriented and activity models of studying. It requires from teachers to shift the emphasis in their educational activity from the informational area to organizational and administrative one. In the first case the teacher played the role of the "repeater of knowledge", and in the second case he was the organizer of the educational activity. The model of student's behavior also changes - from passive learning, to research, active, independent and self-educational activity. The process of learning is filled with the developing function, that becomes an integral feature of learning. Such characteristic has to be formed in the process of learning and includes knowledge, skills, attitudes, experience and behavioral models of the individual.

It is believed that the conscious and careful attitude to the nature and its resources should be formed from childhood, in the family, school and it is possible only under condition of the active formation of ecological and economic consciousness and culture, accumulation of systematic knowledge in this area. Ecological and economic culture is a measure of the moral maturity of the person, its common sense in many actions, and being deeply rooted in the subconscious, it outwardly manifests as the presence or absence of common sense in certain actions of the individual or even the whole society. It is such a trend of human activity and thinking, from which significantly depend the normal functioning of modern civilization and its permanent development in the future<sup>6</sup>.

The Permanent Development Strategy provides that the productive forces, economic structure, specialization and location of output industries in the current conditions have to conform very close with the available natural resources, productive, reproductive and assimilative capacity of the environment. Moreover, the level and character of the usage of natural resources, especially land, water and mineral resources, the scale and direction of financial investment, the organization of technical, technological and organizational progress should be consistent not only with the current, but also with the perspective needs of the society<sup>1</sup>.

In such approaches the ecological and economic culture should be considered as the direction of human activity and thinking, from which the current conditions of the existence and the immediate future of the humanity depend. On the one hand, it serves as a theoretical discipline about the place of the person in the biosphere, and on the other hand, it is a set of specific actions, techniques and consequences of human interaction with the nature. In this context the level of ecological and economic culture of the individual and society as a whole determines the state of the environment and the inner world of each person. Thus the process of formation in every person the modern ecological and economic outlook, careful attitude towards nature, the understanding of the dominant role of the natural values over the artificially created material goods, the awareness of reasonable limits of their needs, lack of the psychology of consumer, the readiness to subordinate voluntarily personal interests

to the laws of the nature and interests of the society's development becomes particularly important. Only through a process of training and education, the humanity is able to produce necessary information, that will actually create the conditions for permanent environmental and economic development of the civilization. Ecological and economic training and education is a continuous psychological and pedagogical process intended to the purposeful formation in the person<sup>2</sup>:

- the knowledge of the scientific principles of the usage of nature;
- the essential beliefs and practical skills, specific orientation and active social position in the sphere of protection, conservation and multiplication of natural renewable and non-renewable resources;
- a staunch desire to stop changing environment recklessly and irresponsibly;
- the need of aesthetic perception of nature and the outlook, based on humanistic ideals.

The main objective of the ecological and economic education should become the formation of the new type of consciousness on the basis of which the "... humanization of nature and naturalization of man" will occur<sup>2</sup>. The new ecological awareness should logically include all previous types of consciousness (magic, religious, scientific), but not disown from them. It means, that educational institutions are called to educate youth in the spirit of love to the native land, deep knowledge of its historical heritage, the protection of the environment, scientifically-based usage of the natural resources (land, forest, water, minerals etc.).

Environmental education is not for the teacher of one subject, this work is multifaceted, continuous and developing, it is advisable to implement it in complex, involving primary school teachers, subject teachers and the staff of extracurricular institutions. The system of the pre-school education and training is called to create motivational basis of the future ecological and economic consciousness. The main objective of the ecological and economic education of the current educational system are<sup>3</sup>:

- mastering the scientific knowledge about the correlation and interplay of the nature, society and human activity;
- understanding of the multifaceted value of the nature for society as a whole and for each person in particular;
- formation of students' knowledge about a complete scientific picture of the world, the correlation and contradictions between nature and society;
- mastering the rules of proper behavior in the environment and in the society;
- development of the need to contact with nature;
- intensification of the scientifically-based activities, connected with environmental protection and improvement of the environment.

The strategy of ecological and economic education should be based on the modern principle of the outrunning of the science over the nature-converting human activity. Ecological and economic education should be continuous and should be implemented in pre-school, school, student and postgraduate periods. To achieve the greatest educative effect in the formation of environmental and economic competences, scientific and methodological foundations of education should be developed in the close co-operation of teachers, psychologists, sociologists, and should be based on the modern achievements of the psychological and pedagogical science and practice.

Ecological and economic model of education can develop effectively only on the basis of humanistic orientation and innovation potential of the educational institution. The humanization provides increased attention to the individual as a whole, the promotion of its abilities, physical and moral qualities. Modern education aims to form environmentally and economically responsible person, that is ready for the conscious activity on the basis of the gained knowledge and formes behavioral norms and rules concerning the environment. Humanity has the ability to choose either the path of environmental and economic education, or the path of the global catastrophe and self-destruction. Civilized, cultured people are called to protect and multiply the good, by laws and authority to establish the highest spiritual values of the life in the society and public opinion. Only intelligence and environmental and economic culture, that is continuous educational training and educational activity,

may generate culture of society, relevant to the permanent development, and transfer its relationships with the environment on the way of intelligent coexistence.

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## THE PSYCHOLOGY OF MOUNTAIN PEOPLE AS A SUBJECT OF SPECIAL RESEARCH

OLENA KHRUSHCH

**Abstract.** The article addresses the influence of natural and social-economic factors on the formation of the psychology of mountain people. A special mountain environment, living and housekeeping conditions, religious beliefs, and traditions mold stamina, pride, industriousness, and courage. The research into the psyche of Ukrainian mountain people living in the highest areas of Ivano-Frankivsk, Chernivtsi and Transcarpathian regions in the totalitarian period was openly scorned if not completely forbidden. For a long time, no research was done on the ethnic identity formation and rich feelings of hutsuls — a numerous ethnic community. Far too little attention was paid to hutsuls' most important psychological traits of character — bravery, freedom of mind, dignity, respect for others, industriousness, stamina etc.

**Keywords:** natural and social-economic factors, formation of psychology, sense of dignity.

A sense of dignity is a special feature of this ethnic group. A comparative analysis of various ethnic groups living in Ivano-Frankivsk, Transcarpathian and Chernivtsi regions shows that hutsuls were best able to preserve a sense of dignity; moreover, they strengthened this feeling in times of totalitarianism. It can be explained by a number of reasons.

Since ancient times highlands have been inhabited by brave and independent people. Struggle with the forces of nature, a special upbringing system based on ethnopedagogy, labor traditions and folk customs have shaped their sense of dignity.

Hutsuls' special housekeeping conditions have exerted a considerable influence on the formation of their sense of dignity. Traditionally, after marriage hutsuls felt economically independent because they began to keep house early in life. Since childhood both boys and girls felt needed. They had definite duties. Adults approved of their children's willingness to work about the house, which formed responsibility and with it a sense of dignity.

Respect from others as well as self-respect comes to those who have overcome some difficulties, shown persistence, industriousness, and, in some cases, bravery and courage.

Legends about Ukrainian rebels "opryshky", who were the bravest of young men (used to be called "lehini"), show that they were fearless, not afraid of cold or enemies. Their souls opposed foreign power. They observed centuries-old laws of mountains. The local people always sought rescue and defense from them.

The ethnopsychological expeditions we made to the mountain villages of Kosiv and Verkhovyna districts have enabled us to identify a number of interesting regularities concerning hutsuls' heightened

self-respect. One of them is that a sense of dignity is better developed in those people who live far from the center of a village, on the outskirts, in sparsely populated areas. They seldom go to the village center, and when they do go there, they wear their best clothes, which generates a positive emotional uplift, a kind of euphoria. According to observations, in public places hutsuls behave in a more reserved way, with obvious respect, without the fuss or haste characteristic of citizens; with a marked dignity they hold conversations on housekeeping, moral, ethical, and social-political issues.

Another regularity we have found is that hutsuls do not have humiliating street nicknames, which are often used in lowland villages. They address people respectfully by name; the elderly are addressed by their last names preceded by "pan" (sir) or "pani" (madam). This tradition of respecting one's own and others' dignity has been kept at all times, even when the address "pan" (sir) was officially removed from use.

The formation of a sense of dignity is influenced not only by living in a sparsely populated area but also by ways of housekeeping and limited communication experienced by a considerable number of women who work from home (according to separate statistics, up to 50%). Human dignity is closely connected with work, acquisition of material welfare through labor. According to B. S. Mordarevych in his article "Customary Law", "this important legislative principle which naturally arose from the way of life and ideology of workers, signified, on the one hand, respect and sacredness of property acquired by honest labor and, on the other hand, a negative attitude to any non-labor or criminal enrichment"<sup>1</sup>.

It is a sense of dignity that explains hutsuls' claims on the forests, valleys and hay fields which they once cultivated and were deprived of during the expansions of the landowning gentry. Under any rule, a hutsul always tried to be an independent housekeeper. He treated any power, be it Polish, Austrian, or Moscovite, with distrust.

Nowadays, there is a sharp property difference among the inhabitants of the Hutsul District. Sociological investigations show that an absolute majority of workers disrespect those who came into quick money by trading in timber, souvenirs, land etc. The reason for this is not only envy or a profit gap between production owners and employees, but also a violation of hutsuls' traditional views on housekeeping, industriousness as a source of welfare, independence, dignity.

Hutsuls' sense of dignity is closely connected with a strong condemnation of wastefulness, alcoholism, household negligence. These factors are considered to be reasons for family breakdowns, poverty, and difficulties. Hutsul men have a highly developed sense of duty to protect and defend their families, which is connected with a sense of dignity.

In the village of Kryvopillya in Verkhovyna region we documented a legend which has it that a long time ago hutsuls lived an eagle's life. High. Freely. That is why their souls strive for freedom. Mykhailo Lomatsky in his essay "Verkhovyna, you are our world" writes that in times of O. Dovbush there were no poor people in the mountains. O. Dovbush considered poverty the vice of laziness. Hutsuls, with their keen sense of dignity, think that a healthy able-bodied person should not be poor. Poverty is the destiny for the physically challenged, frail, lonely, old.

For ethnopsychology, the spiritual world of hutsuls, their understanding of the soul and the spirit is an interesting source. Interesting observations about it can be found in the article by Khrystyna Stebelska "Yipe, where will I be?"<sup>2,p.14-16</sup> Soul for hutsuls is a spirit, and after the death of a person soul does not disappear, it lingers over the bed of the deceased person, then moves into a flower or tree. The researcher accounts for this belief by saying that "a hutsul lives in the lap of nature, and in nature everything moves somewhere into something".

There seems to be no compelling reason to argue that "hutsuls are people of mood, and their emotions outweigh reason", but we agree with K. Stebelska's observation that a hutsul tends to be more individual than communal, he likes to talk with his own soul. This is because he has nobody "to chit-chat" with. In Kh. Stebelska's opinion, hutsuls "strive for an isolated family life and housekeeping, and it determines their circle of friends and sympathies. Related souls dissolve in a big company"<sup>2</sup>.

Here the author has mistaken a consequence for a cause. In fact, an isolated family life and housekeeping in a sparsely populated area, lack of everyday communication shape such traits of character as modesty and caution in communication with strangers; moreover, it seems that hutsuls are

aloof. They traditionally distrust strangers. "To draw a hutsul out," writes Kh. Stebelska, "is a difficult thing to do, because you need to overcome his distrust and catch him in the right mood".

We fully agree with the researcher that "the need to hide in his inner world has been formed in a hutsul historically – the external world impinged his freedom. His soul, as well as his homestead and family, was a fortress unassailable by strangers. It was his own world – a world of belief in oneself, in God and in His good powers and spirits." However, as our observations show, hutsuls are open, cordial, and generous to those who they trust.

A sense of revenge is often ascribed to hutsuls, like to other mountain people. Even the word "hutsul" is mistakenly connected with the Romanian "hots" – daredevil. This interpretation cannot be fully disproved, but a desire for revenge can be understood as a wish for freedom. "Every bird struggles for its nest." Such are inner convictions of most generations of hutsuls.

The Hutsul District (Hutsulshchyna) has gone through various hard times. It has had a certain impact on the character of this ethnic group. A representative example is six thousand hutsuls displaying their allegiance to the Ukrainian idea when they decided to struggle under the flags of B.Khmelnysky, the Ukrainian Halych Army, and the Ukrainian Rebel Army. However, there was treachery among hutsuls who sided with Polish invaders and fascists. There was indecency and spiritual dishonesty. But it was not a mass phenomenon. In times of occupation, some hutsuls became disillusioned; their hopes died; their souls gave up obsession. However, most of them never stopped striving for freedom. One cannot agree with those who say that "humility and patience entered a hutsul's soul". Those were only external signs, double behavior, but not double thinking.

Nowadays, when Ukraine is an independent state, the national devotion of Ukrainians is being revived. Every ethnic group of the Carpathians and the Precarpathian region is experiencing a resurgence of the undeservedly forgotten feelings of self-respect, dignity, and self-sufficiency.

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## PECULIARITIES OF GRAMMAR STUDY OF MOUNTAIN FIRST-FORM PUPILS

MARIJA KIRYK

**Abstract.** The article describes the role of analyzer system (auditory, visual, kinesthetic) at the initial stage of learning literacy and language development six years old. They form specific integration system, that provides more efficient perception, memorization and reproduction of educational material. The article deals with attempt to ascertain linguadidactic interconnections and interdependence between grammar education (reading, writing) and speech of six-year pupils. Summing up it should be mentioned to organize 6-year pupils studying in the country mountain school besides pedagogical, economical, geographic and social problems psychological linguadidactic are added. Preferences of mountain country children:

- Formation from childhood ability to live in harmony with nature;
- Sensitive perception of alive and inanimate surrounding nature;
- Life-style form children's responsibility for entrusted things, labour habits, training by hard nature conditions.

They should be solved in complex providing achievements of psychology, pedagogics, linguistics and up-to-date technology. The aim of the article - to reveal individual peculiarities of country mountain child who needs special method of approach to grammar studying as well as to help country teacher who strongly feels lack for efficient method help. All these affect on preparing level, children's outlook, general development. Scientific and methodological institutions have not easy task-system training and skill raising of primary school teachers to realize State standard of primary general education. Acquaintance of country teacher with up-to-date achievements in psychological, pedagogic and linguistic education will help him to organize his work in the country school on rather higher level as well as let him give more qualitative education services and save country school as the main country existent validity.

**Keywords:** analyzer system, learning literacy, country school.

Transition to new education content and providing of State standard for primary school put some new tasks that need profound comprehension in context of giving high-quality education services and reforming of mountain country school net. Among them creating of education surrounding which would promote all round child development.

Country school in the mountains causes not only pedagogical, economical, geographical problems but also social:

- Large engagement of adults, teachers and children by housekeeping;

– Education process is complicated by the fact that many children are deprived of parents guardianship, that is labour migration, season jobs deprive the parents possibilities to bring up their children;

- Lack of out-of-school establishments in the country;
- Unsatisfactory pre-school preparation (lack of pre-school establishments, or mixed groups);
- Unpossibility to realize sanitation functions by school;
- Restricted possibilities of teacher self-education;
- Restricted educational-methodical and technical providing;
- Intensified risk of children illnesses which have to study out of residence and use transport;
- Restricted free-time in the afternoon (most of children have family duties: graze a cow, feed cattle and poultry, bring up younger brothers and sisters etc.);
- Some of children cannot attend prolong education at school (even if they can it is restricted by doing home tasks);
- Efficient influence on children speech has language surrounding (dialect);
- Complicated work with parents etc.
- Preferences of mountain country children:
- Formation from childhood ability to live in harmony with nature;
- Sensitive perception of alive and inanimate surrounding nature;
- Life-style form children's responsibility for entrusted things, labour habits, training by hard nature conditions.

To provide equal access to education and further personal development with the aim to improve education of mountain country children it is urgent necessity to provide modern innovative and informative technology into educational process.

The aim of the article - to reveal individual peculiarities of country mountain child who needs special method of approach to grammar studing as well as to help country teacher who strongly feels lack for efficient method help. All these affect on preparing level, children's outlook, general development. Scientific and methodological institutions have not easy task-system training and skill raising of primary school teachers to realize State standart of primary general education. Acquaintance of country teacher with up-to-date achievements in psychologic, pedagogic and linguistic education will help him to organize his work in the country school on rather higher level as well as let him give more qualitative education services and save country school as the main country existent validity.

The first study year is the starting one for country child towards education. Providing of innovative approaches towards education of the very country six-years pupils is important step because grammar studing, language development, mathematics and nature habits for these children are held harder than for those who had pre-school preparing. During adaptation period all six-years pupils quickly get tired due to study activities became languid, whining, irritable, sleep and apetite get worse, otherwise some became excited. Besides country children display more complexes (they are scared to answer, associate with class-mates etc.).

The primary studing of reading, writing and speech development is indivisible, correlative from psychology, linguistics and didactics stand-point in concrete system content. That is grammar study is a component of general linguistic system basing on philosophic, materialistic dialectics, psychologic, linguistic, didactics doctrines about perception, sensation, about two rides of cognition – sensitive and logical.

Grammar teaching should be treated as certain system through the prism of psychologic-linguistic-didactic aspects taking into account both individual peculiarities and regional specifics. Six-year pupils demand new approaches towards teaching, based on doctrene about perceptive peculiarities (visual, auditorial, kinestatic, thinking, attention, all kinds of memory (involuntary and arbitrary), left-handing etc.

Let us appeal to pedagogical psychology and analize psychological aspects of grammar teaching: perception, attention, imagization, assimilation, awareness, memorizing etc. Perception psychology is regarded as classical object of scientific psychological interests and has direct connection with

pedagogical psychology that is actively investigating. So it turned out that there are new discoveries in this "classical" sphere. That rather shook our imaginations of "the only possible image of the world".

Attention peculiarities of six-year pupils deal with in possibility to concentrate on outward things, more than on own thoughts and imaginations. Six-year pupils have weak developed both kinds of attention (involuntary and arbitrary). Its development depends on characteristic features of temperament, leading hemisphere of the brain, heredity, concrete person, education management, teacher etc. Only activated attention promotes education. All bright, coloured attract their attention. Psychologists distinguish six peculiarities of attention: direction, amount, intensity, duration, distinguish ability, themes<sup>3</sup>.

It should be remembered the six-year child is characterized by peculiarities of imagination without content. The determination "imagination" includes huge mass "vague" mental systems – even to content things of fantasy<sup>3</sup>. Psychologists distinguish three types of imagination: irritation (space figurative representation), reactions (gesture representation) and symbols (transformed meanings). Only outside propites, subject images are fixed by imagination. However, the most children of mountain area have restricted imagination and notions comparing with the same children engaged in pre-school education or other forms of preparing to school.

Thinking notions and speech can form unity<sup>3</sup>. The child imagines what he sees in nature or in the picture. It is not easy for six-year pupils to imagine that is not based on concrete subjects, illustration or own experience. Such crucial approach towards imagination causes inability to separate fantasy product from reality. Under educational influence children's imagination changes, its images become stable' they are better preserved in memory, become more different and interesting if studying process is good organized.

At the same time country mountain child apprehend surrounding world as reality, therefore he does not understand some subject or plot pictures in ABC-book, for example, giraffe with band aged throat, owl-doctor (M. Vashulenko) or sleeping cat with chickens (M. Zakharchuk) etc. Country child knows: chickens must be guarded against a cat; owl is a bird that sleeps during the day and hunters in the night, produces certain sounds; it is more difficult for a child to imagine a giraffe because he saw hares, deer, foxes etc. Thus pictures and content of the first child's book have to reflect the reality he can see.

Learning is the aim and result of educational activity (perception, awareness, memorising, reproducing), the process basement (after Rubinshtien)<sup>10</sup>. This psychological evidence has both sides – process and result. Grammar studying and speech development of six-year pupils is the starting process when the habits (reading, writing and speaking) begin to form. Already formed habits are the result. Both process and result will be stable, effective and profound under some circumstances: studying activity must have active character; perception process must go simultaneously with practical habits and abilities formation taking into consideration different kinds of perception (using of main analyzers-sight, hearing, touch) and their readiness to aware. At the same time the very perception process must cause interesting, positive emotions.

Investigation by J. Greender and R. Bendler enables to aware the fact that the person get all information from and about the world through three channels: he can see, hear, feel. These channels are the most important filters helping a child (man) to choose necessary information from outside<sup>1</sup>.

Reproducing of information takes place in child's inside with help by four representative systems: visual (images), auditorial (sounds, melodies), kinesthetic (feeling) and digital (inside dialogue)<sup>1</sup>. Therefore studying grammar and speaking should be interpreted as correlation of sight, hearing, touch.

M. Merlo-Ponti<sup>7</sup> in the work "Phenomenology of perception" gives two determinations of perception – "seen" – that is what we comprehend by eyes; sensitive – by feelings. Further he makes conclusion: "There is not and can not be physiological determination of perception, further on there is not and can not be independent physiological psychology because physiological event submits to biological and psychological laws." His theory confirms that perception rouses attention, after on attention enriches and develops perception. Attention is general and absolute ability that at any moment it can be directed on any consciousness content<sup>7</sup>.

The scientist explains intercorrelation and interdependence of sight, colour, sensation as “original touch by eyes”. During the period of real sight formation. Obviously he meant the same as Sechenov: starting process to identify the thing visually. Thus it is only his accessory remark and main opinion are another. Differing from other scientists he paid attention on that seeing of colours and hearing perception of the sounds are not exclusive events since “sensitive perception” is a law. There is correlation among feeling organs, so they transform to each other without mediator, do not need translator, they are comprehensive each other without thought mediator<sup>7</sup>. That is a base of independent awareness of seen, heard and getting knowledges during observing process.

Six-year pupils study grammar according to sound analytical-synthetic method, which was worked out by Ushinsky for seven-eight-year pupils. According to this method practical learning stage of native language sound principle have to precede learning of letters (pre ABC-book period – 14 hours). During this period all children have to master basic language notions (language sounds, vowel and consonant) division, soft and hard sounds, that is master very important abilities to fulfil sound analysis and synthesis of pronounced word. Let us remind that this process goes without graphic (letter) indication of the word. In this case a child operates with sounds no letters and with neutral and same for each sound marks<sup>8</sup>. It should be taken into account that some pupils (about 15% - visualists and kinesthetics) “have no or weak developed phonematic hearing that is they do not hear differences among sounds”. It is very difficult for them to master on with help of pronunciation (articulation). It is treated like “to pronounce soft consonant you should raise your middle part of tongue side...”<sup>4</sup>.

Practice testifies that pupils – auditorists (about 20%) skillfully make sound formation model. They distinguish the sounds by hearing. They have only to mark them. But it is more difficult for visualists (about 60%) and kinesthetics (about 20%) to do it because they perceive word meaning but not its sound shell. Therefore while pronouncing they can not always distinguish sound position in the word, differ soft and hard sounds etc. this process goes rather mechanically and with inaccuracy. The pre-ABC book stage is most difficult for pupils-kinesthetics. They want to act, move, do practical things but they are compelled to do unpeculiar things – hear, analyse, distinguish. Thus it causes “separation” of sound word shell from its meaning and distribution to indivisible units (language sounds) in certain order; comparison of the sounds (vowel, consonant, hard, soft) and their graphics; finding out their similarity and difference in word meanings with phonetic differencing (logical operations).

L. Rohovik made out a new typology of psychomotor activity which consists of three theoretically possible types depending prevailing level: speech (1-st – auditorists) emotion-sensitive (2<sup>nd</sup> type - visualists) or image (3<sup>rd</sup> type - kinesthetics). Studying results essentially depend on child’s psychomotor activity and presence of its components at all stages of cognitive process. Overburdening of sight and hearing channels of perception while sitting leads to mental activity reduction of younger pupils therefore it necessary to change their body positions (moving, game activity, singing etc).

Physiological basement of speaking is rather difficult, it spreads in certain order and time. Sight, hearing and moving analyzers take part in formation of these connections<sup>6</sup>. It confirms the triple participation of analyzers (sight, hearing, tactile) in perception. I. Zymnya admits that obviously speech (language) in unity realizes three main functions: nominative – for language; significative – for speaking; indicative function; transferring function, that is thought feeling, will expressions (communicative function which includes information (message) act, emotion expression)<sup>5</sup>. However six-year pupil firstly associates the word with certain object and then with word meaning. For country child of Karpathian mountains word meanings operated by the teacher during pre-ABC book period can not be understandable by reason of dialect surrounding.

Writing and reading demand special studying. Difficulties in mastering reading and writing can be explained by both outside (writing) way of thought formation and assumption of new fixation method to reflect reality, that is its graphic exposition<sup>5</sup>. So if pupil-visualist and pupil-kinesthetic apprehends the word in whole basing on meaning but does not apprehend certain sound order in the word it means that it is better to provide sound models during ABC-book period or introduce letter marks of the sounds during pre-school preparing (without reading).

Investigation by P. Arnheim<sup>2</sup>, confirms connection between visual perception and thinking of six-year child. They connect real form of speech interaction and its elements with sign language system, operative and active system which is characterized by generalization unity, communication and thinking. It is very important to understand "perception without thinking would be useless, thinking without perception – there is not anything to think over." So "thinking" is more visual thinking. Firstly the first-year pupil associates with known notion, with thing and then with sound and virtual sign. O. Pometun's investigation on this theme shows that "clean" auditorists, visualists or kinesthetics are very few. She advises studying should be polisensetive, different that is to unite all pupils activity at the lesson<sup>9</sup>.

Practices show that some pupils have breaches of analysis (to pick out the word from the text, syllable from the word, needed sound from the syllable) and synthesis (the pupil is unable to compile the letters (sounds) into the word). Reasons are different: articulation breaches, undeveloped phonematic hearing etc. Very often children (especially country ones, with speech breaches close inside, begin to get complexes etc). Dialect speaking surrounding directly influences on speaking activities of country children (till 6 a child has certain vocabulary that is used from the birth).

Peculiarities of Karpathian region are in its language characteristics. Karpathian dialect (after V. Nimchuk and others) is characterized by preserving of old phonetic, grammar, lexical elements and is divided into several groups. Mostly they differ by using sound "o" in newshut syllable. These are Teresvyansko-Richanski or easternmaromoroski (o>y), borzhavsko-latoritski, berezki (o>y) westernkarpathian yzhansko-laboretski (o>y) northencarpathian.

Some phonetic, morphological, grammar, syntaxis peculiarities of these dialects:

- Bach row phoneme;
- Weak differentiation of flexes on hard-soft;
- Syntaxis is characterized by paratactic constructions; personal pronouns instead of possessive ones.

Karpathian dialect vocabulary has many borrowings from neighbour (Hungarian, Slovakian, Polish, Romanian) languages. Before entering school the most of mountain children hear and speak only on regional dialect, that differs in every village. For example, the teacher describes the picture "There are large light windows in the classroom. There are flowers on the window-sills." Among these word children cannot understand such words like "windows", "flowers", "window-sill" etc. So at the lesson literary Ukrainian of the teacher is insufficient, she has to show the object, real and write down.

For a child who had not pre-school preparing pre-ABC-book period is the most difficult. Therefore the teachers use original "translation" of many words. This helps the child but low lesson rate, motivation and in result the children lose interest. Thus starting stage to form habits of reading, writing and speaking is based on auditorial-visual-kinesthetic reference. Graphic word images depending on their formation in visual memory need both auditorian and tactive stand-by. It means that representative systems work correlatively and give better results. Sharing psychologists, psycholinguists, linguists point of view how to study grammar it is necessary to mention that this process should be regarded as complex integrative system with psychologic-linguistic and didactic aspects. They depend on each other (speaking, reading, writing). So starting habits of speaking, reading, writing at formation stage act as psychological elements of child's thinking based on both sensitive practice that is on feeling system (sight, hearing, touch and linguistic-didactic conformities of the language).

Summing up it should be mentioned to organize 6-year pupils studying in the country mountain school besides pedagogical, economical, geographic and social problems psychologic linguadidactic are added. They should be solved in complex providing achievements of psychology, pedagogics, linguists and up-to-date technology.

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## SOME ASPECTS OF THE STUDENTS' MUSICAL LEISURE AS THE WAY OF OUTLOOK POSITION FORMING IN THE CONDITIONS OF THE EASTERN CARPATHIANS

MARIA KLEPAR, INNA CHERVINSKA

**Abstract.** The main problem resolution for the upbringing of the youth in complicated modern social-economic conditions of the Eastern Carpathians needs the universal scientific comprehension of history theory and practice of national pedagogy, the recognition of the main subject roles in educational extension, the institutions for young personality socialization within the leisure occupies the main place. The meaningful leisure organization and using it in humanistic education has the main practical meaning.

**Keywords:** upbringing of the youth, socialization, leisure organization.

The renovation of our society demands the using of right spare time and all slacks. It is important if each people have opportunity to broaden the outlook, to renew the knowledge incessantly which will help them in their life and enrich the culture values. Moreover, it is impossible to develop the personality without efficient organized leisure. Only if people have a free time they can discuss the joint interest issues or the subject they like best.

However, having too much time doesn't mean anything because the main thing is how to use this one in a proper way. That's why from this it follows that how to organize the leisure in the best way. The most urgent problem is the organization of free time for the youth. We can explain it in such way: firstly, our young people have a determinate free time but they don't know how to use it reasonably. Secondly, there is no clear understanding of the role and meaning of the leisure in the process and development of a high qualified specialist.

The corporal process and the spiritual development of the students, their valued orientations forming which are determined by the social problems and interests for the successful training of the future teachers, the active learning of special and cultural experience from elders are realized and the aspiration for the natural perception and the social activity, the communication, the social activity, the aesthetic pleasure, the creative improvement and the physical development are satisfied under the condition of the efficient using of the free time.

That's why the using of free time just for the purpose of multifaceted and harmonious development of personality determines the pedagogical functions and tasks. It is so important to use the musical art as upbringing and development means of personality during leisure time also because that a large amount of youth pay attention for the music only in free time and at rest time. With clever manage the leisure and pleasure we can direct with upbringing aims. A lot of scientists are talking about a free time

problem. The philosophers, the psychologists, the sociologists, musicians and others have made a great contribution to the theory and practice. The works' performers in musical upbringing such as Asapheva B.V., Gordiichuck M.M., Medushevskiy M.S., philosophers and psychologists in problem activities such as Zelenov L.A., Khagan M.S. can explain the meaning and forms of the active attitude detection of the personality to the musical art through acting including the free time; the pedagogues as Archazhnikova L.G., Psdsla M.G., Koval L.G., Rudnytska O.P research the general questions of the pedagogics of the youth musical upbringing.

We should pay attention to such author's works as Bushkanets M.G., Zaborovska G.N., Khobzar B.S., Tarasenko V.I., where we can find the research of the main questions about the audience acting of the youth and also organizing free time question. Learning and analysis of the pedagogical experience and practice in a musical upbringing as the part of esthetic show that there is the discrepancy between the students esthetic upbringing and the research meaning problem of organizing their musical leisure.

It is well-known that the free time needs the regulation and managing. The content of leisure depends on the people surrounding character of a social environment. The more intensive influence is the bigger weakness exists. That's why if the establishments don't direct the youth free time in right way that the willingness of students will be decreased. But if the cultural surroundings is organized including the student's demands than it can contribute to the youth active pleasure with spiritual life. The leisure it is not synonym to a free time. Everybody can have a free time, this is realistic demand of any society but leisure this is the ideal of a free time. In spite of a free time the leisure depends on the conditions in which the personality lives, the level of spiritual, physical and material development. That's why the leisure is the part of free time. The published work's analysis let us determine such leisure acting directions as the physical force renovation; the satisfaction of physical and spiritual needs, the cognitive and emotional emotions.

The called kinds of activities together with leisure are closely interwoven and are able to run at the same time. For instance the communication with the friends satisfies both the emotional activity and the cognitive interest; visiting the cinema or theatre satisfies both spiritual needs and the renovation of physical force and etc. Also many kind of activities in a large or less measure influence positively not only on the personality who is involved in but on the people around too. The nice example for this can be the spiritual and material value creation such as the art lessons, the art activity and scientific technical circles, the sportive sections and others.

Last time the leisure sphere was expanded mainly from the simple resting and games to the different forms of life activities. For instance, leisure lessons are closely connected with the education and public work. They serve not only for acting their main functions as the resting and force renovation but for the personal development. Reading the book, the newspapers, watching the films, performance and concerts serve as the resting, mind development and skills. The culture activity availability determines the culture level of leisure.

From our point of view we should pay attention to such kind of activity which builds the culture leisure basic. In the other words we have to distinguish and to examine one of the most effective points of upbringing possibilities and how they influence on the personality. In such way we move the artistic especially musical self-activity because "the music is in possessions of the emotional force action on the personality and serves as one of the most important function in ethical and moral formation of the unique person at the same time"<sup>2</sup>. During the organized leisure activity involves with the getting knowledge, the creative skills and esthetic perception.

The task of after class work always is facing the necessity to consolidate the knowledge which is got in the education process and self-activity. Comparing with the educational activity the previous one has some features which help to enrich the esthetic upbringing efficiency and to build the students outlook position.

Firstly, after class activity joins the different groups of students because in different forms of leisure the younger and older students and also students with different countries can take part. This feature

influences positively on the interpersonal relationship and give the possibility to organize the mutual help and influence in youth surrounding.

Secondly, after class activity and all its forms are built on the basis of the voluntary participation of the students, the programs are made with taking into consideration the willingness of participants and can be strengthened in depends of the specific conditions. The content of the after class lessons must depend on as the teacher's aim as students' interest. This condition gives the possibility to differentiate the after class work, to reveal the students' individual interest for deeper learning the educational subjects for the familiarization with the materials which are not learned in the educational process and let go to the studying of a musical art, to learn singing, dancing, playing the different kinds of musical instruments.

Thirdly, in spite of the educational process the level of students activity in after class activity is valued not by points but the public assessment of professional, moral and human qualities, the creative skills, the artistic and esthetic outlook of knowledge in the different branches of art.

The facts affirm that the student's active part in out of auditorium activity favors for the personality opening among the youth and high value of their knowledge which they have got by themselves. That students, who are involved in the arts, have been drawing respect from their group mates, they have ability to group friends around themselves, who are impressed with their enthusiasm and evoke the aspiration for their educational mental outlook, aesthetic and artistic culture. The important leisure opportunities are hidden into its forms and methods multiplicity. Practically, it includes all students, meets their interests, requests and needs. Analyzing the musical leisure structure, we find out that the only important condition of students' authority within friends is the competence in the modern music, the good knowledge about the popular bands, singers and their repertoire, the new recording in the presence, especially foreign singers and etc. Taking into consideration the students' group comfort, we can foresee that the trend helps to step up the artistic taste, often leaving it on the low level.

That's why our youth absorbed the borrowed things, deprived artistic and aesthetic taste. The nonsense lyrics don't become better comparing to the sound tracks. The instruments' musical sounding abuse and too loud sound pressure influence negatively on the singer's and listeners hearing and nervous system. The extension of tape-recorder's videos and audios, which were copied from foreign discs, promoted the unnatural influence. The student's who used to the light amusing music, his musical imagination, which are established by the intonation structure of this music, can not accept another musical world – the musical world with the folk, vocal and classical music. It is no coincidence that the last years serious attention and meaning were given for the searching the new ways and forms for involving students to artistic activity which are considered as the forming way of humanistic outlook.

The artistic activity meaning consists in manned social pedagogical system which has the regulated organized creative structure under the condition of a free time which serves for enriching personality. This is the form of the cultural and creative students' organization, involving in self-activity, the means of the moral and esthetic personality socialization, the formation of outlook position. "The artistic self-activity is – Prokofiev F.I. says – the organized artistic creation of population which is developing in the circles system and studios etc"<sup>1</sup>.

The artistic self-activity is making the functions of the resting, games and also creating the big possibilities for the discovering of the creative skills, interests, needs values and also it is the effective way of self-education, self-upbringing and the formation of the outlook positions for the future teachers.

The esthetic and education functions of artistic self-activity help to:

- concur the expression and the creative skills development;
- enrich the feelings world and the spiritual life of the personality in general;
- develop the artistic taste and esthetic and outlook artistic needs of the personality in the communication with the beauty;
- form the outlook position of the personality.

The artistic activity helps for the creative opening of the student behind the educational activity, and also helps to increase the social and cultural activity of the participants.

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## RAISING THE ACHIEVEMENTS OF SCHOOLCHILDREN IN MOUNTAIN REGIONS BY MEANS OF USING LOCAL HISTORY/LORE MATERIALS

VASYL KOBAL, MARYNA KOBAL

**Abstract.** The article is devoted to the effectiveness of the use of local lore material in mountainous terrain schools to improve student achievement in the development of their cognitive interest. In particular, the analysis of the role of the school in the development of Ukrainian Carpathian mountain areas of education and younger generation training. Attention is drawn to the fact that during the organization of the educational process in schools of mountainous terrain, we are to take into consideration rather high level of spirituality of Highlanders, their love for their land, traditions and customs. Therefore, during the lessons of social and humanitarian course the teacher is to use local history material that will provide development of students cognitive interest. The authors in the experimental studies process demonstrated that the organization of learning the history of Ukraine in the 5<sup>th</sup> grade should be directed to the development of cognitive interest in history. So, the children in the 5<sup>th</sup> grade will not have to study the whole history. They are to be prepared to gradually assimilate to it according to the curriculum. A critical factor in successful learning is to form cognitive interest. To make the learning process easier and more interesting the teacher must offer his/her students the curriculum material which they would not only feel, but also easily understand. The students must realize that it's not about teaching something/someone unknown, but about themselves, their parents, grandparents, great grandparents, family, region, country. Therefore, the initial training should dominate local history material, allowing the development of cognitive interest in history, lay the foundations of historical knowledge and provide increasing levels of students' achievements. This is ensured by a parallel study of the history of the native land. The authors defined teaching and learning requirements for local lore material to be used in the process of study and presented their own examples.

**Keywords:** local folklore, local history, cognitive interest.

We consider this topic due to the peculiarities of the functioning of secondary schools in mountainous regions under new socio-economic and socio-political environment and the challenge of finding ways to improve the quality of education and the development of cognitive interests of students with the use of local history/lore material.

Educational Institutions in the mountainous regions/highlands play multifunctional role in public life, because, "they solve not only educational problems but also enrich the development of national traditions and values - the unique potential of the national culture"<sup>5</sup>.

School occupies a specific place in Ukrainian Carpathians, primarily due to the role that is traditionally given to this type of establishment in the mountain village life, that is upbringing of the

younger generation. School in mountainous region has always been and will be a major factor of livelihood, the preservation and development of towns, big and small villages. The life of every inhabitant of a mountainous village and his family is connected with the school and teachers who work in it. Non-standard working conditions, the uniqueness of the structure and modes of learning, information lack about the latest achievements of psychological and pedagogical sciences due to the remote distance of mountainous school teachers has ambiguous impact on the functioning of the school. The teacher is required to organize flexible educational process<sup>1</sup>.

It should be noted also, that the life of the community in the mountains now does not differ by modern IT but feature high spirituality, a kind of rich traditions that are needed to be combined with innovative content, forms and methods of work.

Life values of Highlanders, their spiritual and physical health, optimism, self- support system in difficult geographic conditions – can't but reflect on the perception of the worldview of children from mountainous regions, the teachers' work and the school itself. All previously mentioned factors contribute to the development of the personality of schoolchildren as well as adults.

Researchers and teachers themselves also note that schoolchildren, living in mountainous areas, suffer certain difficulties in learning lessons/curriculum insufficiently. Due to the fore above mentioned factor there are some notable knowledge gaps and the development and application of new technologies, forms and methods of teaching in a village/rural school of mountainous region are also required.

Therefore, developing ways of implementation of the main objectives of modern education - formation of harmonious intelligent and creative personality, within the framework of educational process organization in schools in mountainous regions, we are to take into consideration rather high level of spirituality of Highlanders, their love for their land, traditions and customs. The teachers of social and humanitarian lessons should make use of local history/lore materials for schoolchildren cognitive interest development, which is a must/requirement for improving the efficiency of schooling.

The aim of the article is to highlight the expediency and effectiveness of regional natural history information usage in the mountainous schools educational process with the aim of developing cognitive interests of students and improving their academic performance.

The below listed scientists have devoted their research materials to the learning of cognitive interests of schoolchildren as psycho- pedagogical problems: Aleksiuk A.M., Babanskii J.K., Bondarevskaya V.B., Danilov M.A., Lerner I.J., Makhmutov M.I., Onischuk V.A., Pidkasystyi P.I., Skatkin M.N., Traitak D.I., Shchukina H.I., Kostyuk H.S., Krutetskyi V.A., Menchynska N.A., Morozov H.G., Miasyshchev V.N., Ponomarev A.J., Rubinstein S.L., El'konin D.B., Jacobson P.M., Holant E.A., Korotkov M.V., Vagin A.A. etc.

Some aspects of the usage of local studies in the school educational process are highlighted in the writings of some experts<sup>2, 4, 6, 7</sup>. However, topical issues, related to the integrated use of existing cultural and historical attractions of the Transcarpathian region for the harmonious development of schoolchildren personality in mountainous regions, still exist.

Since Ukraine gained its independence and reforming of education system, teachers are increasingly turning to national sources. Ethnology and local history are actively being developed.

In early 90-s of XX century educational community in Transcarpathian Region raised the issue of teaching Ethnology as a separate subject at school, as it is part of the whole educational process. With the help of these knowledge it becomes possible to cultivate the sense of dignity for the homeland, patriotism, loyalty and fidelity in younger generation.

Regional Education Conference "Local History is back to school "held in 1993, June 17-18, has energized this process. The participants were dynamically debating on the necessity of the Local History introduction into the schools curriculum. Actually, it wasn't the question- whether you need this subject or not, but the issue of implementing this idea into real life, was raised.

Currently, dozens of teachers and enthusiasts have already developed a number of teaching aids, have collected extensive practical material. New Historical Regional Lore Museums have been opened, the search groups, tourism and local history work have been successfully restored.

Studying the history of Ukraine should be considered as a vivid example of locallore material usage for the development of cognitive interests of students.

Psychological and pedagogical research, the results of education and classroom observations support the idea that a child perceives and understands the material that dominates in its natural environment the best. That is, the child can understand and remember all the information which is associated with him/her, his/her parents, family, city (village) land and the Motherland. This gives us the reason to believe that along with the propaedeutic course of the history of Ukraine "The History of the Native Land" must be studied.

The combination of these two courses must initiate the process of forming coherent historical consciousness of cognitive interest in history as a subject.

During the pilot study we proved that the history of native land is being studied during the History classes; scientifically based and proven system of teaching and organizational conditions is being used. Historical texts, the use of vivid clarity, teaching tasks of different levels of complexity of cognitive tasks, role-playing games and teaching systems, problem- search tasks (both classroom and home), independent work, sightseeing bots - the best time for the development of cognitive interests of students in history are the special tasks adapted to the schoolchildren being aged 10-12. The children of the 5th grade will not have to study the whole History, they must be prepared to gradually assimilate it according to the curriculum during the next few years of their study. A crucial factor in successful learning is to form cognitive interest. Therefore, the purpose of history lessons in 5th grade - to develop cognitive interest in the subject. So, to make the knowledge gaining process not difficult, you must offer your schoolchildren the material which would be not only easily felt but also easily understood. The child must realize that it's not learning about someone, but about him/her, their parents, grandparents, great grandparents, family, region, country. Therefore, during the initial training, the local history material should dominate, thus enabling the development of cognitive interest in history and laying the foundations of historical knowledge and provide increasing levels of student achievements.

We consider that the usage of local lore material is one of the main methodological conditions of cognitive interests of students to the history. That is why we took into consideration the following peculiarities while selecting the lesson material:

- Adaptation of text to the typical age peculiarities of children being 10-12 years old (accessible, understandable, interesting, mainly - art style (narrative description), the sequence of presentation of ideas;
- The use of historical documents (excerpts/passages from chronicles, stories, legends, poems, letters, decrees, etc.), which must meet the following requirements:
  - a) be based on the purpose and objectives of teaching history;
  - b) reflect the basic, most common events;
  - c) be in the organic unity with program material;
  - d) be clear and engaging for students in content and volume;
- Connection of material with the real life, knowledge and experience of schoolchildren, with the history of Ukraine;
- A combination of theoretical material with vivid illustrations, maps, diagrams;
- Maximum combination of material and excursion/sightseeing bots.

In accordance with the above mentioned psychological and pedagogical requirements we offer some examples of didactic material of local lore history material being used during the lessons of Native Land History, following the above mentioned psychological and pedagogical requirements we offer:

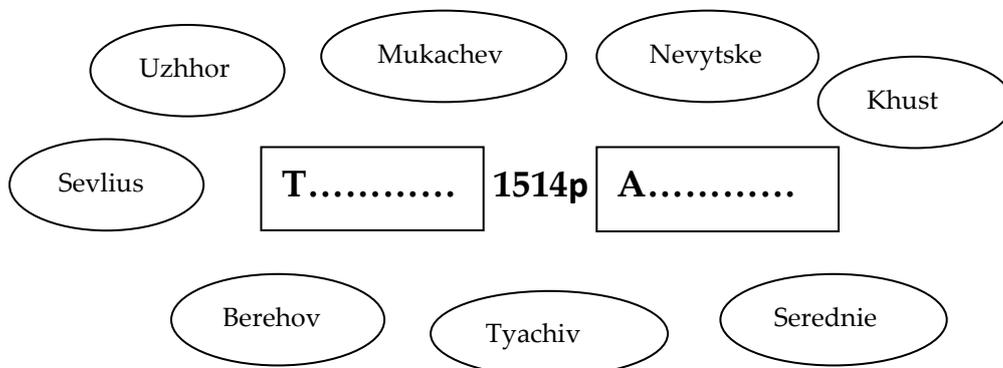
Retrieval problem questions and tasks system while studying section I "What is History?"

*Genealogy of Transcarpathian Region "in 5th grade at school:*

1	What does History study? How is it swayed? Historical relics. Treasury of native land History.	<b>Problematic issue of the lesson:</b> Why History is called the teacher of life? - How to study Ancient History? - How did we learn about ancient people style of living? What were they busy with?
2	Genealogy of Transcarpathian Region and my family History.	<b>Problematic issue of the lesson:</b> Why do they say that people memory is the memory of history? - Look at the time line and find the birth date of Jesus Christ. What other event does that date indicate? - Where did the tribes settle down in Transcarpathian Region? Why? - Why did Transcarpathian lands belong to various states at different times?
3-4	Primitive people on the territory of Transcarpathian Region. The Slavs.	<b>Problematic issue of the lesson:</b> Who are our ancestors? - Why do they say that about 1 million years ago the sea roared in the foothills of the Carpathian Mountains? - What name was given to the inhabitants of Upper Potyssia (Verkhnie Potyssia)? Why? - When and why did the settlement appear? - Why did the ancient authors say nothing about the origin of the Slavs? - How can we verify that pastoralists settled down in the mountainous regions? - Show on the map the first settlements of the White Croats in the first millennium BC. - Why has trade had a significant impact/influence on the economy? - Why did the classes appear in the VIII century? - Why did the White Croats maintain close relations with Kyiv, and were included as a part of the Kievan Rus?
5	The spread of Christianity on the territory of Transcarpathian Region. Kyrilo and Methodius	<b>Problematic issue of the lesson:</b> How did Christianity influence the lives of our ancestors? - Which states did the Transcarpathian Region bordered on in the west, in the south and in the east? - How to distinguish Christianity from paganism? - Who from the inhabitants of the land did quickly begin to take Christianity and why? - Why did the priests who come to the Slavs from Greece in VIII century adapt new Christian holidays to ancient pagan? - What is the merit of Saints Kyrilo and Methodius?
6	The history of native land in the written records	<b>Problematic issue of the Lesson:</b> What is the value of written records today? - Why are the records divided into General Slavs records and local ones? - Why did the writing begin to develop from the ninth century in the Carpathian region? - Why does the folklore also help historians? - Prepare one legend about the origin of the village (town), river or mountain of our region.

Examples of independent tasks of problematic origin:

1. Consider carefully "time line". Find the birth date of Jesus Christ. What other event does that date indicate?
2. Draw a conventional time line. Mark your date of birth, the year when you went to school and the year when you finish school.
3. Prepare a story (use a plan) about one of your distant relatives:
  - a) surname, name, patronymic (grandfather, grandmother, grandfather, great-grandmother etc.)
  - b) where he/she was born and lived (lives)?;
  - c) interesting life episodes of a relative;
  - d) what is left behind him/her?
4. Make a crossword puzzle due to the content of a legend.
5. What is evidenced by the fact that Hungarians after having settled down (had chosen the sedentary life style), were greatly influenced by the Slavic culture?
6. Mark on the map the following counties (komitats): Berezkyj- yellow color, Uzhanskyi- green color, Ugochanskuj - blue color, Maramoroskiy- red one.
7. Carefully consider the diagram of a family tree and fill it in. The more rectangles you fill in, the better genealogical memory you have.
8. Prepare reports on relics of ancient history connected with your favorite village, city (story, picture, pictures, staging, legends, songs).
9. Find the confirmation of relationships between the White Croats and The Kiev an Rus in the "Povistvremennykh Lit" ("The Tale of Bygone Years").
10. Specifying the names of states, mark with arrows what town belonged to what state after 1514.



We share the view of the famous scientist, investigating the problems of rural schools O. Savchenko that "while searching for new models of modern rural school development we must hold a deep comparative study of the activity of these schools and to determine their invariant features and also peculiar characteristics, due to the authors' educational systems, influence of contemporary conditions for their realization"<sup>3</sup>.

Experience shows that one of the most effective ways to improve the quality of school education in mountainous regions is to use, in the educational process, methodically and didactically adapted local lore material that matches the value of life and life of inhabitants of mountain areas and enhances cognitive interest of schoolchildren and favors the formation of citizenship and patriotism.

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## STUDENTS' CREATIVE WORK WITH TITLES OF TEXTS AS THE COMPONENT OF TRAINING FOR THEIR PROFESSIONAL ACTIVITY UNDER CONDITIONS OF MOUNTAIN ENVIRONMENT

OLEH KOMAR

**Abstract.** The article presents the attempt to reveal peculiarities of organization of students' creative work with titles of texts as the important component of their training for professional activity under conditions of mountain environment. The author accentuates on important aspects of Ukrainian foreign languages education system development and remarks that pragmatic aspect of comprehension of authentic texts titles plays an important role in foreign languages teaching. The titles are analyzed through their semantic and pragmatic peculiarities. Specific examples are given in order to sustain the ideas presented in the article. Afterwards the author presents the approximate classification of various techniques of work with the titles of authentic texts which are particularly applicable in the schools of mountain regions. These techniques are presented and analyzed from the viewpoint of potential use of cultural and background information content of titles in the process of foreign languages teaching.

**Keywords:** titles of authentic texts, foreign languages teaching, mountain regions.

Considering the fact that higher educational establishments of Ukraine take active part in dissemination of ideas of international cooperation and integration into world-wide educational space, foreign languages teaching becomes the priority in any national educational system. Thus, in order to increase its efficiency it requires up-to-date approaches to the use of authentic material especially in the regions where access to such kind of material is rather limited, in particular in mountain regions.

Methods of teaching English pay great heed to the work with authentic texts. They are used for students' scope widening, giving background information about the country, culture, and conditions of living, introducing new lexical units into students' active and passive vocabularies, studying of new and reviewing of already learned grammar structures, development of thinking, imagination, interest for foreign language studying etc<sup>3</sup>.

The mentioned above aspects of the use of authentic texts are quite completely presented in contemporary research, in particular the problems of pragmatic comprehension of texts and creative work with them in the process of foreign languages teaching and professional activity is represented in the works of I. Alekseeva, O. Bigych, G. Gryniuk, T. Kazakova, S. Nikolaeva and others.

From the point of view of methods of teaching it's not only content and structure of the text that are important, but also the title plays big role calling for students' interest and attention, influencing their further attitude to the text they study<sup>4</sup>. The majority of English texts, articles and reports have various

pragmatic and semantic peculiarities, which are appealing not only to pure linguistic interest but also to cognitive interest.

The goal of the article is in disclosure of potential of the use of translation and interpretation of authentic texts' titles in students' creative work with English publicism as the component of their professional activity. We presume that the use of periodicals and Internet resources, in particular connected with sports, is vitally important at the classes of English, as fictional texts are not fully up to the requirements of contemporary English teaching in higher educational establishments.

Specific pragmatic and semantic components are rather important in the texts of publicistic sphere, especially such vivid as sports publicism. Primary use of their peculiarities belongs to the titles of articles and reports. Pragmatic peculiarities of titles influence people's consciousness in order to hand over information about the environment based on certain knowledge of life. It is important that further perception of information greatly depends upon the fact of title understanding and the impression it produces.

Let's refer to web-site <http://uk.eurosport.yahoo.com><sup>2</sup>. On the eve of big tennis tournament its page dedicated to tennis is full of titles and links to articles, web-sites, video and photo matter. For example, article title „*Sharapova makes incredible come back*“. Everybody knows that Mariya Sharapova is a famous Russian sportswoman, one of the most famous tennis players in the world. This information is perceived from people's own experience. But how is a person's knowledge connected with aspiration for receiving further information? It turns out that a person shows inclination to receive information connected with his/her personal experience: Why has the famous tennis player hardly saved the match? How the game developed? Who was her rival? etc. And, intrigued by the title, the person turns to the text where he/ she receives all the information needed.

Another example is an interactive interview reference to which can be found at <http://uk.eurosport.yahoo.com><sup>2</sup>. Titles like „*Meet Roger Federer*“ or „*Meet Serena Williams*“ stimulate people's interest to the interview. Approximately 90 % of people not knowing Roger Federer or Serena Williams will surely ignore these titles while the people knowing who the article can be written about will turn to it with double excitement.

Hereby, titles from the viewpoint of their pragmatic peculiarities play an important role in stimulating people's interest and induce them to further activity connected with the text following the title.

Language, as any other manifestation of the environment, is a system phenomenon. The basis of semantics is formed by synonymy, homonymy, polysemy etc. Synonymy reflects the peculiarities of what is signified, homonymy – of the signifier. Polysemy touches all the constituent parts of meaning. The system character of lexis can be displayed both in big sets of words (for example, names of colours, herbs, animals etc.) and in small sets. These sets can be either connected by common, proper to all the words, characteristics (synonyms) or opposed (antonyms). Another important aspect of semantic analysis of any text is polysemy as the consequence of language and speech interaction. Superiority of some meanings over the others (shades of meaning) appears the defining factor of the utterance pragmatics. All the aspects, mentioned above, play an important role in creation and comprehension of the titles of any publicistic discourse.

The examples of semantic peculiarities of the titles of English periodicals and Internet resources can be the ones, bearing at least one of the features mentioned above. Thus, in the title „*Chicago Hope or Hype*“, taken from [www.espn.go.com](http://www.espn.go.com), can be found paronymy with the element of antonyms (hope - hype). Another example is „*Ramirez's in jury slip is only bump in road for talent-laden Red Sox*“, where *talent-laden* is the element of synonymic field containing word combination *young talents*. The title of the article describing a football game between national teams of Nigeria and Bulgaria „*Europe, beware of rhinos and hippos*“ contains allegoric transfer of meaning of one notion on the other (people are presented as animals).

Among other important from the pragmatic point of view peculiarities of the titles of English periodicals we can define the ones having specific word formation, in particular conversion and abbreviation<sup>5</sup>. Besides, the use of idioms and slang in the titles also contributes to the same idea.

Considering the titles of English sports periodicals and Internet resources from the viewpoint of peculiarities described, such examples can be presented: „*How will you call two outs in the 9<sup>th</sup> with the winning run at the plate?*” at *www.espn.go.com*<sup>1</sup> contains significant number of words, which meaning is familiar only to connoisseurs of baseball. It is a typical example of the use of special terminology and sometimes slang in the titles of sports periodicals and Internet resources. Abbreviation can be found in the title of another article at the same web-site – „*Punched Cardsor D' backs today?*”, where abbreviations stand for the names of baseball teams (Cardinals and Diamondbacks). Conversion can be found in the title „*Swing and amiss*”, where *swing* and *miss* are the nouns coined from the verbs. Titles „*Tight corner for the Rays*” and „*Call the question, Harry*” contain phraseological units and set expressions respectively.

Thus, pragmatic and semantic components supplement titles of various texts, in particular sport texts, with additional vividness, special phonation and meaning, they create unique form and fill it with indispensable content with the single reason – to involve and arouse the interest of the reader, make him the real participant of the events presented in the article or at the web-site.

Organization of creative activity with the titles of texts at the classes of English can be arranged in such way (basic techniques of work with language material of such type<sup>6</sup>): 1) to use the title for text comprehension; 2) to use the text for making up the title; 3) correlation of the text and the title, two titles. Majority of these tasks involve the use of student's creative potential.

The first group of techniques includes the following tasks: 1) to express personal impression of the text based on the title; 2) to express personal opinion on the appropriateness between the title and the text; 3) put questions to the author of the text based on the content of the text. While using the first set of techniques, students are proposed to write a short essay (5-7 sentences) about their expectations from the text or their ideas what the text could possibly be about. We should mention that this task must be done before the students get acquainted with the text. They will get the idea about the content later on.

The second set of techniques gives students the chance to express their thoughts on the appropriateness between the title and the text. They familiarize themselves with the title and the text, think over their answer and express their thoughts either orally or in writing.

The third set of tasks introduces students to putting the questions to the author of the text based on its content in order to get as much information connected with the choice of the title as possible. The prevailing idea of these techniques is that the content of the title is always realized in the text itself. As the author selects the title according to specific criteria then students have the chance to identify the author's ideas as for the choice of the title basing their presumptions on the text.

The second group of techniques includes the following tasks: 1) to select the title of the text from the suggested variants; 2) to make up the title to the text; 3) to make up the titles to the parts of the text.

Using the first set of techniques the students get the task to select the title of the text from several suggested variants. They familiarize themselves with the short article, and then they select one of the titles (2-4 variants of titles) which is the most suitable in their opinion.

The second set of tasks enables students to make up a suitable title to the text given. They get acquainted with the text content; moreover their understanding of the text must be full. Then either orally or in writing they present their ideas as for the text title. Student's choice must be substantiated by the content.

Using the third set of tasks the students are proposed to make up titles to the parts of the text. The teacher chooses the text, announces its title to the students, and then they familiarize themselves with the content of the text. On the basis of suggested title and content the students make up their own titles to the parts of the text (paragraphs, specially marked parts).

The third group of techniques includes the following tasks: 1) correlation of the texts in English and in Ukrainian; 2) determination of corresponding texts based on the principle „true-false”; 3) correlation of several titles with several texts (matching).

The first set of tasks proposes students to compare English titles with their Ukrainian equivalents. There are several titles made up for a single text, they all are presented in English and in Ukrainian. Students' task is to determine what these titles have in common or different, what peculiarities they have in different languages.

Tasks of second type are based on the principle „true-false“ which is often used in the work connected with listening of texts. The teacher acquaints students with a short text, then he presents several variants of titles to it, some titles correspond to the content of the text and some do not. Students have to find out which titles are true and which are not, and then explain why some titles match the text better than the others.

The third set of tasks provides for correlation of several titles with several texts. In methods of foreign languages teaching such type of tasks is called „matching“. Students are given several texts which they study in detail. After this the teacher presents the list of titles corresponding with these texts. Students' task is to match the titles with corresponding texts.

The presented list of techniques of work with authentic text titles is not full and exhaustive, so further research and development can considerably extend the methodical paradigm presented in the article. Moreover, studying of pragmatic peculiarities of the texts from purely linguistic point of view can contribute greatly to development of new methods of teaching foreign languages, in particular touching cultural and background information aspects of foreign languages teaching.

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## ROLE OF THE TOURISM SECTOR IN SUSTAINABLE DEVELOPMENT OF THE CARPATHIAN REGION: SOCIAL, EDUCATIONAL AND ECONOMIC ASPECTS

OKSANA KON DUR, YURIY KOPCHAK, LILIYA KOPCHAK

**Abstract.** Natural resources in the Carpathian region, favorable natural and geographical conditions give preference to the development of recreational industry over other types of industrial activity that provides: employment of people in recreational region, development of Ukraine and the recognition of its economy internationally, positive impact on the formation of individual. This necessitates a systematic study of a wide range of organizational problems, recreational planning and creation of new management models for tourist activities.

Modern development of the tourism industry is associated with such socio-economic factors: the growth of social welfare and the effective demand for tourist services; increasing demand for vacation and recreation; urbanization and globalization; communicational and humanitarian factors; transformation of traditions, cultures and social consciousness; changes in the structure of spiritual values; increased leisure time etc.

**Keywords:** tourism industry, recreational planning, management models for tourist activities.

The engine of social consciousness in countries with high levels of well-being and social development is the existence of the triad - hedonism, cultural and spiritual values, the environment, life satisfaction through travelling and social communications in a clean and safe environment. National traditions, social consciousness, the structure of spiritual values play an important role in the development of the tourism industry, as well as have a significant influence on the formation of students' personal values in mountainous areas. There is a massive shift in tourist interests from usual recreational trips to cultural trips: to replace the concept of three «S» - «Sun-Sea-Sand- came the concept of the three «L» - «Landscape-Lore-leisure».

Advantageous geographical location, favorable climate, rich history, beautiful scenery, fresh mountain air and other recreational values of the Carpathians became prerequisites for the creation of its complexes suitable for pleasure and recreation of students. This prioritized the development of ecotourism, ethno tourism with the active cooperation of the recreational nature reserve agencies in the region, namely: biosphere reserves – the Carpathian and "Eastern Carpathians", with national parks – the Carpathian, "Hutsulshyna" Vizhnitskiy, Jaworowskiy. For example, the recreational department in the Carpathian National Nature Park, which is one of the main objects of many types of tourism was organized. On the territory of the Carpathian National Park about 500 estates of Green Tourism, 6 children's health camps, health centers, recreational and health resorts, educational, sport and tourist

centers, tourist recreational complexes, private homes, hotels and guest houses are situated. In order to review and study the nature of the Carpathian National Nature Park, 300 kilometers of trails, eco-tourism routes are laid, recreational areas are formed. To promote environmental education and eco-tourism of the park, eco-tourist visitors center was opened. All these activities are carried out in order to attract tourists to the unique Carpathian landscapes.

Recently, due to the intensive development of the Carpathian region, an increase in tourists visiting the picturesque natural sites is noticed. It affects the budget formation of different tiers and promotes economic growth in the region. For example, in a special fund of the Carpathian National Park, for the period of 2007-2012, 1666 thousand UAH were received from the sale of recreational services (Fig. 1).

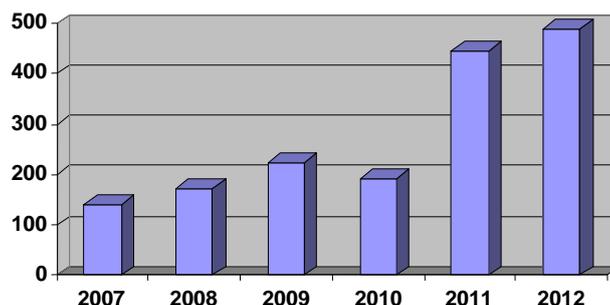


Fig. 1. Dynamics of revenue from the provision of recreational services for the period of 2007-2012 (in thousands, UAH).

However Carpathian National Nature Park is a non-profit, environmental, recreational, cultural, educational, scientific and research institution of national importance, and is a part of the Nature Reserve Fund of Ukraine. Therefore, the funds that come from the sale of paid services provided are used to implement conservation measures, preserve natural reserve fund, which is a prerequisite for sustainable socio-economic development of the region.

On the territory of the park, rural green tourism is developed, which is an important source of the state welfare. This kind of tourism is a type of small business that allows you to receive some income for the population and thus help students to fulfil in the future, having basic knowledge of business management.

Along with the economic efficiency, tourism brings social benefits. According to the World Tourism Organization this sphere employs nearly 100 million people annually or 6.3 % of total employment. In the tourist season, the figure rises to 10-15%. One of the goals of ecotourism development in recreational protected areas of the Carpathian region is the formation in tourists, especially in young generation, intellectual and humanistic worldview and patriotic attitude towards the natural and cultural heritage of the country. Cognitive recreation is widespread, which purpose - spiritual development of school-age children. The best form of implementation - expansion of cognitive trails. An important meaning of humanitarian factor in tourism industry is noted in the Global Code of Tourism Ethics, Charter tourism, international tourism conventions, resolutions of scientific forums at different levels.

Communication and humanitarian factors influence the development of tourism. This is due to the fact that tourism is not only a tool of communication and mutual understanding between people, intellectual development, but also an open access to human values, cultural heritage and spiritual healing of youth. In addition to economic viability, tourism industry, especially in the Carpathian region, has cultural, educational, cognitive and spiritual aspects that must be maintained and protected from the adverse effects that can be caused by economic factors.

Communication and humanitarian components of tourism are the basis of its social content and, as a result, require consideration during the creation of industry development strategy, both regionally

and at the state level. According to the Law of Ukraine "On Tourism" main directions of state policy in this area, in particular, are the involvement of citizens in the rational management of free time, exploring the historical and cultural heritage, natural environment, the organization of population wellbeing; the introduction of preferential conditions for the organization of tourist and excursion activities among children, adolescents, youth, the disabled and the poor. Also, it is important to perform a research in modelling tourist flows for the Carpathian region that involve ways to optimize them. A large number of domestic and foreign works of scholars are devoted to the use of mathematical models and methods for analysing the change in dynamics of tourist flow to particular recreational areas, obtaining forecasts of demand for tourism resources, optimizing resource allocation between sectors of tourism business and tourist entrance flow<sup>1-4</sup>.

To achieve this goal, methods of network planning, theories of mass service systems, queuing and econometric forecasting models are encouraged for usage. In particular, we conducted a statistical analysis of the data for the young tourists visiting sites of the Carpathian National Nature Park during last 5 years. The conclusion - it is seasonal (Fig. 2).

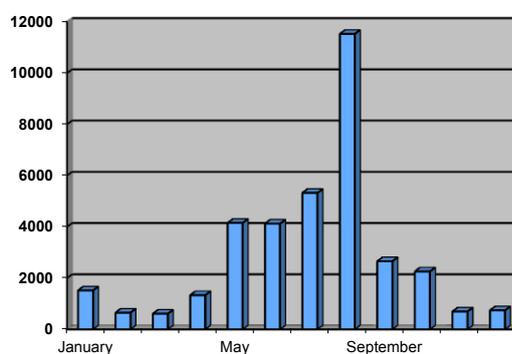


Fig. 2. Dynamics of tourists visiting Carpathian National Nature Park

For each year, the largest number of visitors is accounted in May and October, due to favourable climatic conditions and the period of mass vacations. Moreover, the number of visitors during the summer among the school children and students is increasing significantly. Correlation-regression analysis of the dynamics of tourist visits to the territory of the Carpathian National Park was performed: a nonlinear model was built as two harmonics of the Fourier series =  $3475,72 - 8,02509 \cos t - 704,535 \sin t - 90,2478 \cos 2t + 117,9494 \sin 2t$ . Its adequacy (correlation ration = 0,899137575) was established and a short-term forecasting for the next two years was made. Given the problems of tourism development in other countries, especially the fact that they can bring some benefits as well as negative effects, it is necessary to choose the right strategy for creation and tourism. Obviously, the benefits from this industry to the state are much larger than the expected negative effects.

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## GOAL AS A FORM OF REPRESENTING THE CONCEPTUAL APPROACHES TO THE PROCESS OF TEACHING NATIVE LANGUAGE TO PRIMARY SCHOOL PUPILS IN THE MOUNTAIN AREAS

TETIANA KOTYK

**Abstract.** The essence of the goal of language teaching, historical legacy of Pedagogy in the field of establishing the content of primary education and conceptual grounds for defining the goal and content of language teaching for primary school pupils with the emphasis on the Carpathians location have been developed.

**Keywords:** goal, content, language teaching, primary school.

The goal sets the conceptual guidelines for determining the content of learning because it is used as a tool for the selection of content material according to certain ideological positions. It can be considered as a binding link between theory and practice. The theoretical aspect of goal of language learning – linguodidactic interpretation of public need, the practical aspect is aimed at the transformation of the individual and society in a given direction.

The rapid development of society predetermines its needs, thus causing changes in the goal, content and the final result of learning.

The purpose of the article: taking into account historical properties of Pedagogy in the context of content development of elementary education, we hope to reveal theoretical and methodological foundations of goal of language education for children in primary school today.

By the mid-80s of the twentieth century in any curriculum for primary schools the ultimate goal of learning the native language was not formulated. Taking into account lack of consistency, heredity, continuity between programs in the organization of the learning process, it can be concluded about the absence at that period of time a holistic scientific approach to the organization of teaching children their native language. This situation in language education can be explained not by debility of science, and by the fact that the leadership of the CPSU was spread both over scholarly and educational environment: declaring certain slogans that primarily met the interests of party dictatorship, administrative and party apparatus was concerned about their implementation and performance that left no room for alternative approaches.

Consequently, social or the author's position is fixed in the goal about final results of language education for primary school children. The goal should be clearly defined and include the conditions

for its implementation. Scientifically-based goal of primary language education has not been specified for a long time.

In the 80-ies of XX century in Soviet pedagogy appeared important works (Yu. Babanskii, V. Krajevskii, V. Lyednov etc) concerning methodology and theory of educational content, in which the goal of education was presented as the foundation and guiding principle shaping the content of education, the law of social conditionality of education and learning was formulated: alongside with the change of society also come changes and demands that society offers to the goal and content of education.

It became important for the society that the school should give not only the amount of specific knowledge and form the basis of communist ideology, but also taught to make independent conclusions on the basis of knowledge, gave skills of creative thinking. Study and interpretation of the problem in pedagogical science carried I. Zhuravlev, L. Zorina, Ch. Kupysevych, I. Lerner, M. Skatkin, F. Sushkova, V. Tsetlin and others. Thus in Soviet pedagogy, within which Ukrainian linguistics was becoming, a complete theory of goal-setting curriculum and learning was formed, which leading positions were accepted and completed by the educators from other countries.

In particular, I. Lerner correlated the teaching goal in a secondary school with the formation of scientific and theoretical outlook that reflects the needs of society. He believed that philosophy in designing curriculum serves the goal, means and the content itself, as it belongs to defining goals of education, determines the selection of content material, content-oriented ideas, serves as the tool of defining correspondence of selected content to nature of the outlook and is an integral part of educational content. The outlook the scientist understood as "the system of generalized knowledge of reality, ways of its application for knowledge, orientation in the environment, to assess the effects and determine the attitude towards them"<sup>4</sup>, p.68.

Thus, the goal and content of education is not only a system of specific knowledge and skills about objectively existing world, but such components of social experience as experience of creativity and emotional evaluative attitude to reality.

I. Lerner offered the classification of knowledge based on the formation of ideology at different stages of learning and identified the following four groups of knowledge:

- specific knowledge that has no ideological burden;
- knowledge that can be a basis to certain philosophical generalizations on the condition of their mastering and repeatability, in manifestations of their regularity;
- knowledge that can directly excite the philosophical senses;
- the actual ideological ideas.

The first three groups of knowledge - available for children of primary school age and can be laid to the content of teaching the Ukrainian language.

Thus, interpreting the theory of contents of general education, it can be stated that *the goal of teaching junior pupils is to form the basis for further development of the child's personal outlook through absorption of a certain system of knowledge, experience of creativity and emotional - evaluative attitude to reality, and the content of education must reflect objective (fact) and subjective (activity) aspects of the outlook.*

The basis of the theory of goal-setting of education by Ch. Kupysevych<sup>1</sup> is an idea of variety of goals, their indivisible unity and hierarchical subordination. The scientist identified upbringing goals, goals of general and professional education. The main goal of public education, according to the educator is to provide optimal intellectual development of all pupils. Achievement of the main goal is done through the implementation of major goals of general education, including: review of achievements in a particular field of knowledge and formation of appropriate skills; development of cognitive abilities and interests; formation of the scientific outlook; exercising self-education, exploring scientific organization of labor and scientific principles of production. Specification of the leading goals of education is partial learning objectives which are defined in the programs of individual subjects.

Thus, not only the general regulatory educational documents, and the section of the program that contains the content of teaching primary school children their mother tongue should outline specific purpose, according to which educational process will also be conducted.

F. Sushkova<sup>6</sup> focused attention on a system approach in developing the theory of goal-setting curriculum, highlighting the hierarchy of goals at the level of individual subjects. Under this approach, leading objectives derive from the function of school discipline and its role as part of the overall goal of a certain level of education, which should ensure the integrity of learning within the education system, primarily should be highlighted the goals which characterize the leading educational component that, in fact, depends on its functions. The next group of objectives, according to the researcher should describe: a) basic knowledge and skills; b) additional knowledge and skills as a necessary condition for mastering basic ones; c) ideological and educational, as on the basis of knowledge and skills a certain outlook is formed, attitude toward social values; d) shaping traits of a personality. Although the formation of personal traits directly with subject knowledge and skills is not related, but their implementation is necessary to form fully and harmoniously developed personality.

So, according to the defined principles of goal-setting theory, *primarily in language education of primary school children should be stressed the goals which characterize verbal ability, as a leading component of the educational content of language education, of course, is creation of ways of speaking. All other components of the content may be disclosed in other groups of goals.*

In the early 90-ies of XX century, when public education of the former Soviet Union was on the verge of a new period of development, basic concepts by V. Lyednov<sup>3</sup> were published, in which he presented the problem of goal-setting in general education as a multidimensional system, various aspects of which are considered as interrelated, complementary sides of a whole. It singles out two main aspects of learning goals: social, which reflects the demands of society to education; and personal, highlighting the function of education in terms of personality characteristic features. The leading function of education in the social aspect the scientist considered the transmission of general culture to future generations for their use, development, enhancement and ideological orientation of education, based not on communist ideals and the national traditions, world culture and priorities of human values. The personal aspect of the goals of general education reflected a gradual, according to age peculiarities, comprehensive development of the child and the logics of subjects.

Consequently, by V. Lyednov, *the goal of education should not only interpret the needs of society, but also the interests of the individual who learns, focus on the development of general culture shaping the outlook of the individual, learning human values and gradual comprehensive development of a child.*

The mentioned statements shaped the coherent theoretical concept of the formation of the goal and content of education, they became the impetus for the determination of the goal of the language education of junior pupils.

In the 50's and 60's of the twentieth century in linguistics new approaches to language learning were defined. Instead of structuralism came recognition of the need to consider the language due to social conditions. The idea of the language as a static system was replaced by scientific understanding of the communicative action (live speech process, which is recorded in the text, internationally called "communication revolution"). The action of communication consists of three main components: author, recipient and the text. Necessary condition of communication is mutual to the author and the recipient goal - to understand each other.

The communicative approach is reflected in the language teaching of primary school children: in the curriculum in 1987 in a memorandum it was stated the need to master the basic skills of cultural behavior during verbal communication (polite tone, the ability to cooperate with the interlocutor in the team), although expressed intentions were not specified in the content of programs.

In these programs, the communicative aspect of the language was introduced wider: were singled out sections "Language and Speech", "Text", which give basic information about the message types, their kinds and features of their written and oral expression, were aimed at raising cultural communication through verbal and non-verbal means. Special language lessons were introduced dealing with speech development for children's mastering the most important requirements of speech and language communication ethics, and textbooks offered material to digest this information.

According to researches of psycho-linguists (L. Vygotsky, M. Zhyntkin, I. Zymnya, O. Leontiev and others), communicative activities, as well as any other activity, must have a motive, without which it

cannot be started, a goal as image of the final result of the activity and successive stages of goal realization: orientation, planning, implementation and control. Thus the beginning of the speech act is understanding motivations, needs and goals of communication. There are such kinds of speech as listening and understanding, speaking, reading and writing.

In the perspective of this theory in the early 90s of the XX<sup>th</sup> century learning function of the native language of elementary school children was identified: it is used to imitate, depict verbally the reality, it is a means of understanding, a form of expression, an instrument of influence on others, element of reproduction of human emotions; - and the way to implement this function: "the student goes from basic situational practice of using language to purposeful use of it in different contexts of communication"<sup>1</sup>, p.11.

The goal of language education provided by the program 2005-2006 (by M. Vashulenko, I. Gudzyk, K. Ponomareva, O. Pryshchepa etc), was formulated according to a new perspective on the formation of language and speech abilities of junior pupils - development and improvement of abilities and skills of mother tongue in all areas and types of speech activities: listening and comprehension (listening), speaking, reading and writing - motivation of studying the native language.

Thus, due to the development of linguistic science *communicative activity approach to language learning was established, which at goal level involves the development of speech skills from mastering basic knowledge of the language as a medium of communication in the interconnected and purposeful improvement of four kinds of speech of pupils - listening, speaking, reading, and writing.*

Under the new curriculum for primary school children, the focus in the language education is directed not to give the system of language skills only, and the values, moral and social development of the pupil as individual. These priorities in language education were due to current social needs, declared in the National Doctrine for Education Development: "The purpose of public education policy is... raising a generation of people able to work effectively and learn throughout life, to protect and increase the values of national culture and civil society..."<sup>5</sup>, p.22-25.

Therefore, the aim of language education of primary school children has a *social aspect* that reflects the demands of society to the present state of language learning, and *personal aspect*, taking into account the needs of the pupil for the formation of certain personal qualities (communicative, intellectual, cultural, etc.) that will provide the proper functioning in the society. The mentioned aspects of the goal are interrelated sides of a whole, and their separation is possible only at the theoretical level.

In the aim of language education leading component of content of language teaching is defined: forming of ways of speech activity, that is the basis for its fulfillment is the process of gaining by children basic language skills as components of social experience. The process of language learning is oriented to the transmission of experience of speech communication culture, which is a part of the general culture of the nation, focuses on the assimilation of universal and national values and hence - on formation of the basis personal outlook of a pupil and his personal qualities as the basis for further comprehensive development of the child.

Considering such description of the current state of the goal of language education of primary school children, we can state that it corresponds to leading positions of general didactic theory of content of learning.

Promising are such directions for improvement of the characteristics of the goal of language education of primary school children:

- definition of hierarchy of goals within the study of the native language (with a focus on the final goal as a top one), including - covering secondary purposes as a necessary condition to achieve a top objective; and also philosophical, cognitive and educational;
- determination of necessary and sufficient conditions to achieve the goal of each level, a comparison of these conditions with actually existing ones to eliminate inconsistencies and obstacles to the implementation of the goal and needs of the individual and society;
- defining the stages of promotion toward the goal within each hierarchical level, establishing relationships between them on the way to the ultimate goal of teaching junior pupils their native language.

The mentioned goal and social need should find an appropriate display in the content of teaching native language in primary school.

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## EXTRACURRICULAR MUSICAL CREATIVE ACTIVITY OF PRIMARY SCHOOL PUPILS ATTENDING MOUNTAIN SCHOOLS IN THE CARPATHIAN REGION

IRYNA LYPА

**Abstract.** The essence of the declared idea of general music education for pupils based on Ukrainian national culture lies in the relation to music art as to an integral part of the spiritual life of people, appealing to folk music in the light of its connections with spiritual, material and practical world of a human being. To implement such an idea, it is necessary to put ethno-regional material widely into music educational practice at comprehensive secondary school. It is both an important component of ethnic and cultural environment of the child and the background for musical creative development. However, due to the music program for grades 1- 4 it is expected to use only 10% of ethno-regional material at the lesson 4. Therefore, the problem of organizing extracurricular musical creative activity for pupils based on ethnic culture of an appropriate region in Ukraine, especially a Carpathian one, is a burning question.

**Keywords:** ethno-regional material, ethnic and cultural environment, extracurricular musical creative activity.

It is believed that a well-organized extracurricular musical creative activity of pupils in the form of games, the creation of positive microclimate and skillful leadership of a teacher optimize musical creative development of primary school pupils attending mountain schools.

Musical creative development of children occurs when they are engaged in different musical activities – cognitive, performing, elementary composing. According to L. Masol, "pupil's creativity can be detected at the level of music perception (creative thinking), and at the level of performance (interpretative attitude while singing, playing instruments, rhythmical intoning), and at the level of experimenting with musical material and creating their own artistic images (e.g. elements of music language, its composition laws)"<sup>5</sup> p.11. In the system of children's musical education, improvisation is the most common in usage – vocal and instrumental, rhythmic, motor plastic, theatrical.

More kinds of improvisation were offered at one time by such prominent musicians and teachers as B. Asafyev and B. Yavorsky. Of a particular interest in present conditions are B. Asafyev's proposed ways of forming children's musical creativity, particularly searching and finding expressive intonations and rhythms, ability to combine material, improvisation, creating tunes for poems, making several variants with their further analysis, harmonic support or melody embellishing, illustrating a fairy tale by music, adjusting instrumental improvisation to the vocal one<sup>1</sup>, p. 90-94.

B. Yavorsky contributed a lot to the theory and practice of musical creative development of pupils. In his opinion, the formation of musical creativity of the child occurs at the following stages: the

accumulation of impressions; the spontaneous expression of creativity in visual, sensory-motor and linguistic manifestations; motor, linguistic, musical improvisations; drawing illustrations; creation of one's own songs (musical, expressive, plastic, literary) that reflect some artistic or life experiences, including songs, poems, prose miniatures, drawings; musical creativity – creating songs, simple plays<sup>4</sup>.

B. Yavorsky's theses are important for our research stating that the main incentives for children's creativity must be the outworld: the sounds of nature, poetry or prose, rhythms and dance movements, musical experiences (these theses are based on theoretical positions of L. Vyhotsky as for syncretism of children's creativity based on a holistic perception and its dependence on life experiences). Even S. Rusova was convinced that the eyes of the child "should take delight in favorite national colors and ornaments, children's imagination should be nourished on the food made of national stories, fairy tales, legends, and people should sing national songs for hearing. Family life, the life of child care institutions and children environment must be "decorated" with native fairy tale and ethnographic material. This altogether should "bind" children to their native blackthorn, ... should help to understand themselves as the part of the people they belong to..."<sup>2, p.72-73</sup>.

The dominance of ethnic and cultural elements in various forms of creative activity causes the necessity of the development of original creative tasks. In the context of our research, great interest is given to different systems of creative tasks, offered by contemporary musicians and teachers to develop children's creative musical activity (N. Vyshnyakova, I. Hadalova, S. Didenko, O. Ponomarenko); to develop creative abilities (V. Babiy, L. Dmytrieva, V. Shulgina); to be aware of the synthesis of arts in the creative process (N. Anischenko, O. Lobova, V. Ragozina). The analysis of the content of such creative tasks suggests about the strengthening of folk element in the form of common folk-song samples. However, a little-known ethnographic musical and poetic material is insufficiently used in school practice along with works of regional (or close to the region) poets, writers, musicians, public figures, who are the part of ethnic and cultural environment where the child grows.

A thematic content of the program for extracurricular music creative classes, developed by us, on the one hand, naturally derives from the thematic structure of the music lessons program and, on the other hand, it is associated with close to the child life and musical impressions, ethnic culture of the Carpathian region. The poetic character of the themes for classes opens the opportunities for using different musical creative tasks. The themes offered (the structure of the program provides the studying of one theme in each term of primary school) have figurative content and arrange conditions for diverse musical creative activity. The performance of musical creative tasks has to direct to the presenting of theme images.

The main theme images of "What Does the Music of the Carpathians Talk About" (Grade 1, term I) are the images of love to God, Ukraine, parents, house and native land, close and familiar to children. Therefore, it is necessary to adopt such musical creative tasks that would help the child to express this feeling in different improvisations: poetry recitation with intonation and gestures; creation of rhythmic accompaniment to singing or recitation (clapping hands, stamping feet); guessing (choosing appropriate words missing in a poem or a song); collective creation of a story; making one's own name, the name of parents and other relatives melodious; singing songs with the expression of emotions and appropriate gestures, creating of drawings to poems and songs. It is reasonable to combine reproductive and creative tasks for the pupils of the first form, because their improvisation skills have not been formed yet.

Artistically shaped theme "I Am in the World of Music in Carpathian Nature" (Grade 1, term II) makes up the "sound" embodiment of images of mountainous region nature. To develop this theme we offer the following musical creative tasks: to create a rhythmic response to a rhythmic question; to answer the riddle and to clap its rhythmic pattern; to create a melodic response to a melodic question; to create a melodic response with the text to a melodic question with the text; to complete a song, a melody, a poem, a fairy tale; to use percussion instruments while playing music questions and answers; to make illustrations to poems, fairy tales, short stories and to imagine music to them; to select rhythmic movements to transfer the content and nature of the songs.

The content of the theme "Carpathian Land in Songs, Dances and Marches" (Grade 2, term I) introduces students to the world of a song, a dance and a march as the major genres of music. During the presentation of the theme it is sufficient to use such musical creative tasks: to create words in a given rhythm; to give a rhythmic answer to the question in the rhythm of a lullaby, a dance and a march; to read thematic poems with pauses during which it is necessary to knock or clap appropriate invented rhythm; to make up a melody to folk poetry texts; to create expressive phrases in the nature of a lullaby, a dance and a march; to give a melodic response to a melodic question which is characteristic of a lullaby, a dance and a march; to create rhythmic accompaniment to a song, a dance and a march using percussion musical instruments; to stage a song; to transfer the music nature of a song, a dance and a march in rhythmic movements; to use the elements of "free" conducting while singing, dancing and marching; to invent the movements to musical works of different genres; to create one's own poetic lyrics of a song, a dance and a march and then to make up a melody to them.

The content of the theme "How Carpathian Music Speaks" (Grade 2, term II) deepens the students' conception of the connection between music and life, helps to understand expressive and figurative possibilities of music, to understand the role of musical expression in the creation of musical images, to feel the beauty of the Ukrainian Carpathians. While presenting this theme such musical creative tasks should be used: to create rhythmic dialogues; to create rhythmic dialogues with the text; to create one's own poetic texts; to render one's impressions about a particular season in short tunes; to refer to the melodic intonations while expressing different feelings: joy, sorrow, delight; to offer several options for the endings of musical phrases; to create melodic dialogues; to create melodic dialogues with the text; to create tunes to old Ukrainian folk poetic texts devoted for children; to create "Birds' rehashing" using typical intonations; to make up a musical story "What I saw and heard in the woods" and to illustrate it; to create instrumental accompaniment to the short story (e.g. natural phenomena) using percussion instruments; to hold a game "I am a composer"; to stage a fairy tale, to create melodic dialogues of actors, make paper, clay or other miniature sets for it; to pantomime various musical phrases, fluently reproduce the direction and character of the melodies of songs; to make a story about the calendar ceremonial songs, related traditions and customs of the people from highlands; to make a composition with autumn leaves, branches, fruit.

The content of the theme "When Hutsuls Play – the Carpathians Cheer" (Grade 3, term I) deepens the students' knowledge of musical instruments in the Carpathian region, showing their abilities to render the nature of music, determines certain peculiarities of folk instrumental music as an important part of folk music. While presenting this theme it is sufficient to use such musical creative tasks: to create small poetic and melodic texts about various folk instruments that are common in the Ukrainian Carpathians; for rhythmic accompaniment to choose the instrument that reflects the mood best of all; to create rhythmic instrumental accompaniment to folk songs; to make up instrumental rhythmic dialogues; to perform a march rhythm on a drum while marching; to make up a story, a fairy tale about musical instruments in the Carpathian region, to simulate the game on these instruments; to create the basic noise instruments.

The content of the theme "Kolomyika is Sweet to My Heart" (Grade 3, term II) shows genre features of kolomyikas as Ukrainian folk dance songs, determines their relation to the life of people from highlands, emphasizes their moral and aesthetic nature. While presenting this theme such musical creative tasks should be used: to create a poetic text which is based on kolomyika's rhythm; to complete a poetic text in kolomyika rhythm and to create a melody for it; to offer several options of the poetic text to kolomyika tune; to create simple kolomyikas for children based on the words suggested by the teacher; to create rhythmic instrumental accompaniment to kolomyikas; to render the nature of kolomyikas in dance movements; to create the simplest dance to a kolomyika; to write down kolomyikas' lyrics heard from parents, friends and relatives; to make up a fairy tale about kolomyika and to arrange it artistically (you can use hutsul embroidery ornaments), to create melodic dialogues of its actors.

The content of the theme "From the Carpathian Mountains Sounds of Freedom Are Coming" (Grade 4, term I) is of a national, patriotic focus and aims at promoting the development of civic position of

pupils. While presenting this theme it is sufficient to use such musical creative tasks: to create small poetic texts involving heroic and patriotic themes (the struggle of the people from highlands for freedom), to compose a melody to them; to create an imaginary musical portrait of a hero (game: "I am a composer"); to come up with a melody for a given text; to create rhythmic instrumental accompaniment to songs; to accompany singing with plastic movements; to create your own script to concert performance, to select poems and songs to the subject; to make up a fairy tale about the Carpathian heroes and to illustrate it artistically.

The content of the theme "The Carpathians in the Music Corolla of Ukraine" (Grade 4, term II) is aimed at the understanding of folk music identity of the Carpathian region and, at the same time, the understanding of mutual influence process and enrichment of musical culture of other regions in Ukraine. While presenting this theme such musical creative tasks should be used: to read a poetic text, to take turns at knocking the rhythm and its rhythmic recitation; to make a table of moods and feelings which pieces of music cause while hearing; to come up with a melody for a given text; to come up with a song for a given text; to create rhythmic instrumental accompaniment to the music of different genres; to conduct diverse musical works; to perform songs with rhythmic movements; to create your own dance; make the program of a concert performance of children to the chosen topic; to render your impression from music using drawings; to make a mini-presentation of musical life in the Carpathian region.

Therefore, a thematic structure of extracurricular creative activities and the system of musical creative tasks for primary school pupils attending mountain schools, developed by us, opens up great opportunities to teachers for creative variation of forms as for organizing and holding classes, types of improvisation, selection of musical, literary and art materials for improvisation according to themes, methods of influence at the creative activity of younger pupils, which promotes musical creativity of children and optimize the creative process at secondary schools of the Carpathian region.

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## PEDAGOGICAL SUPPORT OF GIFTED STUDENTS FROM CARPATHIAN MOUNTAIN AREAS BY MEANS OF FOLK ART CRAFTS

IRYNA KOZLOVSKA, OKSANA BILYK, YURIY KOZLOVSKY

**Abstract.** This paper, presented at the Conference Plenary the possibilities of pedagogical support of gifted students from vocational schools, living in the mountainous areas of the Carpathians. Education of talented and gifted students requires pedagogical support. The specific conditions, in which Carpathian students live, require the development of pedagogical support of their abilities. New approaches to teaching science, which led to the selection of topics of this article are described. Gifted personalities differ from their peers by same criterias. The social aspect of the problem remains in the shadow: not to be ashamed of your talent and not to compare it with cliches. And goals of educators and psychologists have to be slightly different as is common. Widespread Carpathian crafts include: embroidery, artistic textiles producing, carpet manufacture, carving, pottery, metalworking, fabric painting, knitting, lace, artistic weaving, artistic working of leather, stones, bones and horns. Nowadays, some detachment of mountainous regions has significantly reduced due to new means of communication, including the Internet. The possibilities of colleges in mountainous regions still cannot reach the level of the colleges in capital. In Carpathian and Prykrpattya regions there is a number of vocational schools of art direction. During the execution of creative work in class industrial training necessary for students to comply with the rules of relationships form and decoration in various ways: decorative motif obeys the functional form, enriching it artistic and creative solutions, utilitarian function obeys the decorative motif Products, the form of the product can be extremely decorative, artistic and creative product solutions focused on practical value and decorative value of the product. Pedagogical support of gifted students from art colleges in the Carpathian region has extremely wide range of opportunities. The problem of finding and nurturing talents is important for everyone who may take a little thought about the prospect of human development. The practicability of folk art crafts, as a means of developing skills and creativity of students, use is substantiated.

**Keywords:** gifted students, pedagogical support, vocational schools, folk art crafts.

In the world system of education at current stage some global trends have separated. Particularly, attention on educational and organizational events, directed to meet the varied interests, on development of abilities of the individual, that determined the increased interest to gifted young people, increased.

Education of talented and gifted students requires pedagogical support, and creating of conditions for the gifted children and youth is included into the priority directions of education. It provides a comprehensive development, harmonization and wholeness of the individual, the development of

abilities and talents, enrichment of intellectual capacity of the people, based on this ground. Charming beauty of nature, history of Carpathian tourist region provides possibility to develop its own art. Clothing, embroidery, ornament, maintenance and compliance of national traditions of ancestors – all these things are the proof of the great love to national art<sup>3</sup>. In general development of Carpathian region culture, the folk arts take a great place.

At the same time, the specific conditions, in which Carpathian students live, require the development of pedagogical support of their abilities. We believe that involvement of students to ancient crafts and trades, making them interested in antiquity art works and encouragement of their desire to join to creation of it are one of the most effective means.

The formation of worldview attitudes of endowed personalities are investigated in the psychopedagogical field of sciences, the methods of detecting and support of gifted young people with different kinds of giftedness are developed. However, the overwhelming majority of these developments is related to purely psychological research and needs a logical continuation, development and specification of educational research.

The work with talented young people, genius psychology, the concept of creativity, development of creative personality and others were studied in psychological and pedagogical literature. In absolute importance of these studies the degree of development of the problem of pedagogical work with gifted students from mountainous areas, requires its content and form substantiation and considering of new approaches to teaching science, which led to the selection of topics of this article.

The purpose of the article is to identify possible educational support of gifted students from vocational schools, living in the mountainous areas of the Carpathians and to substantiate the suitability of using folk crafts as a means of their creative potential development. Gifted personalities differ from their peers by following criteria<sup>2</sup>: they are active and always try to work harder than others; they persistently pursue the established goal; they want to know as much as possible about the selected item and need more information; they want to learn, to know a lot, to achieve success; they show better abilities of persistent work than others; they independently work on literature and background materials; they may be critical towards the environment; they tend to penetrate into the essence of phenomena, they are not content with superficial explanations, even if for their peers they seem quite sufficient; they ask many questions and they are interested in satisfactory answer; the classes at school can be interesting for them only when teachers use problem situations (their peers prefer to study well formulated and quite clear material); gifted children reveal connections between events and their causes better than their peers, they can detect general things in objects, manipulate logical operations, organize, classify etc.

Historically compiled form of art has never been isolated barriers: at different levels (eg, master and staff, traditional and new forms) they can intermingle.<sup>3</sup> The defining features arts and crafts and trades at all stages of development are: the collective nature of creativity in the ever increasing role in her talented master creator reflection outlook, aesthetic preferences of a certain community, while respecting the traditions are very selective, collectively approved the introduction of innovations rukotvornist as a base technology work.

Students of vocational-technical schools are generally considered not very talented. A lot of people believed and believe that children who cannot afford to study at universities or schools for gifted children gets into vocational-technical schools. However, in each child there is a sacred flame, and some talent. But... Firstly, giftedness for anything - true and false – is often very difficult to recognize. Secondly, the talent has a much greater range, much more shades than it is generally thought. Thirdly, often children (and more often their parents) persistently try to develop wrong sides of giftedness that are set by nature, and those, which in present society and at the current stage of human development are considered to be of prestige. And the question about the cost of such fighting - moral or financial - is often not raised. In most cases, that struggle succeeds and crippled person goes into life. She or he might have a quite decent life of middle-leveled musician or poet, but inside her or him there always is a suppressed and trodden talented blacksmith with gifted hands or endowed seamstress who could create artistic masterpieces of clothes.

Of course, there are lots of ways to find giftedness and talent. Many sciences claim to study and research talent, its description, its development. The social aspect of the problem remains in the shadow: not to be ashamed of your talent and not to compare it with cliches. First of all, talent is the gift of complete self-expression of the person, it is a deep interest and love to his work, it is a complete absence of invasion for what is not yours. There is no matter how attractive it is outside. There is a deeper meaning in the term 'genius' – it is a gift, that God gave a child and everybody, without exception, has such gift.

And goals of educators and psychologists have to be slightly different as is common. Sure, a good teacher of any subject cannot, in fact, compete with a student who is gifted in this area. Teacher's mission is fulfilled if a child recognizes his own talent and teacher gives him a chance to develop it. At all times it was known that there are just two things needed to add to talent: work and wise mentor. Vocational school is no worse than the Small Academy of Sciences. This is just another area of giftedness expression.

Crafts in the Carpathians have a long history. Widespread Carpathian crafts include: embroidery, artistic textiles producing, carpet manufacture, carving (artistic woodworking in general), pottery, metalworking, fabric painting, knitting, lace, artistic weaving, artistic working of leather, stones, bones and horns. They did not appear at the same time, and their significance in the trades system is different too. Embroidery is a fascinating phenomenon of Ukrainian art. Date of its origin gets back to ancient times. Hutsul embroidery is abundant with differences of local kinds. Carpet working is an integral part of the Carpathian people culture. Metal products of craftsmen from the Eastern Carpathians distinguished with art features. Down the ages leather was used in everyday life of Carpathian people (primarily, for the manufacture of shoes). In the XIX century (particularly in the second half of it), producing of *tobivkas* (kind of bag), purses, cases, *kyptars* (sleeveless jackets), *postoly* (bast shoes) with metallic decorations became very popular in Hutsul region. Such kinds of folk art and craft are existing and developing even nowadays. Their main centers still remain in the Carpathian region. In Carpathian and *Prykrpattya* regions there is a number of vocational schools of art direction. Basically they are colleges, which graduate woodworking craftsmen. Teachers and, first of all, masters of manufacturing training play an important role in gifted students' development. They have not only identify gifted student, but also to support his inclination to creative work on time.

Nowadays, some detachment of mountainous regions has significantly reduced due to new means of communication, including the Internet. But the possibilities of colleges in mountainous regions still cannot reach the level of the colleges in capital. However, these features vary significantly depending on the specialization of students training.

During the execution of creative work in class industrial training necessary for students to comply with the rules of relationships form and decoration in various ways: a) decorative motif obeys the functional form, enriching it artistic and creative solutions; b) utilitarian function obeys the decorative motif Products (Decorations, complexity of product design creates difficulties in practice using them); c) the form of the product can be extremely decorative; d) artistic and creative product solutions focused on practical value and decorative value of the product (eg wooden candlesticks, decorated with various sculptures, ornaments etc.)<sup>1</sup>. In this regard, an important industrial training in the future masters of folk art crafts is the principle of unity of content and form of products of folk art.

Important role in learning the secrets of artistic decorative folk art plays as a special form of objects, ornaments, scene images, expressed pictorial, graphic and plastic products. In addition, it is important to teach students proper rhythmic building ornament. Masters of apprenticeship should give students first simple tasks such as performing an ornamental band with the same repeating element ornament, and then alternating patterns of different shape and color elements, using different motifs (geometric, floral etc).

Finally, we would like to conclude, that, in our opinion, pedagogical support of gifted students from art colleges in the Carpathian region has extremely wide range of opportunities. Firstly, it is teachers focusing on the importance and the prospects of art craft jobs and encouraging students towards the development of not only the specialty, but also in its artistic development. Secondly,

different hobby groups, professional skills competitions and fairs have great importance in mountainous regions, in particular. Thirdly, we have to guide students towards the revival of some forgotten folk crafts. Fourthly, it is appropriate to expand the list of occupations in vocational schools of artistic specialization by reviving crafts of folk wooden toys, weaving and knitting etc. Fifthly, in learning and extracurricular activities teachers can point out the most talented students and support them in several ways: to direct them to the higher art education; to promote them to the opening of their own local centers of national art crafts; to organize their interaction with folk artists and getting additional education in the chosen kind of crafts.

We believe, that, first of all, it should be the following professions: civil engineering and decoration of homes in the mountain regions; various methods of woodworking; carpentry; joinery; table cooperage; spoon making; pottery; weaving; carpet weaving; embroidery; making folk toys of different materials etc. The problem of finding and nurturing talents is important for everyone who may take a little thought about the prospect of human development. As it is known, at the gene level person has some inherent inclinations that later we might call 'talent'. The challenge is to identify these inclinations as soon as possible.

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## PREREQUISITES FOR CALENDAR RITUALISM INTEGRATION TO THE PROCESS OF SPIRITUAL DEVELOPMENT OF STUDENTS OF MODERN SCHOOL OF MOUNTAIN REGIONS

VIOLETTA LAPPO

**Abstract.** The profit of involving calendar holidays in the process of school children bringing up is proved in the article. The author confirms that there are many good customs and rituals with deep bringing up content. Ethnic Hutsul traditions had symbolic meaning and contributed their moral bringing up. The number of examples about children's upbringing in Hutsul families is given here, which helps in training them to religious and secular traditions. It is also said about holiday rituals, where small Hutsul children were involved. A lot of Hutsul customs and rituals have already been forgotten. But the author appeals to their renascence. The author is sure of it because customs and rituals form upbringing tradition, which proved its effectiveness during many centuries. Partly, it is important to meet children to new traditions of modern mountain schools of Hutsulshchyna (Hutsulland) to form true valuable orientation. Only this is the basis of the personality spiritual world. The author proposes to reveal the celebrations of ancient traditions such holidays as: Christmas, Easter, Trinity. During these holidays Hutsul people tried to do a lot of charity things, helping sick people, visiting ill, and making mention of the departed. That's why it is important that the modern pupils of mountain schools not only new, but followed public calendar traditions. It has to be not only following certain ritual actions, but it has to be the ability to the spiritual perception of Hutsul cultural heritage.

**Keywords:** calendar holidays, upbringing, local customs and traditions.

Calendar traditions comprise system of events, specific events and dates that occur in sequence during the year and are accompanied by numerous customs and that adequately reflect the nature, content, character of events and phenomena in the labor activity, everyday life, nature. Customary and ceremonial complex of ethnic community is fully reflected in the calendar cycle. Because the calendar progress is appointed by the ritual symbols, through which people show their particular worldview - life aspirations, religious, ethical and aesthetic attitudes and beliefs. Formation of customary and ceremonial complex has provided solution of a number of tasks:

- to survive emotionally major event;
- to increase well-being and prevent misfortune;
- to prevent routine in everyday affairs;
- to create appropriate conditions for making a concrete life step;
- to begin /complete/ as united as possible a concrete socially important action;

- to save, accumulate and transmit the gained practical and theoretical knowledge to the future generations.

Since ancient times, customs and ceremonies have been used by the people as means of education, because they have provided the following:

- preservation and transmission of life experiences to the growing generation;
- strengthening the procedures and forms of life;
- regulation and control of individuals behavior;
- strengthening communication between the individual and ethnic group it belongs to.

According to Sukhomlynskyi V.O. the elements of ceremonies provide an opportunity for children to form moral behavior skills, perform different social roles. Synthetic form of ceremonies and games implies elements of instrumental music, dance, applied and decorative arts and drama arts, which creates conditions for the formation of students' skills of various artistic and aesthetic activity<sup>6, p.507</sup>.

In different regions of Ukraine the ceremonies, customs, national calendar dates that are unique to a particular area have been preserved. Spiritual treasures of the national calendar concentrate the ideas, knowledge of popular philosophy, astronomy, astrology, biology, mathematics, medicine and national cuisine, agricultural business or cattle raising etc.

Promoting the idea of ethnology education of the Ukrainian rising generation, Stelmakhovych M.H. has emphasized the observance of the principle of regional approach. The teacher has explained his beliefs through the example of calendar ritualism: "In the national calendar, for example, primary attention is actually concentrated in traditional Labor Days. They differ from region to region. If, for example, in the steppe Ukraine or in the Podillya these days festivals of the first chunk or of the first sheaf are held, then in the Pre-Carpathian region the sheep breeders with flocks are sent-off to the meadows or return to their farms<sup>5, p.39</sup>."

The Hutsul land has long been rich in calendar ritualism. In particular calendar customs and ceremonies have existed, the direct implementers of which were kids: visiting relatives with memorial supper (on Christmas Eve), custom of "lights" (week before the Easter), giving painted Easter eggs "pysanka" to Godparents (on Easter), the boys goes up to the mountain for the first time (on St. George), welcoming boys returning from the mountain (on Intercession of the Holy Virgin) etc<sup>3</sup>.

The process of preparation and celebration of the calendar holidays has contained a significant educational potential. The ancient custom of before-Easter "lights" can serve as a model. Before Easter children helped relatives and neighbors to clean up the yard and garden, gathering last year's leaves, from which adults fueled the fire-bonfire. The mistresses gave "perepichka" (pastry with sweet filling) and Easter eggs to children for their assistance. The presence of a large number of Easter eggs in Easter basket proved diligence and household skills of a child<sup>2, p.57-58</sup>.

There were plenty of children's games in which Easter egg was used as plaything and winning. From Easter eggs kids have created spatial compositions – "gerdany" (prepared eggs strung like beads on a thread and decorated with threads/laces collection ornaments), bells (each egg separately strung on a thread with threads/laces collection ornaments with threads fastened above), crosses (made from twelve Easter eggs with cross images). It was widely considered, that these children's crafts have been talismans of the house, and have been stored as heirlooms<sup>4, p.71</sup>.

In Hutsul region the children have been alone entrusted with decoration of festive event. For example, on St. George while sending-off to the meadow, girls gathered armfuls of wildflowers in order to weave garlands for decorating livestock, which have been sent to the distant mountain pasture till autumn. On the Epiphany and Pentecost kids decorated windows with patterns in the form of a cross or a pot. In Pokuttya these patterns have been made from lovage leaves particles. In mountain villages the fern leaves in the shape of a cross composing with flowers of snowball tree have been glued on window glasses.

In adoption of traditions, customs and ceremonies in the modern school educational process the following criteria shall be used:

- traditions (in their full diversity) exist in the general Ukrainian context, therefore customs and ceremonies forming them concentrate ethnic and regional identity;

– for children it is difficult to perceive tradition in all its multiplicity, and therefore exploring the traditions by school-aged children reflect at customs and ceremonies;

– among a large number of customs and ceremonies are selected only those that have been performed after the children or with the active involvement of the children.

Unfortunately holidays often raise students' selfish and consumerist attitude to the world. For many of them, the New Year means only a tree and dances, candies and gifts from adults. It is better to make a holiday for children exclusively by their efforts, taking care of the unity of aesthetic, moral and environmental education isn't it? Because since ancient times the Christmas Yule has primarily been the days of spiritual purification, charity and good deeds. These days everybody has used to purify himself from evil thoughts and intentions, to establish himself in good, mercy and love to everything that surrounded him.

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## MEDIA ENVIRONMENT AS FACTOR OF REALIZATION OF CREATIVE POTENTIAL OF FUTURE TEACHERS` IN THE MOUNTAIN SCHOOLS OF THE UKRAINIAN CARPATHIANS

ALLA LEBEDIEVA

**Abstract.** The article shows up “media environment” as a factor of future teachers` creative potential realization in the mountainous schools of the Ukrainian Carpathians. The problem of using media environment as a factor of future teachers` creative potential in the mountainous schools of the Ukrainian Carpathians and the ways of its optimization is the main point of this research. Highlights ways to modernize social and professional orientation training of students in the creative process of nature is situated in information education and educational environment of high school. We consider the causal link use media environment as a factor of future teachers` creative potential and complexity of the teacher in the mountainous schools of the Ukrainian Carpathians. The basic function of the media environment are extensity, instrumental, communicative, interactive, multimedia. Reveals some aspects of training students to creatively active teaching process we describe subjects with objective possibilities in the formation of professional skills of future teachers` and which directly affect the realization of creative potential – “Ukrainian folk art”, “Basic recitation and rhetoric”, “The basis of pedagogical creativity”. The necessity of creating a full-fledged media environment in higher education is important condition of successful education as an important factor that allows the efficiency of the creative potential of future teachers` in the mountainous schools of the Ukrainian Carpathians.

**Keywords:** media environment, creative potential, teacher training.

The rapid scientific and technological development of modern society, diversification of the economies in many European countries including Ukraine brings the development to the provision of education encourage social change and actualize an intense period of development, implementation and use in everyday life personality of modern information and communication technologies.

Complex demographic processes in Ukrainian Carpathians zone, monofunctional management, lack in many areas of telecommunication networks, high unemployment and the consequent depression of the adult population and lack of proper communication with colleagues led to a decline in teacher professionalism, social activity and creative approach to the educational process.

Therefore, the question arises as to create conditions for the development and realization of students` creative potential not only traditional teaching methods, but also by using media environment. Summarizing said previously, we note that an important place in the educational process of higher education must occupy a social and cultural nature of the media environment institution.

The relevance of this study is determined by the urgent need of theoretical justification in higher education on the material of media culture that promotes not only the formation of personality of the Ukrainian modern citizen, but also realize the creative potential future specialist and prepares professionally competent to implement the lessons learned in practice in the mountainous schools of the Ukrainian Carpathians.

Analysis of current research on the use of media environment as a factor of future teachers' creative potential showed that over the past decade in the educational system of higher education formed fundamentally new situation caused by informatization of education and educational space diffusion penetration of media technologies in the educational process that are extremely difficult situation without the media competence of students in higher educational institutions.

One of the important aspects of the research impact of media and ICT media environment is to study the impact on the individual. This area includes many other aspects. The interest of sociologists call the ability of certain media products (advertising, promotional materials, media campaign, Internet, TV etc.) do stimulant effect on the audience, the impact of new communication technologies, the impact of sexually explicit media products, consumer response to media materials dangerous and troubled character, the impact of political propaganda and many other problems.

Potential impact media environment, beliefs, and as a result these media objects, the behavior of the audience are reflected in the works of Doctor of Philosophy Institute of Communications Studies at the University Alabama state. Bryant and S. Thompson, who is available and is widely interpreted by popular opinion about the expected effects of media: effect of media press, convincing presentation, the impact of computer games, the Internet, social networks, mobile communications and identity, the role of children and educational television programs. In addition, considerable attention is given to the authors of the study media conversation positive effects such as the development language and flexible thinking<sup>1</sup>.

The phenomenon of media as a factor of the individual creative potential in contemporary Ukrainian society reveals A. Miller<sup>10</sup>. Describing the advantages and disadvantages of using mass media, O. Rudnytska indicated that they have a significant impact "on the initiation of human nature to the phenomena of culture, mass consumption which grew into an independent environment of social life" and yet it causes "negative consequences in the development of spiritual environment..."<sup>13, p.51-52</sup>.

Aspects of forming students' creative potential in the professional courses in universities were finding in the research scientists Ukraine (V. Verbets V. Vojvodina A. Oleksyuk et al.).

Scientists have unanimously agreed that large-scale computerization of society, media technologies are an important influence on the development and implementation of creative potential future professionals.

The purpose of the article is to highlight some aspects of the "media environment" as a factor in realization of creative potential future teachers' in the mountainous schools of the Ukrainian Carpathians and discovering the ways of modernizing profesional focus of educating students in the creative process of character development in information education and educational environment of high school.

The main source of strategic resources is human capital and knowledge that determine the overall level of society is the development of education. The main catalyst for this development is computerization. A person living in the XXI century media tyzovanomu space information society, which is its new environment being a reality of modern culture. Virtually all aspects of personality imbued by the media, the new IP- technology (primarily audiovisual: television, film, video and multimedia computer, online multimedia, Internet resources).

One of the most important factors in shaping the personality characteristics of future teachers', including the important role played by the ability to realize their creative potential is the media environment.

From the earliest years of his life we find ourselves in a field created by a network of mass communications (Sc. Media that include all types of media that operate in the global cultural space

through new technology and combine the social and cultural value of its heterogeneous components). In this regard, there is a problem of mutual information environment on personality.

It is impossible to imagine modern teacher who does not use in their professional communications things such as the Internet, mobile communication and other means of interactive communication. At the present stage of development of education in Ukraine is updated constantly need to create a topic in higher education institutions full-featured media environment, which is to develop, maintain and implement creative potential future teachers` to further use the experience gained in their future careers. "The competent teacher who is characterized by a high level of formation of knowledge ... must feel not only conscious recipient and mediator is a leader of public opinion"<sup>8</sup>.

Yes, the Internet and other modern means of communication make it possible:

- interactive empowerment and modernization of the educational process in schools;
- the development of innovative technology training sessions;
- of the leading educational solutions.

In turn, the media environment creates:

- field of teacher 's own creativity in professional activities;
- resource sharing innovative teaching ideas and then applying them in practice;
- the conditions for the modernization of the education market;
- -teaching methods creative teacher to provide information to the younger generation;
- progressive conditions of creativity teachers` in the use of modern interactive technologies in practice.

Referring to the problem of media environment as a factor of creative potential future teachers`, we draw attention to the complexity of the teacher in the mountainous schools of the Ukrainian Carpathians. This is due to the living conditions of the population in Ukrainian Carpathians: geographical villages` remoteness from district and regional centers; specific economic, landscape and natural features of hills, varying climate conditions (floods, snow drifts, storms, etc.) or improper condition and lack of civilized overpasses.

The emergence of new technologies requires revision status and prospects of the education system in the mountainous schools of the Ukrainian Carpathians. At the present stage of the growing need of society as a teacher, able to creatively approach any changes, unconventional and efficiently solve the existing problems, due to the acceleration of the development of society and, consequently, the need is to prepare people in a rapidly-changing life. The greater need of society is in the creative initiative of the individual, and greater need arises in the practical problems of developing creativity mountains` school teacher. The strategy of modern education is to provide opportunities for all students to show their talents and creativity, suggesting the possibility of personal plans. These positions correspond to modern humanistic tendencies of the national school, characterized by a focus on teachers' personal fulfillment opportunities in the professional activity.

The main tasks of higher education include the task of shaping students` creative thinking such a mechanism, which would give the ability to quickly adapt to the constantly changing, find and analyze new sources of information, creatively apply them in their professional activities<sup>2</sup>.

One of the first studies on the development of complex concepts and media culture media environment belongs to A. Kirillova<sup>6</sup>. "Before we broadcast channel based on ideological, emotional and even unconscious expectations the audience... Media is not just a means to convey information, this whole environment in which manufacture esthetic and broadcast cultural codes"<sup>7,p.22</sup>. Media environment researcher understood as a set of social conditions in the context of functioning of media. According to D. Sharonov, terminological evolution of media or communication to the environment, i.e. media environment reflects a new understanding of the media environment as becoming "special communicative space of media"<sup>14, p. 235</sup>.

In the media environment refers to artificially created environment of human activity and communication, considered in relation to the content of its forms - mechanical, physical, or other sales in the form of networks of communication as a sociocultural phenomenon that is not seen at the level of

acoustics, mechanics, engineering, electronics or process data exchange and at the following major functions:

- Extensivity - providing empowering sense organs and other systems of man as an individual and as a society. These include “second nature” personality - forms, means, methods and results of socially significant human activity<sup>9</sup>;

- Instrumental - instrumental enables (individual or collective) action, i.e. the possibility of individual or collective use “extensions”: water systems, vehicles, databases and other standard information resources etc<sup>3</sup>;

- Communication - enables communicative action, resulting in a corresponding expansion of a means of communication and joint activities. These are transportation network, city, army, government and others<sup>3</sup>;

- Interactivity - provides indirect or consequential result of feedback in the communication and collaboration activities like interactions, i.e. communication, exchange of information;

- Multimedia - a combination of different types of impact and perception in the interaction until the occurrence of synergy, “new media”.

Thus, functional media environment is the part of the “second nature” of man, through which it sells its operations in five of the above functions. In the context of our study there are important features of media environment as interactivity and multimedia. The question is: “How to define the functions affect on the realization of creative potential future teachers` creative potential; in preparation for professional schools of the Ukrainian Carpathians?” As the teacher develops creativity in teaching activities, as the implementation is in the direct teaching of practical action. To prepare students for this action and designed the course “Fundamentals of educational work” means to prepare for practical actions. The aim of the course is to prepare students for active creative educational activities using its process all acquired in learning knowledge and skills, summarizing the best educational experience, systematically solving educational problems and solving pedagogical situation that is necessary for the further implementation of effective teaching and educational process in the mountainous school of the Ukrainian Carpathians.

Studying course “Fundamentals of educational work” implies mastery of knowledge into the essence of pedagogical skills, teaching communication, basic teaching techniques, fundamentals of theatrical pedagogy, creative lesson plan, elements of progressive and classical teaching experience, skills into the using of the modern computer technology in preparation for professional work, solving educational problems, solving pedagogical situation. From the series of creativity-oriented training we see things that are objective possibilities in the formation of professional skills of future teachers` and which directly affect the realization of creative potential, e.g. “Ukrainian folk art”, “Basic recitation and rhetoric”, “Fundamentals of educational work.” In our opinion, the course “Ukrainian folk art” fully promotes creativity, abilities, creative and executive skills of future teachers`, is essential for determining the success of future teachers` to realize their creative forces in professional activities. For a variety of folkloric works perfect, polished by centuries poetics prove deeply pragmatic, artistic and aesthetic knowledge of the people and the world, and himself.

Appeal to the creative origins of the Ukrainian Carpathians` people in the preparation of future teachers` is to improve the efficiency of the folklore role in the creative guidance of students, ensuring the active realization of their creative potential on the basis of formation of their skills of independent work with the works of oral poetry that perfect art form reflects life, work and fight for a better fate, history, daily life, thoughts, views and aspirations of the Ukrainian people, enhancing effects on emotional intelligence and scope of future specialists in the study of folklore sources of creativity Ukrainian writers. In the process of studying of “Fundamentals of recitation and rhetoric” in students develop a system of personal qualities: the culture of thinking, culture, language, culture, behavior, culture, communication, culture, performance skills and more. The process of mastering the basics of recitation and rhetoric aimed at building skills such as: the capacity for synthesis, analysis, perception of information, setting goals and choosing the ways of achieving it, the ability of logically correct arguments and simply to build oral and written language in the process of communication, willingness

to cooperation with colleagues, work in a team, the ability to apply the philology and cultural knowledge in the field of applied professional, independent measures design, the ability to apply this knowledge in their own careers, providing a full realization of creative potential in careers teacher.

Analyzing the given material, we define: so much importance in implementing creative potential future teachers` in the mountainous schools of the Ukrainian Carpathians gets media environment combined with the processes taking place in the space of individual`s consciousness. Potentiality media environment of higher education is determined by a wide range of possibilities for the creative potential of students: independent creative thinking, national ideology, national aesthetic consciousness, enhance knowledge acquired by students in the process of assimilation program "Fundamentals of educational work", "Ukrainian folk art" and "Fundamentals of recitation and rhetoric."

Significance and role of the information environment of higher education clearly increases exponentially. Today is a complex product of human`s exploration of the world (in its social, moral, psychological, artistic, and intellectual aspects). Creating a full-fledged media environment in higher education is the important factor which enables the efficiency of the future teachers` creative potential in the mountainous schools of the Ukrainian Carpathians.

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## VALUE ORIENTATION AS STRUCTURAL COMPONENT OF PERSONALITY IN MOUNTAIN REGIONS

GALINA LEMKO

**Abstract.** This paper, presented at the Conference Plenary, is devoted to the problem of formation of values and value orientations of a personality in mountain regions. The author asserts that value orientation in mountain regions is a complex formation, which includes different levels and forms of interaction of public and individual personality. The article also regards and analyzes the hierarchy of values. It is mentioned that the personality value orientations in mountain regions don't only determine the motivation of individual behavior but also forms his world outlook. The special attention is also devoted to the pseudo-values. The author points out that they do not contribute to human self-realization. The article also analyzes the reasons of forming of the value orientation in mountain regions and gives the classification of people in accordance with the commitment to certain values. The author touches the problem of cultural values of modern youth, the influence of electronic mass media and comes to the conclusion that classical culture begins to lose value and attractiveness. In conclusion the author says that the valued orientations in mountain regions occupy the central place in the psychical adjusting of man's behavior. That is why considerable attention is spared to the study of valued-semantic sphere of personality on the modern stage of development of pedagogical science.

**Keywords:** value orientation, modern youth, psychical adjusting personality.

The problem of formation of values and value orientations of a personality in mountain regions has been always one of the most significant problems and it acquires a special urgency in the conditions of reforming of modern society. It's hard to admit that the transformation of social life brought the personal level values in the first places, which provide their own needs and comfortable well-being.

The main aspects of formation and functioning of value orientations are reflected in many of the psychological, sociological, philosophical, cultural, political and educational researches of domestic and foreign scientists, as issues dealing with the values are important for every science, which deals with the individual and society. The highest level in the hierarchical system of values is occupied by the value orientations. Value orientation is a personal orientation on the mastering of certain values to meet their needs. Value as a part of value orientations plays the role of a certain guide and corresponding regulator of behaviour and human activities in the objective and social reality. And a personality focuses on the most necessary present and future values which meet his interests and goals, and impress his experience<sup>5</sup>.

According to social educators «value orientations is a selective, relatively stable system of orientation of the interests and needs of the personality focused on one particular aspect of social

values». Value orientations are formed in the process of social development of the individual. Thus the significant place is occupied by the systems of values, functioning in the family and the other social groups, which are referential for a specific individual<sup>6</sup>.

L. Burlachuc gives such a definition of value orientation - «it is the formation in the person's consciousness and self-consciousness structure, that predetermines the number of its essential personal characteristics, peculiar indicators of the degree of socialization, the category of morality in the broadest sense»<sup>2</sup>.

Value orientation in mountain regions is a complex formation, which includes different levels and forms of interaction of public and individual personality, a specific form of person's awareness, his past and his future, the self-significance. A. Zdravomyslov writes that among a number of value orientations' functions «the main function is behavior regulation, as a conscious action in the certain social conditions»<sup>4</sup>.

Academician B. Ananyev, speaking about the value orientation, noted: «there is a common center, which coincide the investigation of sociologists, social psychologists and psychologists. This common center is the value orientations of the group and the individual, the common goals of the activity, life orientation, or the motivation of human behavior»<sup>1</sup>.

The value orientations form a system. Among the entire hierarchy of values one can place special emphasis on those that are universal, or global, i.e. common to the vast majority of people, for example: Freedom, Work, Creativity, Humanism, Solidarity, Honesty, Urbanity, Intelligence, Family, Nation, People, and Children. The decrease of the significance of these values causes serious disturbances in normal society. The personality value orientations in mountain regions don't only determine the motivation of individual behavior but also forms his world outlook. The value orientations of young people are being formed in the process of upbringing and education. Thus the purpose of the education is not only to report particular knowledge in a certain industry, but to recreate cultural and historical norms which assist the self-realization of personality. Through education translation (transmission) of the value orientations are transmitted from generation to generation both on verbal and nonverbal levels.

During historical development mechanisms with the help of which the transmission of values accomplishes through generation to generation were formed. Among them the main place was occupied by: family, church, art, literature, culture. Values can be mastered by a man both consciously, and unconsciously (a man cannot explain why he gives advantage to one value above others). That's where great possibilities for the substitutions of values are opened.

The pseudo-values are the values which do not contribute to human self-realization; they can even be an obstacle to self-realization, however, a person can be sure of the opposite. In particular, as surveys show, many young people think that alcohol and drugs are valued because they stimulate creativity. Commitment to pseudo-values is very dangerous for people and those around them. Such people often have the illusion, that the possession of the most significant values (money, gold, power) opens the way to mastering other common values (goodness, beauty, love, harmony). In particular, the majority is sure that if they possess great power or have lots of money, they will be able to realize themselves on the basis of the true values. The value orientations in mountain regions are formed in the process of acquiring of certain social experience and show up in person's persuasions and interests. In accordance with the commitment to certain values, people can be divided into four typology groups.

The first group is people that have maintained, or give their preference for the previous values. There are about 10% of representatives of this group. They tend to protests, pickets, and disobedience actions. Majority of these people do not maintain market reforms, they are the supporters of the authoritarian consciousness and have sympathy for charismatic and religious leaders.

The second group is those who have diametrically opposite views to the supporters of the first group. Those who completely reject the values of the past, support the ideas of the societies with the developed market economy, high level of social security of citizens, and personal ownership of property. According to the sociological research conducted among Ukrainian youth, almost 2/3 of the

young people consider the maximum enrichment of each person as a condition of creation of rich society.

The third group is people (there are not a lot of them) who criticizing the values of socialistic society do not deny them fully. Such young people promote the ideas of liberalism. As some scientists consider the young people of this group would rather fill up the first group in case of the development of market economy in the society. The fourth group is young people, who do not simply deny the „old world“, but are intolerant to any values which differ from theirs. They are so radical that breaking the relationships with the old world isn't enough for them; they are ready to destroy them. Such people are intolerant to enrichment. As there is a great variety of the value orientations Y. Volkov has divided them into certain categories according to the intellectually-educational values, cultural values, and political values.

Intellectual-educational values must be considered in the perspective of the mental, creative potential, which, unfortunately, has considerably decreased recently. Scientists associate this phenomenon with the changing for the worst of physical and mental health of the young generation. Rapidly increasing number of diseases, the increasing numbers of intellectually disabled people, weight deficit are the result of longstanding alcohol abuse and malnutrition.

Sociologists assume that in mountain regions young people rate their intellectual abilities rather low. 19% of young people consider their abilities high; 22% are reputed to be very talented. In the opinion of young the value of mental work, education and knowledge continues to fall. Even students do not appreciate knowledge much. Today the level of inequality in education has considerably grown (elite educational establishments appeared); „brain outflow abroad“ became powerful threat for society.

There are some problems concerning cultural values of modern youth. The prosperity and enrichment were put on the forefront; they generate the appropriate culture and vital needs of the youth. Electronic mass media occupies the significant part of their free time and serves as an important tool for the formation of the inner world, cultural values and attitudes. For example 1/3 of young people prefer to watch television during their free time. Another example is that according to the observations of scientists many young people are used to buy well-advertised goods. The world of prestigious and beautiful things becomes the goal of the existence, the meaning of the life. The cult of fashion, goods, consumption obsesses the youth consciousness and acquires a universal character. Classical culture begins to lose value and attractiveness.

Tendency towards the further dehumanization and demonization of social-cultural values is observed today. This tendency is manifested in high interest of youth to the scenes and episodes of violence and sex, acts of cruelty in films, television, theatre, music, literature, and art. The consumer orientation prevails in sociocultural values. Only every 6th is involved in sports, every 10th attends interest groups, every 16th is engaged in self-education, but the vast majority goes out with friends or watch TV. As a result the entire cultural layer is wiping out. Folk culture with its traditions, customs, ceremonies, folklore is being taken as anachronism (unnecessary relic of the past) by most of young people<sup>3</sup>.

The research gives an opportunity to state that in mountain regions the political values of youth differ sufficiently. The number of young people who are always interested in political events in the country is only 13.2%, while the 33.4% are not interested in politics at all. Youth is quite pragmatic in the political questions: the politics is regarded as means of achievement of authority and leadership. Such position can be explained by the existence of the feeling of dignity in youth, and the desire to change the future of the country for the best.

To draw the conclusion, one can say that that, as it acts exactly as a central component of determination of man's behavior.

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## TRAINING OF PRIMARY SCHOOL TEACHERS TO PROFESSIONAL MOBILITY IN MOUNTAINOUS REGION CONDITIONS

NADIA LUTSAN

**Abstract.** The entry of Ukraine into the European educational space obliges all levels of education to respond quickly to new challenges: globalization (open space, competition in the labor market), innovation in science and technology sphere, the speed and frequency of communication of people in different areas that change individual environment and educational environment of the country. The system forming competitiveness and personality capable of human social and individual aspects to the fore follows such quality as creativity. Category creativity is one of the most important in recognizing the nature of mental mechanisms of human development and, in particular child. The paper analyzes the process of formation occupational mobility of the future expert that is based on model of modern teacher with considering his personal values and categories - art and creativity.

**Keywords:** educational environment, creativity, of human development, occupational mobility.

The development and improvement of modern education in the context of globalization, informatization is not possible without the introduction of various innovations, review a number of principal positions in regards to why and how to teach today's professional. However, no less, and perhaps even more important role to take consideration of the problem of the teaching pedagogical body of higher education to those requirements that apply to it educational systems that currently intensely upset innovative, and above all to creativity, creativity, creative self, creative individuality, creativity.

Current changes in education are a reform of the entire educational system, by mobilizing other professional competence of teachers, other values are updated and a new vision of yourself in a profession. The future teacher must make decisions and be responsible for them to develop not only the professionally significant qualities with was professional, was a functional but also a subjective commitment to continuous self-education, which allows to give accent for predictive function occupational mobility.

As you know, pedagogisation social environment through the penetration of educational ideas, technology and teacher education specialists in various spheres of social life – is a phenomenon quite common. This suggests the need for specialists in teacher education, and then – professional mobile as specific activity requires the teacher mobility, capture qualities such as educational response, determination, prediction, forecast to achieve educational goals and prevent failure of students.

Exploring the creative nature of teaching activities is a great story. A motivational component of innovation in mountain environments is considered by us in two ways. Firstly, in terms of place of professional motivation in the overall structure of motives and, secondly, assessing teacher attitudes to change, in the need for pedagogical innovation, their susceptibility, which determines the content side of the creative direction of professional activity.

Traditionally, the motivation is divided into external and internal, referring to sources motive: financial incentives, motivation related to self-affirmation, professional motives and motivations of personal fulfillment. In our opinion, the selection of these four groups of motives justified, since we are talking about people with well-developed self-awareness.

The mentioned pedagogical categories that mirror the same problem with their Semantic while a color that significantly complements the understanding of the phenomenon of "professional mobility" of the future teacher and complicates its interpretation.

In the context of this interpretation quite rightly raises the question of the relationship between the concepts of "vocational maturity", "teaching skills", "professional mobility". Note that professional mobility is closely related to a person with knowledge of the need to learn throughout life consonant with the actual educational paradigm - teaching acmeology, studying the professional development of teachers, reaching the heights of professionalism in expert training.

As our understanding of this new type of teacher: teacher-researcher, teacher and innovator who is ready to process educational activities to the formation and development of the creative personality of pupils.

In Ukrainian pedagogical literature to the problem of identity formation of modern teacher addressed by such scholars as I. Beh, O. Hluzman, M. Yevtuh, I. Zyazyun, V. Kremin, N. Nychkalo, O. Savchenko, I. Pidlasyy, N. Kuzmina and etc. However, the problem remains relevant because these publications and many other scientists ambiguous question model modern teacher, modernization of training teachers in modern pedagogical University, trends and factors of formation personality characteristics of teachers in modern terms, the development of his creativity and much more.

One of the goals of modern higher education is to prepare competent, "flexible", competitive specialist. N. Nychkalo believes that the vocational education training "competitive skilled personnel with a high level of professional knowledge, skills and mobility to meet the requirements of scientific and technological progress and market economy, education social active members of society; formation of a scientific world view, creative thinking, the best human qualities national consciousness"<sup>1</sup>.

It is interesting to study I. Beha about becoming a professional in modern social conditions. In his view," and by means of a profession is the human- professional person in which, on the one hand, embodied in common, which is typical for any employee who engaged in this type of work, and on the other - individual, infused by him in any given act, every aspect of professional activities"<sup>4</sup>.

At this stage, the purpose of higher education - to prepare a highly professional and creative work of each specialist under full disclosure of his abilities with the capabilities of self-interest. This professional should be understood not only as a specific preparation for a certain type of activity, but also as a specialization aimed at a specific activity in a specific market conditions. Preparing teachers to innovate is effective if it takes place in the form of adequate training and solves two related problems: the formation of innovation readiness to accept innovation and ability to act in new ways, to be professionally mobile.

Professional mobility of the future teacher will occur in the event that the student will be able to find their own solutions to specific teaching objectives and identify unconventional thinking skill to find original solutions.

In this context, drawing on theoretical generalizations scientists (A. Shybytska, N. Kofman, O. Ushakova, L. Furmina, N. Vetluhina etc.) pay attention to the important role creativity. In philosophical dictionary we find a definition of creativity: Creativity - the ability to do or any other way to make something new: a new solution, a new method or tool, a new work of art<sup>3</sup>. In psychological vocabulary concepts creativity (from the Latin - creation) is interpreted as creativity (ability) of a person that can manifest itself in thinking, feeling, communicating certain types of activities that characterize a

person as a whole or its individual aspects, the products of the process of their creation. In National psychology and pedagogy of "creativity" is considered as "work", the creative possibilities of man, as some human individual special ability, which makes the ability to exercise significant social and creative activity<sup>4</sup>.

Moreover, for the distinction between "art" and "creativity" are two features: procedurally - effective (for the definition of work) and subjectively determined (for the definition of creativity).

However, foreign teachers "creativity" is seen as the ability to go beyond the given situation, the ability to pose the own purposes. Their sense of "creativity" is broader than the concept of "creativity". Necessary conditions for detecting creativity are: creative person, creative environment and creative process.

The study of creativity and creativity is widely represented in the national science. Dedicated criteria of creativity followed by active research his psychological mechanisms. In educational psychology of creativity developed techniques of creative thinking.

Creativity can be divided into intellectual and social. Intellectual creativity involves cognition, which in turn consists of the analysis (abstraction) and synthesis (synthesis). Capacity for analysis and synthesis are components of general intelligence.

Special creativity, in turn, involves creative professional, variety which is the pedagogical creativity.

Creativity future teacher will occur in the event that the student will be able to find their own solutions to specific teaching objectives and identify unconventional thinking skill to find original solutions.

The reality today shows that many young people entered the university to personal growth, understanding that higher education is critical to the future self, and not always necessarily in education.

If we analyze the pedagogical process we can see there are two subsystems:

- *the first* deals with the process of preparing teachers to work (a seminar - discussion, brainstorming. Involving students in solving educational problems, participate in business games, analyze teaching situations, involving teaching and research).

- *and the second* - a creation during direct interaction with students (performance of creative tasks during teaching practice).

In studying the problems of educational researchers work focuses on:

- research value concept art teacher accompanying features, characteristics, personality traits (V.O. Lisovska, V.A. Krutetsky, M.M. Potashnik, L.A. Stepanko et al.);

- consideration of individual style of the individual as the most important signs of a creative nature (E.A. Klimov, V.S. Merlin, N.I. Petrov, Y.O. Ponomarev, G.M. Filonov et al.);

- elucidation of the mechanism of the relationship of creative thinking and pedagogical skills (Y.P. Azarov, V.I. Zahvyazynskyy, I.A. Zyazyun, N.M. Tarasymovych et al.);

- development of scientific, pedagogical style of thinking as a fundamental principle of becoming creative individual teacher (J.K Chabanskyj, V.O. Slastonin, G.I. Shchukin et al.);

- the study subjective aspects of teaching creative types and mechanism of teaching improvisation (I.A. Zyazyun, V.O. Kan-Kalyk, M.D. Nikandrov et al.);

- the study of pedagogical conditions, ways and means of forming a creative position of the individual (V.I. Andreev, O.O. Bodalev, N.V. Kychuk, M.V. Deminchuk, L.M. Lusina, O.G. Moroz, V.V. Rybalko et al.);

- establishment of procedures to identify and develop creative personality traits, learning aptitude (V.O. Molyako, P.S. Perepelytsya, M.L. Smulson, M.O. Holodna et al.).

Creativity is not just a way to know the inner world of person, her creativity, and the result of understanding and discovery. Creativity is not in the business where every action is fully regulated by the rules, in activities the previous regulation which involves a certain degree of uncertainty, namely the activity that creates new information. Therefore, any work, respectively, associated with manifestations of creative personality traits, developing a creative process.

An inadequate typical method of pedagogical activities of various teaching situations objectively encourages teachers to be creative.

In the teaching of this diagnostic and methodical work (searching and finding new ways of learning, new diagnostic methods, a combination of new teaching methods).

In pedagogical communication - a communicative creativity, ie creative communication (search and finding new communication tasks, creating new forms of communication in group work).

In the field of personality - a self-realization teacher from understanding a creative personality, determining individual ways of their professional development, build self-improvement program.

There are five sub-creative pedagogical activity of teacher: didactic, educational, organizational management, self-improvement, social and educational. It should be noted that methodological subsystem indirectly present in all subsystems creative pedagogical activity of teachers. Describe each subsystem.

Didactic subsystem is characterized by:

- The degree of ownership of the content of teacher training materials, forms, methods and means of effective creative learning activities for students;
- Creative teaching career teacher to plan the educational process, implementing the plan and purpose, introspection and adjustment of its activities on the development of creative capacity of students to form their cognitive interests and motivations of creative activity, arming students with the knowledge, abilities and skills during lessons and extracurricular activities.

Educational subsystem is characterized by:

- Creative teaching activities of teachers of psychology, pedagogical conditions for the formation of each student as a creative person through proactive activities of pupils;
- Activities of teachers on creative development of students, their self-potential in different types of creative activities specially organized in the forms of educational work.

Organizational and management subsystem characterizes

- Creative teaching career teachers to develop students' capacity for self-management and communication;
- The degree of mastery of teacher forms, methods, means creative work of pedagogical management students to develop their creative potential opportunities.

Subsystem characterizes self:

- Creative professional teaching practices - to enhance their professional and general culture of self-education and self-development of professionally significant qualities of pedagogical creativity;
- Activities of teachers to create their own creative laboratory.

Socio-educational subsystem is characterized by:

- Professional, social and personal rating of the teacher;
- The effectiveness of teacher interaction with parents, peers, community, education and other social institutions, creative unions and others.

There are the following levels of educational work.

- 1st level of creativity - is a basic level of interaction with the audience. (The teacher has "the method", by template, by the experience of other teachers).
- 2nd level - it is a level of optimization of the classroom, starting with its planning. Creativity is composed of skilful selection and appropriate combinations of known teacher of methods and forms of work.
- Level 3 - is heuristic. The teacher uses the creative possibilities of "live" communication with students.
- 4th the highest level of creativity teacher is characterized by its full autonomy.

Thus, creativity as a value- personal category, linked to the achievement of the individual. Creativity is defined not so much the critical attitude to new knowledge in terms of experience, but the perception of new ideas and getting unexpected and unusual decision problems in life.

The said section substantially complementary pedagogical understanding of the phenomenon of "professional mobility" of future teachers and clarifies its interpretation. In the system of formation of

professional mobility strategic goal is to prepare competitive professional basic education, teacher prone to creativity and innovation readiness for change.

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## EDUCATIONAL IDEAL OF UKRAINIAN ETHNOPEDAGOGIES: CARPATHIAN VECTOR

NELLY LYSENKO

**Abstract.** Educational ideal, methods, forms and means of folk-educational influence on its formation, starting from the first years of baby's life are topical problems for researchers. The main element is an aim. The aim is an ideal image of the expecting result which is regarded as a guide for the educational activity of a certain ethnic community. The content of the notion of educational ideal is the imagery about the most important qualities of a personality, their manners, culture of relationship in the society, behavior.

Ukrainian mentality is practicality, rationality, generosity, intellect in general. It is fully reflected in the pedagogical aim. At the same time mental means spiritual. That is something in thoughts and intents of a person. It is important to emphasize that Ukrainian ethos was formed on the basis of several groups, not only having formed a nation, but also having synthesized the temperament, traditions and customs, clothes and everyday life, culture in general. Hutsul, Boyko, Lemko (121 ethnic groups all together) differ by the uniqueness of the appearance. At the same time their internal essence, that is educational ideal, world view, ethic morals, are unchangeable. Educational ideal is historically determined. Esthetic strategies, formation of creativity, development of the abilities by the means of folk crafts and trades, upbringing of a host pierce through the educational ideal of nowadays Ukrainians. The people aim to bring up their children as true citizens: good kids mean quiet old age, while with evil children old age becomes a hell. Thus, the educational ideal of the Ukrainians should be considered as a basis for modern educational technologies projection.

**Keywords:** educational ideal, Ethnopedagogies, upbringing, Pedagogies, mentality.

The history of Ukrainian Ethnopedagogies is an actual challenge to researchers of historical and pedagogical knowledge nowadays. The functioning and the purpose of the study of it are not covered enough. For example, Russian scientists (A. Kosheleva, V. Bezrohov) do not consider it to be a historical and pedagogical science, but only the "history of pedagogical mentality that reconstructs the stereotypical interaction of adults with children in the process of education that peculiar to a certain group..." It is regarded as a separate field of historical pedagogy only if this science explores its subject by specific historical and ethnographical methods." According to O. Sukhomlynska, the main difference between Ethnopedagogies and the "History of childhood" is in that the former considers the child in context of primitive social societies on the pre-civilized levels of development, while in the process of the study of the later - the researchers are dealing only with written, visual, statistical sources<sup>16,p.28</sup>. Therefore, in historical perspective a number of problems of theoretical and methodological character

remain scarcely explored, in particular the views on the educational ideal, methods, forms, means of national-educational influence in the ethnic Ukrainian Pedagogies are included.

The main element of the pedagogical system is the aim, which refers to the ideal image of the expected result that serves as a guideline point in the educational activity. Educational ideal of a specific ethnic community is the starting point of the definition of the aim. Ideal (French ideal, from the Greek. Ἰδέα - idea, prototype) – is the understanding of the highest excellence which is an example, standard and ultimate goal that determine a method and nature of human action. Most modern scholars believe that the purpose of education is to create a perfect personality with their values, which are of universal primary.

By investing in the meaning of "educational ideal" the highest spiritual qualities, G. Vashchenko reasonably warned against overuse of secondary Ukrainian traditions and customs. He remarked: "The traditional ideal of a man - is not an embroidered shirt one can take off and still remain a Ukrainian. Ideal of a man is the best that people made in understanding the qualities of human personality and purpose"<sup>20,p.103</sup>.

Thus the Ukrainian mentality is fully reflected in the pedagogical aim. According to some researchers, it includes practical wisdom, noble mind and intellect, as an instrument of varying degrees of ability. Definitions of what constitutes "mentality" in most reference books, including the Soviet period are not provided. This is no accident, because the mental - is spiritual, that is something in the mind of a man. It is clear that the freethinking of the nation in the recent past had no right to exist.

Realizing the educational ideal as service to God and the nation, stressing that "the first absolute value for the youth is God and the second is Homeland", G. Vashchenko, who spent many years in exile, promotes the establishment of Christian morality among young people, love for their people and homeland, patriotism, etc. Christian morality is based on the recognition of higher spiritual priorities - truth, goodness, honesty, justice, love and so on. A formation of these values is inseparable from a man as their medium and subject of knowing perception of the world, by which, in our opinion, the connection of educational concept of the author with personality is confirmed.

While scientists debate about the nature of educational priorities, it is clear that the traditional ideals are in the heart of these priorities. This was proved by the American J. Hasfield. He notes that for the development of the country it is needed to rely on the traditional values of a nation. Each person as a representative of the ethnic group is extremely sensitive to its origin, to the spiritual values, carriers of which they are.

Ukrainian ethnos was forming on the basis of several groups that were identified as a whole, having formed a nation. Therefore, temperament, traditions, dress, rituals (the minor attributes of a nation according to H. Vashchenko) of Hutsul, Lemko, Boyko, Podolyan and other groups are characterized by a content polychromy with some different shades, but the same inner essence (purpose, educational ideal, philosophy, ethics) remains the same for all of them.

Exploring the history of Ukrainian Ethnopedagogies, one cannot ignore such historical processes as Turkish and Polish expansions, etc., which have served as the determining factor in the formation of national characteristics of the Ukrainians. It means that the study of Ukrainian Ethnopedagogies is inseparable from the environment of its functioning. Almost every event in the history leaves its mark on culture, psychology, life activity of the ethnos. So, the first period, the chronological limits of which are IX-XVI centuries, is a period of ethnopedagogical ideas, including the ideas about the educational ideal of the Ukrainian during the Princely Ages.

In "Izbornik of Prince Svyatoslav" (1073 and 1076) and in a prominent monument of early pedagogical thought in Middle-Ages Ukraine - Kievan Rus, "Instructions" of Vladimir Monomakh (1096) the idea of necessity of economic and labor training, the role of human work in life, positive example of adults in the education of children, etc. are described. From "The Tale of Bygone Years" - the first encyclopedia of educational thought of Ukraine - Kievan Rus, written by Nestor the chronicler – one can learn about humanitarian foundations of education, including the value of family education of children and youth, good initiatives and a sense of family environment, traditions of life of certain

tribes that in the process of the development of humanity gradually developed into the characteristic features of the mentality of the Ukrainian nation.

Second period outlined by Sukhomlynska is classified as a stage of development of ethnopedagogical thought in the context of the Slavic Renaissance (1569 - mid. XVII c.). The main objective of education consisted in "re-orientation towards western moral values which relied on both: influences of other cultures and their own achievements of the Kyiv-Rus spirituality". During this period the ideals of spirituality and deep faith, humanism and democracy were established.

The ideal of a state was reborn in Ukraine on Cossack days, as a result of resistance to the invaders. The Cossacks as a democratic form of state is matured. Y. Malaniuk notes that Cossacks were "a miracle of our history - national headless organism that raises its head by its own internal efforts...<sup>8,p.46</sup>. A prerequisite for the formation of the educational ideal in the set period was an intensive development of Ukraine when after the revolution in 1648 agriculture was vitalized by small home-owners and international economic trade was expanded. But then Moscow government put his best efforts to break the traditional Ukrainian ambitions for economic and political autonomy. It is only in the XV-XVI centuries, and then - XVIII century the Ukrainians had an opportunity for the rise of their economy and their welfare.

A great preacher of ethnopedagogical ideas of outlined period in Ukraine was G. Skovoroda. He sharply opposed social inequality, parasitism of ruling classes, promoted the ideal of human labor. Through the prism of Ethnopedagogies G.Skovoroda encourages to cherish the moderation of children's desires. The teacher focuses on maximum taking into account the natural abilities and talents in the formation and development of the individual, individualization of education, devotion to their people and homeland.

The next stage in the development of ideas of Ethnopedagogies is called the period of educational enlightenment in Ukraine (XIX cent. - 1905) by the researchers. H. Alchevska, B. Hrinchenko, I. Franco, B. Antonovych, M. Hrushevsky and others worked in the discourse of promoting Ukrainian educational ideal. The researchers' aim was to form the national idea, to develop and to preserve the Ukrainian culture as a specific phenomenon. Pedagogical searches were mainly of ethnographical and ethnological orientation.

Thus, this period is considered populist, dominant in creating the ideals of the Ukrainian nation in its nouveau sense. An important educational objective of that time was to create religious and moral values, patriotism, hard work, love and respect for national customs and traditions.

The next step in the formation and development of educational ideals of Ukrainians began in 1905 with the introduction of the national component in the structure of Pedagogies.

S. Rusova, Y. Chipiga, I. Ogienko were working on the concept of national education of children and youth and the problem of a citizen-and-host identification of Ukrainians. In particular, the national founder of the theory and methods of preschool education S. Rusova by analyzing two systems of initial training and education (Montessori and Dekroly) came to the conclusion that the basis of Ukrainian education of the child should be a principle that permeates both mentioned system - the principle of autonomous education, awakening of a child's own intellectual forces by the labor. At the same time the researcher focuses on the fact that local schools need an educational system adequate to the temperament of Ukrainian soul, "which would be the best for promoting the broadest intellectual development of the child".

With the victory of Soviet authority ended the time of "ukrainization." Since 1920, a period of experimentation and development of Ukrainian educational ideals in conditions of the Soviet discourse started.

During the last century the attitude of teachers towards priority directions of education of youth in virtue of specific historical conditions repeatedly changed. However, in Galicia, which until 1939 remained under the rule of Poland for some time there existed owner-occupiers. Education of a younger person was realized through educational organizations such as "Prosvita", "Alma Mater" and then existing professional schools.

Thus, in April 1984 the major areas of reformation of secondary and vocational schools were accepted. Improving the quality of employment training, education and professional orientation of Ukrainian youth was determined as an important aspect of the educational system.

The transition to mandatory professional education of youth was announced. However, the tasks of educational reform were only partially implemented in school practice. Extravagance, apathy, social pessimism of a consumer towards the nature and objects of material and spiritual culture and other antisocial phenomena became noticeable. In particular, the following worried the classics of pedagogy: "How to awaken bright and kind senses of children, how to establish good will in their hearts, respect for the living and beautiful?". These and similar questions did not remain unnoticed by V. Sukhomlynsky. Careful attitude of students to the world was the principle of their school-life organization. At school, which he successfully ran for nearly a quarter of a century, the above mentioned principle was implemented, because the teacher knew for sure that waste generates the lack of spirituality. After all, "... there is only one step from insensitivity to violence. V. Sukhomlynsky saw the educational ideal in the fact that children were real patriots and masters of their country.

G. Vashchenko expressed similar thoughts about upbringing of children and youth. Having spent much of his life in exile, in the works "Task of Ukrainian Youth Education" and "Educational Ideal" the scientist encourages the pedagogical public of Ukraine to the formation of high culture in any activity among the youth and systematic execution of their work assignments. Professor emphasizes on the necessity of developing in children the need for work ranging, starting with self-service. He notes: "Already at the age of 4-5 children should take care of themselves and in some ways should help the older... Moreover, "childish selfishness should be fought and the culture of consumption should be formed. That is a reasonable distinction between the needs and the desires. Children should know that along with them there are other people who also have their own needs and rights". Therefore, as the teacher notices, "the youth must be educated in such a way that their duties take the first place for them and only after that go their rights. A person's attitude to the performance of their regular duties is one of the key criteria to determine the level of their behavior". Evidently at a definite period of formation of assiduous master-worker properties, education of children and youth in the Ukrainian Ethnopedagogics is a primary task.

But the most important reason for "deceleration of most progressive pedagogical ideas of Soviet" period is the lack of proper connection with the parent community, because only public institutions were engaged in a diversified training of the children. This was because at that time education of the younger generation had mostly social character. The primary role in the formation and development of an individual was allocated to the kindergartens, schools, community organizations. As experience showed that gradually led to such an unattractive appearance and widespread of phenomenon of the child alienation from parents and family.

Meanwhile, the thought that the leading role in educating an individual belongs to the closest relatives remains undeniable. After all, the child inherits genetically and socially real and imaginary values that are of vital domain inside the family. "Children inherit father's spirit and temper", - reasonably believed of invaluable family upbringing G. Skovoroda<sup>14,p.436</sup>. An integral part of Ukrainian educational ideal is self-responsibility, national identity and pride for ones people. The first "shoots of national self most scientists discover among the children of 3-4-years old. J. Piaget notices that the first fragmentary and unsystematic knowledge of their ethnicity a child gets at the age of 6-7. At the age of 8-9 a child clearly identifies oneself with a certain ethnic group on the basis of nationality of parents, residence, language, culture, etc. Approximately at this time national feelings are awoken. And at the age of 10-11 years national identity is formed in its entirety. As features for different ethnicities a child identifies unique history, language, traditions of consumer culture and so on<sup>22</sup>.

With the beginning of democratic changes in Ukraine a new stage in the development of educational ideals began, the interest in the ideas of Ukrainian Ethnopedagogies, that was partly preserved through traditions of family education of children and youth, increased. Another reason for the increased interest of teachers in the problem of identity at the present time is connected with other approaches to the interpretation and transformation of the perception of educational goal by the

citizens. At the first congress of teachers of Ukraine (December, 23-24, 1992) the main objective of national education was defined as follows: "... Acquisition by younger generation of social experience, taking over spiritual heritage of the Ukrainian people, achieving high culture of international relations, formation of young people, regardless of nationality, personal traits of citizens of Ukrainian state, developed spirituality, physical perfection, moral, artistic, aesthetic, legal, labor, environmental culture".

Since 1991 dominant position in national educational research practice of children and youth education belongs to Y. Syavavko, M. Stelmahovych, R. Skulsky, V. Strumansky, N. Lysenko, A. Bogush. In particular, the problems of Ukrainian ethnopedagogy methodology, comparison of purpose and means of education, methods of ethnology studying are described in the works of Y. Syavavko "Ukrainian ethnopedagogy in its historical development"; M. Stelmahovych "Ukrainian folk pedagogy", "Ukrainian Family Pedagogy"; T. Macieykiv "Folk Traditions of Labor Education"; R. Skulsky and M. Stelmahovych "Teaching Ethnology at School"; V. Strumansky "Educational Work in National School"; N. Lysenko, A. Bogush "Ukrainian Ethnology in Preschools" and others.

In Ethnopedagogies there dominates the view that the objects, that surround a person and that a person perceives are the very first teachers. B. Sukhomlynsky notices: "Harmony of the things, that surround the child, creates the overall aesthetic spirit of the situation on the condition that certain things do not scream about themselves but seem to be unnoticeable". The Ukrainian family has always sought to aestheticize their life, including everyday life: "...In the Ukrainian ideology the highest status has the idea of love for the land, creative work, promotion of wellness in different areas of life, including everyday life ..." "With special care parents accustomed their children the order: all the rooms were painted and decorated with embroidery, decorative products made of wood, wicker, metal, leather, clay, glass and more. Children also took part in creating all possible art products, mastered in the basic handicrafts. In such a relaxed atmosphere growing personality "absorbs the specific features of their ethno-environment". This often occurs in the preschool period: "There is only one step from a five year old child to an adult, but from a newborn a five year old child there is a long distance - shows Ethnopedagogies. Therefore, the formation of a child in a family society plays such an important role: "The more peaceful life in the family is, the wiser the child will grow up", "The way you bring up the child, the way it will grow up. "Thus, the educational ideal of the Ukrainian people is deeply penetrated into by the aesthetic strategies, the formation of the tastes and preferences, the development of creative abilities of a person by means of traditional trades and crafts etc.

Analyzing the educational ideal in the history of Ukrainian Ethnopedagogies, it should be noted that it is expressed not only in the educational systems of the people or the works of writers, philosophers and teachers. People's understanding of the purpose of educating the younger generation is reflected in customs, rituals, traditions, folklore and more.

Ukrainian mythology is a bright reflection of Ukrainian historical and cultural life, a carrier of mentality and implementation of the national soul of the people. Great Ukrainians, gifted with extraordinary imagination and sharp mind, depicted ancient forms of life and economy. Perhaps it is not coincidentally that among the visible images of the mythological heroes a prominent place belongs to God Master. Bright God of the Ukrainians is the "Master – nice, glorious, proud and rich.... At his mansion there are golden bridges. The tables are laid in the yard. At the tables there are golden candles, golden goblets with wine, cakes of spring wheat. The host is wearing a white shirt as thin as a leaf, white, washed in Danube, dried on the aurochs' horn, ironed in the church. He rides a white horse..."<sup>9,p.9</sup>. This description characterizes the worldview of educational ideal of the Ukrainians: "grain-growing soul" (wheat bread as a symbol of holiness, prosperity, hospitality, health and ultimately - human life); their desire for material wealth (everything is associated with gold - "golden bridges", "golden candles", "yard fenced with the golden thorns") is combined with high spirituality, holiness, purity and faith in beauty and eternity, that traditional delight of white color symbolizes. This color was considered to be sacred (color of houses, towels, ritual objects, clothing). "A white shirt" of God Master, "white face", "white world", "white day", "white canvas" characterize not only spiritual purity of

the Ukrainians, but their economic qualities ("white shirt as thin as a leaf" "dried on the aurochs' horn"), including cleanliness, diligence, thrift, resourcefulness.

As one can notice, the idea of Ukrainian educational priorities was associated with the formation of a host, and the birth of a child for each family was, above all, the birth of a new assistant. "Congratulating a newly-born people have always wished it was willing and hardworking". The navel string of the boys was cut on an axe in order a boy to become a good master if future. The navel string of the girls was cut on "a comb" (used for spinning) in order a girl to become a good spinner.

During the process of society development the conceptions of traditional educational ideals of a certain ethnos have transformed gradually. Therefore, describing the experience of the Ukrainian nation, the measure of the expression of the peculiar inherent values should be considered<sup>1,p.77</sup>. The same is for all the nations. They all tend to raise their children hardworking, but the difference is in the ways of solving this problem.

Today Ukrainian state is a multinational: one in four citizens is not an ethnic Ukrainian. The idea of L. Humilev that the members of one ethnic group have the same movement of the bio-currents is rather interesting. This connects the members of the ethnic group to each other spiritually<sup>1,p.71</sup>. However, the ethnic interests, the multicultural environment should serve to the consolidation of the society for its revival and development, for cherishing traditional educational ideals.

Hence, from time immemorial the purpose, as an ideal display of the final outcome of education in Ukrainian Ethnopedagogies, was laid in nurturing a healthy, nationally conscious, internally perfect, intelligent and hardworking person. Daily behavior and activities served as the main criterion for their upbringing. Parents particularly took care of the education of their children because "good kids meant quiet old age, while with evil children old age becomes a hell", convincingly urging that "there is a crook in the life of everyone" and "life is not all cakes and ale". Educational ideals of the Ukrainian people also include such ideals as justice, creative dynamism, patriotism, sanctity of the family etc<sup>3,p.12</sup>.

Historical and educational excursion allows to outline the leading ideas of ethno educational practice. Such a practice reflects the elements of spiritual and material culture of the Ukrainian people. A deeper knowledge of the educational ideal of Ukrainian ethnicity serves as the basis for the designing the modern teaching schemes.

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## TRANSFORMATION OF STRUCTURE OF MYTHOLOGICAL REPRESENTATIONS OF MOUNTAINEERS DURING A MODERNIST STYLE ERA

SVITLANA LYTUVYN-KINDRATIUK

**Abstract.** In article approach to studying of structure of mythological representations of mountaineers during an era of modernization and globalization of a way of life is considered. The Psikhologo-historical foreshortening of the analysis allows to track communication of features of environment and difficulties of coordination to structure of primary and latest mythological representations of Huzuls.

**Keywords:** mythological representations of mountaineers, landscape, inter-generational interaction, traditional way of life of Huzuls.

Difficult and fluid character of modern social reality predetermines a coexistence in it different cultures which co-operate or completely do not cross, make basis of traditional or modern method, closely constrained with a that or other landscape (mountain, flat), though they have number of general descriptions (collectivism and individualism, distance of power and others like that) them<sup>4</sup>. At the same time from the 80th of XX century the world is headily transformed under act of globalization, original engine of progress, that causes not only economic changes but also transformations of all parties of public vital functions, in particular predetermines elimination of borders between cultures, leveling of complexes of traditional myths presentations and constructing of the single system of cultural codes, the basis of which is general for all representatives of humanity<sup>9</sup>.

The term "social changes", as scientists establish, becomes base for the row of sciences - sociology, social psychology, political science and others like that. P. Shtompka has named the problem of social changes as one of main problems of sociology in the XX century<sup>1,p.5</sup>, as goes about the transformations of cultural and social institutes in time. It is important to point out that "globalization is the social process, in that limitations (constraints) that is laid on by geography on the social and cultural mode, relax and people this relax is all anymore realized"<sup>9,p.129-130</sup>. According to E. Hiddens globalization causes the "ranging" of everyday social practices, their stretch on the all less shreds of space-time<sup>7</sup>. By inalienable part of processes of globalization, marks Z. Bauman, is an all greater spatial segregation, therefore separation, alienation and "locality" in the globalized world – it is the sign of social deprived of one's share and degradation. So, the scientist continues, inconvenience of "noncommunicative" existence increases that in the conditions when public spaces moved aside of "local life", concept "locality" loses its meaning potential, getting in dependence which on local level can't be controlled"<sup>2, p.7</sup>.

In this context the problem of territorial, becoming of territorial identity of personality, its influence on the vital competence of personality as both cast aside and causes considerable interest and concern from the side of scientists. Separately we will remember about the ethnic-geographical, sociocultural, ecological-psychological studios of landscapes, that allow to comprehend the phenomenon of landscape not only spatially, but also symbolically, communicatively, signly. So, for cultures-geographers considerable interest is presented by the problems of firmness of local cells of cultural traditions at intruding of urbanism culture in a rural landscape, consequences of industrialization and overcrowded landscape and others like that. For cross-cultural and ethnopsychologists important is the research of psychological aspects of sociocultural adaptation of ethnic minorities and ethnic groups in the conditions of modernisation of traditional way of life.

Within the limits of topological approach the study of conformities identity of personality envisages the analysis of conformities of becoming of vital competence and sociocultural identity of personality in the conditions of different landscapes, in particular mountain, taking into account the natural terms of mountains, is always marked by more expressed regionalness and reserve. These terms certify exactly, that not modern abstract, anonymous time-space, namely a natural for social landscape that does possible different methods of his experiencing by a group and individual allows most full to "sate" the structure of identity of personality that most ancient elements of territorial identity, that serve as principles of integrity of her "I-conception". Of course, personality always perceives a landscape as cultural vital space of certain ethnic group, nation, that is mastered to them utilitarian, semantically and symbolically.

The aim of the article is an analysis of structure of the mythological phenomena of highlanders, that is constructed under act of simultaneously two ways of life - traditional and modern type. By us such tasks were put:

1. To consider the existing in psychology going near interpretation of essence of mythological presentations.
2. To analyse the features of development of mythological presentations of highlanders (Huzuls) in the conditions of modern modernisation and globalization of life.

About rich on maintenance, emotional and, from the point of view of contemporary, sometimes archaic, attitudes of highlanders toward nature testify materials of numerous ethnographic and ethnologic secret services. Scientists assert that for many people of the world peculiar is worship to the mountains and feeling of "holiness" of mountain, that dictates prohibition to visit a mountain or some top. On the whole attitude toward mountains as to the sacred object at different people (Altaians, Kamchadals, Kirghizs, Nenetses etc.) it appears differently, that is predefined, in opinion of ecological psychologists, by character of mountain landscape and features of its perception of a man. For example the ancestors of Incas, natives of Andes, American Indians of tribe of Kechua, expressing respect to the man, use the word of machu (old man). In that time it is known that the name of cult place of Inc's culture, the ruins of city in the difficult of access highland of Machu Picchu translated as the "Old mountain"<sup>12,p.24</sup>.

Extreme, the difficultness of access to mountain landscapes and unusual sceneries of their landscape assists of development in the habitants of mountains too rich mythological consciousness that in time of postmodern society up to a point of unsacred, and that is why we can see the process of aesthetics and spacious appears in folk work. Mental offenses of landscape (mainly natural) in a folk culture make clear most general cultural collectivistical or archaic types, myths that are related to constructing of deep landscape characters. To them it follows images of rivers, mountains, month, sun, representatives of flora and fauna (for example for the Huzuls: snakes, bear, wolf), that represent the features of perception of natural space in the myth and poetical measuring. However, under act of natural (landscape) and sociocultural factors (language, traditions), this landscape is described by facilities of that, on a background of which all ritual actions about legendary and heroic events from life of people, system of mythological presentations are opened out for a modern habitant of mountains kept, although in something the simplified kind, as on the whole already not able to attain the level of mythological attitude.

In this connection we must admit the interest of native scientists-psychologists in researching of myth problems and ritual, mythological consciousness and mythological presentations (M.-L. Chepa, O. Yaremchuk)<sup>5</sup>, which were founded at the end of XIX century by V. Vundt, Z. Freud, K. Yung. It took place largely due to creative dialogue between them and with the most influential by that time anthropological schools, in particular by the ideas of E. Taylor, G. Frazer<sup>17</sup>, they investigated mythological consciousness of primitive people. Obviously, that psychological, culturological or philosophical research of myths or mythological presentations of personality on this time can come true as within the limits of one ethnic culture (V. Najdysh)<sup>15</sup>, and horizontally (cross-cultural comparison of the mythological phenomena of different people, ethnoss and ethnographic groups) (M. Eliade)<sup>7</sup>, and also apeak, in the process of psychologist historical changes (V. Regabeck)<sup>16</sup> and others.

Nowadays, researchers are interested, first of all, in mythological presentations, individual myths, monomyths of our contemporaries, first of all habitants of cities, application by them different methods and receptions of individual myth creation and their role in the comprehension of the surrounding world and influence on everyday behavior. Thus a eco cultural factor - weakening of their contact with a natural environment which, to our opinion, comes forward as an original source of these presentations, that gradually grows shallow and dehydrated. In fact, analysing folk christianity ("space christianity") of peasants of Eastern Europe of M. Eliade asserts that in folk christianity and to our days find the displays of some lines of the mythological thinking<sup>7,p.164</sup>.

In the research "Psychology of everyday consciousness", O. Ulybina marks after S. Moskovichy, R. Bart, A. Tchostowy: "after the structure and rich in content features workaday consciousness of modern man in sufficient degrees near to mythological"<sup>18,p.103</sup>. Peculiar mythological nature comes everyday consciousness to the conclusion author. Thus a researcher notices justly, that a statement about mythological nature of workaday consciousness needs more detailed verification that is based on the analysis of features of prevailing of form of sign mediated. Taking into account these remarks lets analyse the features of mythological presentations of Huzuls in the past and in our time, leaning against ethnographic secret services of past century, and also on the results of modern psycholo-pedagogical researches and experience of teachers from mountain schools.

Examining natural and socio-economic factors that stipulate the specific of menage and culture of habitants of mountains, Y. Kopchak, L. Kopchak and O. Chrushch mark - the "psyche of highlanders is sent to transformation of the world, that surrounds it, on creation new. The beauty of Carpathian mountains and Appalachian mountains, various changes of mountain landscapes, game of light and shadows, deep precipices and lithoidal and wooded - all causes the anxiety of the soul: imagination, fantasy"<sup>11, p.339</sup>.

About riches of mythological presentations of Huzuls we find mentions in many works of researchers, that studied a culture and way of life of this ethnographic group in the end of XIX and XX century. One of the founder of researches of culture and way of life of Huzuls next to I. Wagilevich, Y. Holowatskyj has become the Ukrainian writer, ethnographer S. Vytvytskyj. From the 1854 he got a parish in Jeabje (near Verkhovyna), not once traveled by mountains, was in the villages Sheshory, Mykulychyn, Byrkyt etc... In 1863 the scientist wrote a book "Historical essay about Huzuls". On the basis of the supervisions S.Vytvytskyj comes to the conclusion that "Huzuls have quite a bit different habits both especially domestic character and public. They considerably differ from the customs of other habitants of Rus"<sup>20,p.52</sup>. Also he repeatedly notices worthy attitude of Huzuls toward vatra "that flames not only at night on mountain valley but also in Easter Saturday at sunset of a sun the circle of every yard on a knoll can be seen large fire". In a book specified on valid attitude of Huzuls toward snakes and other reptiles ("Do not beat Sofiya (skunk), because you will be scared").

Interesting and rich in content in this plan are also later descriptions of the known Polish writer S. Vincenz, who is often named Huzuls Homer. S. Vincenz was born in 1988 on Kolomyja district, and conducted childhood in the village of Kryvorivnia in the house of grandfather. Being a child he became acquainted with I. Franko. After studies in Kolomyja, Stryi, Lviv and Vienna he returns to Huzul lands. Afterwards S. Vincenz wrote a trilogy about the life of Huzuls "On a high mountain valley", in which he represented the detailed way of life of Huzuls, their character, belief trait and mythological

presentations in detail. He writes: "here all life of whole generations and families depends on large efforts, from their favour or hostility, and it is protected or threatened by events and signs that look good and unknown. Because those various forces, though on every day are fervently quiet, though hide diligently from a human eye, and have everywhere - among beasts, among plants, and also among people - servants, spies, relatives and children"<sup>19, p.145</sup>.

In ethnographic labours of I. Franko we find comparative research of culture, way of life and ethnic disposition of two ethnographic groups, habitants of mountains - Huzuls and Bojky. If Bojky I. Franko characterizes as more practical, apt to trade and wandering opeople ("Bojko is more practical, he looks at a thing from the point of view of utility and expediency")<sup>8, p.87</sup> and, that is represented in something to laconic style of clothing, decorative pattern, tools, domestic utensil, then Huzuls appear as they love nature, legends, fairy-tales and stories, transmitter of various mythological presentations, that appears in general aestheticism of their attitude, complication of ornaments and colours of clothing and dwelling and others like that.

In 50-80 of XX century, when soviet ideology up to a point served as the substitute of religious attitude, the researchers of Huzuls way of life continue to look after, to describe and underline expressive myth ideas of Huzuls about the surrounding world, that without regard to atheistic propaganda, was kept and passed between generations. In the collection of ethnographic labours "Huzulshchyna", that was published in 1987, except the changes of method and way of life, improvement of food ration, modernisation of menu, clothing, interior of accommodation maintenance of signs is marked mythological world view. In a division marks world "View presentations and beliefs" R. Kyrchiv thinks: "records of ethnographers of XIX - the first decades of XX century and modern field materials certify an important role in traditional attitude and everyday way of life of Huzuls of beliefs in sorceries, fortunetellings, prophetic dreams, different signs, amulets, force of orders and invocations... magic properties of the potion collected in set time, in kind and bad time, easy and heavy days of month, week, kind and bad pores of day, happy and unhappy place and others like that"<sup>13, p.246</sup>. Taking into account it no less important in the conditions of modernisation and attempts of untraditional way of life of Huzuls under act of soviet ideology it became development and strengthening of all spectrum of types of ethnic-cultural competence in the structure of vital competence of students of mountain schools at the end of XX - beginning of XIX century. For this purpose by scientists and teachers-practices the row of theoretical approaches, methodical complexes was offered for certain degrees of studies. At the same time and in our time, as justly notices I. Chervisnka to the "habitant of mountain districts from babyhood masterly own various trades and handicrafts, conduct the natural way of life, use the specific for mountain locality receptions of life-support, well medical plants and healthful properties of their application know in an ethnomedicine, id est try to live on the unwritten laws of nature and in an inalienable closeness with her"<sup>6, p.333</sup>.

Obviously, that mythological presentations of highlanders are marked are not individual presentations of personality, they are constructed by an association, but only at certain terms kept and passed between generations during centuries. For this purpose, to our opinion, necessary co-operating of collective subject (ethnic or ethnographic group) with the environment of residence, landscape that is for him by a resource. In the process of this co-operation and communication of members of association the various sociocultural situations of estimation are constructed meaningfulness of influences and risks of environment<sup>3</sup>, the most ponderable ideas about these influences, that gain character universal event that constantly recurs in a myth and ritual complex, are distinguished. Therefore for the modern habitants of mountains, as well as one hundred years back, find the developed enough system of mythological presentations that is constructed by an ethnic group in a process between generation co-operation, on the base of the stored myth and ritual tradition.

In this connection we notice noticeable, at first blush, difficulties of development of sociocultural competence of children that live in mountain region. The speech goes about difficulties of combination of modern lifestyle and elements of traditional way of life that predetermines contradiction of process of their socialization. It is known that the elements of traditional way of life are kept in mountain locality due to the weakness of communications (taking into account a season), remoteness of

settlements, presence of separate farms, villages, manage on the basis of traditional receptions. In these terms personality of child develops in more close co-operating with the representatives of senior generations, with her family members that usually are the transmitters of certain volume of ethnic and pedagogical experience, meets with folk ceremonies and rituals, brought over to the holidays and folk festivals. Next to the ethnic and cultural (ethnic and poetic, ethnic and aesthetic) competence every child that goes to mountain school masters the considerable volume of knowledge, abilities and skills, finds out sufficient readiness to social co-operation in the conditions of modern society, knows the elements of computer skills and something like that, child is ready to adequate social co-operation in modern society type. Besides mass medias give to child information about the urbanistic way of life. However, during his/her life such variant of inculturation presently easily can be transformed in aculturation, migration as "today all people are wanderers that wander in actual fact or after feeling" - marks Z. Bauman<sup>2p.72</sup>. Thus to the man not necessarily to migrate in other country, but it is simple to destroy from a village to the small town or megalopolis, to change a climatic zone or landscape of residence. Coming from the hypothesis of G. Barry about four basic strategies of cross-cultural co-operation of representative of undominant group (integration, isolation, assimilation, marginal), by a potential participant of which there can be everybody in the situation of cross-cultural contact, it is important to comprehend the changes of cultural presentations of participants of co-operation, in particular taking into account cultural distance of participants<sup>4</sup>.

Taking into account the fruitfulness of this hypothesis, it costs to consider it not only in the horizontal, cross-cultural measuring but also to present a cultural contact so called "apeak", in historical-cultural aspect. It will allow in more depth to analyse the consequences of mastering of personality of values, norms, presentations in parallel of two cultures - traditional and modern. Does she have difficulties at creation of the single system of ideas about the world and about its vital competence? On the face of its elements of traditional and modern cultures already almost centuries coexist in the way of life of most habitants of planet and create pre-conditions for enough successful synthesis in behalf of quicker modern and less traditional (mainly mythological) presentations in one more or less integral system. However popularity and prevalence in facilities of mass communication and virtual space of various receptions of re-mythologization and increase of interest of our contemporaries to the processes of individual myth creation compel to doubt in it.

Obviously, that mythological presentations, what of us will designate as primary, are constructed by a collective subject in the process of his co-operating with an eco-social environment and the newest mythological presentations that is constructed sometimes collectively, and sometimes individually, in the process of social co-operation are not quite identical phenomena. Inherent different properties and functions them in the structure of mythological presentations of modern personality and in the context of certain type of rationality. For the habitants of metropolises and megalopolises that already are not the members of the outlined higher collective subjects, the structure of primary mythological presentations is usually absent or reduce, that allows to the "neomyths" to apply on compartment in this structure, gradually to fill them new maintenance. In that time as for highlanders the well stored structure of primary mythological presentations that is generated predefined by the landscape of calm elements of traditional way of life takes place relatively, on that new mythology that is produced by facilities of mass communication is "laid" on, by the newest genres in an art, for example "fantasy" that activate the process of myth and ritual activity in imagination first of all children and teenagers, at what quicker abstractly and virtually.

Thus, development of mythological presentations of highlanders in time of modern and globalization is characterized by complication and inconsistency. Their structure embraces the so-called primary mythological presentations, so secondary (neomythological) presentations that differentiate the sources of constructing and functions. Analysing their changes in a psychological-historical aspect we can establish the unexpected and ambiguous role of neomyths in this area. As a result re-mythologization presentations of this type execute not only creative and such, that activates creative potential of modern personality, function, but also some is hidden other, from a structural side

contradictory and not always fruitful taking into account the individual features of personality that needs further research.

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## SOCIALIZATION OF A PERSONALITY IN RURAL AND MOUNTAINOUS CONDITIONS IN THE CONTEXT OF PROFESSIONAL EDUCATION

YULIANNA MOKANYUK

**Abstract.** The article discusses the features of socialization in education and educational environment in rural and mountain schools. The author analyzes the characteristics of vocational guidance for adolescents; components of career guidance in schools in rural and mountainous areas. The author believes that the need to create and implement proactive forms and technologies to learn. It is primarily about school degree, since it is in the high school age formed the basis of social identity formation. This motivated the study of the methodological aspects of the education of pupils in schools in rural and mountainous areas. Targeting high school students for professional work in general secondary education system needs rethinking science, the result of which should be the introduction of educational practice new meaning of educational work, new forms of career guidance. Before modern rural and mountain schools acute problem enhance career guidance activities. The main content of professional orientation of young people in rural areas is to cultivate students' professional interests to sustainable agriculture in the daily academic and extracurricular activities. In this connection it is necessary to start adequate training for innovative development of rural and mountainous areas in need of systematic approach to training process that involves complex requirements, which form a system of nature.

**Keywords:** vocational guidance, professional orientation, socialization.

The dynamism of modern life "personal orientation of the process of modernization of education" (S. Maksymenko) puts high demands to professional and personal qualities. Currently, we find urgent the statement by academician S. Goncharenko that actually protected socially can only be a broadly educated person who is also fundamentally capable of flexibly reconstruct the direction and content of professional activities due to changes in production technology or labor market requirements<sup>6</sup>.

As the analysis of psychological and educational theory and practical experience state, career guidance center for generation which grows up, is school. The main purpose of professional orientation in schools is to prepare students for responsible career choices, planning the work should guide the students, above all, to achieve the stated goal. Activities to prepare students for responsible career choices is made by the previously developed plan<sup>4</sup>.

Education by its nature is directed to the future, that is unknown, unfamiliar. Preparing growing generations to live in the society of the future is becoming increasingly difficult due to the fast pace of scientific and technological progress and public opinion. Since school, which focuses its attention only on the present moment actually prepares young people to life, unfortunately in the society of

yesterday. Therefore, "it is important not to adapt training and education to the dying society, but pull them out of society, creating and applying in practice the form of advanced technology and the educational process"<sup>9</sup>.

For Ukrainian education the most burning issue is the work of schools in rural and mountainous areas. Their problem is, without exaggeration, can be called national, because of the further development of such schools is largely dependent on the rate and quality of social change in rural areas. Therefore, one of the theoretical and methodological problems of pedagogical science is to create effective conditions for social development and selfrealization of rural and mountain youth. This in turn requires reforming the content, forms and methods of educational work with students of these schools. It is primarily about comprehensive school, since it is in the high school age the basis of social identity is formed. This motivated the study of the methodological aspects of high school education: problems of socialization (A. Anischenko, I. Zvereva, M. Lukaszewicz, E. Monoszon, I. Migovich, S. Savchenko, S. Kharchenko etc.), identifying the psychological and pedagogical foundations of personality (L. Bozovic, V. Rybalka, G. Kostyuk, N. Kuzmin, S. Sysoev etc.), peculiarities of the social and educational activities for children and youth (V. Bocharov, G. Vaynola, N. Zaveryko, A. Cape, Mischyk L., G. Buchanan and others)<sup>1</sup>. Also it is important to pay attention to the works of such scientists as B. Hershunskoho, N. Kuzmina, J. Neymatovoho, P. Pidkasystoho, L. Puhovskoyi, V. Slastoninoho, V. Shadrykovoho and others, which investigate theoretical, methodological and applied issues of education, modernization of educational policy, educational and pedagogical prognostics, conceptual ideas of a new strategy of professional training. Identifying the main components, goals, levels, methods and forms of professional orientation of young people in rural and mountainous areas.

Professional orientation according to the "Concept of the professional orientation of the population" is scientifically sound system of interrelated economic, social, medical, psychological and educational events aimed at boosting professional self-realization and the ability to work of a certain person, revealing her abilities, interests, opportunities and other factors that influence career choices or replacement the type of work<sup>10</sup>.

Professional orientation, as evidenced by the analysis of various research sources, is scientific system of training of the individual to a free and conscious choice of a profession. The main object of this system is the individuality of a student in different age periods of his development from junior to senior school age<sup>4</sup>.

Recently, the number of specialties has increased enormously, leading to attempts to create a typology of professions. Thus, the common concept of professional typology includes five types of professions: "Man - Equipment", "Man - Man", "Man - Nature", "Man - Sign" and "Man - Artistic image." This division is based on distinguishing basic human qualities according to their psychophysiological and psychic significance. A characteristic feature of this concept is the only component composition structure of any profession and types of psychological actions that are specific for various professional tasks<sup>12</sup>.

Orientation of high school students on professional work in secondary education system needs scientific thinking, the result of which should be the introduction into educational practice a new meaning of educational work, new forms of career guidance. Together with the acquisition of knowledge is an urgent need to consistently prepare young people to the profession that meets their personal qualities, and simultaneously supported by state socio-economic programs<sup>10</sup>, and will also be taken into account the specificity and uniqueness of rural schools and schools of mountainous terrain. The main thing in the content of professional orientation of young people in rural areas is the education of the students in the everyday educational and extracurricular activities of the sustainable professional interests to agriculture, to its scientific fundamentals and prospects, love of the land, the nature of his native land, respect for agricultural labor, feeling responsibility for their daily work, assigned work. Without that mentioned it is impossible to psychologically prepare a boy or girl for the right career choice. Interest in agriculture is an important stimulus of early career choices, the key to its rapid development, and later - productive work in agriculture<sup>5</sup>.

The professional development of the student mountainous region resulting in identity and the fact that highlanders and their settlements are located in remote mountain areas. This complicates the traditional organization of school education. The features of mountainous region are worse soils, smaller areas of land suitable for cultivation, the mountains are covered with forests. Highlanders differ from the inhabitants of neighboring lands by occupations and lifestyles. Congenital aesthetic taste, delight in the beauty together with natural and economic conditions lead to the formation of specific professional orientation of young people, the formation of individual style.

It was found that the components of professional orientation work in rural and mountain schools are:

1. Formation of professional experience and professional orientation of students in the educational process, which is realized through the introduction of professions, professional education (professional information) and the formation of students' motives choice of profession, organization of practice in accordance with the characteristics of students with the requirements of their chosen profession (professional activation).

2. Advisory assistance to students in professional selfidentification through the study of individual student motivation and management of occupational choice.

3. The work of teachers, class teachers, psychologists, social workers, professional consultants with students aims to check student progress in their chosen profession and to assist students to enroll in universities, vocational schools<sup>2</sup>.

Important meaning for determining the content of career guidance has a level of professional orientation of students to determine which questioning is conducted<sup>11</sup>. Professional orientation is characterized as a complex of psychological entity that influences the choice of profession and is the effective force that motivates a person to look for this kind of activity in which most fully are embodied personal creative possibilities, interests and inclinations, ideals, spiritual desires and needs<sup>9</sup>. In this context we can identify high, medium and low levels of professional training of students:

- High level of professional orientation - general and professional interests are broad, meaningful and sustained, the system produces significant values, which are characterized by deep understanding of the value of the profession for the individual and for society as a whole;

- Average - general and professional interests are consistent, but not always, combined with an interest in future careers, other interests are limited, valuable orientations express a positive attitude toward a professional capacity;

- Low - general and professional interests are not clearly defined, there is no connection of interest with future career<sup>11</sup>.

High level of readiness of schoolchildren for professional selfidentification is regarded by scientists as the formation of students' independent approach to solving problems of choice of profession and a positive attitude to work, an appropriate level of awareness of the world of professions and the chosen profession in particular, of ways of professionalization, the students' skills and abilities to work with professional materials, the ability to compare their individual psychological characteristics required by professions to develop a professionally important qualities, matching the chosen profession with students' interests, abilities and social needs<sup>7</sup>.

In this connection it is necessary to start adequate training for innovative development of rural and mountainous areas which needs systematic approach to training process that involves complex requirements, which form a certain system, namely:

- cycles is one of the most important methodological requirements for learning process, consistency and consistency in mastery of knowledge, the formation of stable knowledge and skills during training. In the concept of modern education this requirement is organically linked to the two types of self-actualization of the individual: social and personal. Continuity of education provides the creation of social conditions in which a person should have the opportunity and develop personal skills throughout life;

- methodological process of learning and orderliness of their practical application - is primarily creation of such conditions in a society in which individual learners would feel an internal need for self-

development and self-education, not only during training but also afterwards. So methodology is directly related to the practical application of knowledge in the learning process, based on the experiences and needs of society;

- professional and targeted provision of knowledge is a complex relationship of general subjects in-depth study of special training courses which in the future can ensure the effectiveness of their application in practice. In particular, one of the basic principles of program planning and management is "necessity and sufficiency" that could be the basis for a new model of construction and operation of professional training of young people in rural and mountainous areas;

- complex nature of relationships of traditionally formed and innovative approaches to the organization of knowledge system is confirmed by analysis of changes in the global and national systems of education, which, in turn, can be divided into two main areas of the process. The first is to ensure interconnection of traditionally formed systems of granting knowledge with world systems which are oriented on three-stage model of education. The second is characterized by the establishment of schools of a new type of more flexible approach to career counseling that would quickly respond to changes in the needs of the economy and society as a whole;

- deep character of specialization of knowledge as the basis for their next capitalization is directly related to the fundamental nature and professionalization of knowledge that is acquired. Analysis of existing approaches makes it possible to consider such fundamental and professional education, which resulted in a person interacting with intelligent environment that can enrich and create a personal capacity, which in turn is a determinant factor in the effective implementation of professional functions<sup>3</sup>.

Modern rural and mountain schools face the problem of actualization of professional orientation activities. For example, the main methods and forms of demonstrations of such work should be talks, lectures, debates, meetings with professionals, excursions, participations in forums, drafting essays etc. Also it is important to keep in mind the specificity and methods of organizing and conducting career guidance games and training in rural and mountain schools. They help to demonstrate the psychological qualities or skills of the individual, the identification and development of professional aptitudes and help to shape the personal skills for self-determination of the individual components of professional psychological choice. The common thing on career guidance workshops is to teach self-examination (to look inside oneself and see the essence), decision making (to make an informed choice of future profession). Trainings are held in the form of a game, in the form of dialogues, discussions, observing the behavior of other group members. We recommend to elaborate scenarios and outline career guidance sessions, educational classes, interviews, parent evenings, trips etc. Taking into account the characteristic features and problems of rural and mountain areas is urgent.

Professional development of a future professional is based on his social and personal experience. Therefore, mastering the profession and the development of professional skills, in addition to the assimilation of certain cognitive schemes, formation of skills, integrated systems of values and special means of thinking involves a profound transformation of the structure of a teacher's individuality itself as a result of its entry into professional competence. Thus, "the professional development of young professionals, according to a statement by I.S. Alexeeva is a continuous process of acquiring individual professional competence, which is expressed in self-development and self-realization in work"<sup>8</sup>.

Thus, the choice of future profession - is the very first important life problem faced by teenagers. With the reduction of orders for graduates of different fields it is advisable to keep the volume of state orders for training specialists in agriculture for both rural educational institutions, healthcare facilities - training specialists of other professions that are in demand in the rural labor market, as well as in mountainous areas. The way this problem is solved, will result in the welfare and comfort of the young generation in the emotional and personal terms.

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## ECONOMIC-UTILITARIAN AND SPIRITUAL-EXISTENTIAL BASES OF FOSTERING ENVIRONMENTAL AWARENESS IN MOUNTAIN DWELLERS

VIKTOR MOSKALETS

**Abstract.** The article highlights the psychology economic-utilitarian motivation in mountain dwellers to care for nature as a basic resource in their recreation and relaxation activities – the main means of promoting the social and economic growth of mountain areas. Such motivation provides a psychological foundation for the spiritual-existential bases of ecological culture in mountain areas as well as in all natural climatic regions having recreation, relaxation, and health care potentials.

**Keywords:** environmental awareness, environmental damage, psychological factors.

Problem statement: the urgency of raising environmental awareness has increased primarily due to a global (planetary-scale) ecological crisis with a marked tendency to turn into a global ecological catastrophe which can actually lead to omnicide (the destruction of all life). This is the most topical problem facing humanity today in the sense of survival and safety from existing and predictable health-threatening environmental damage.

Ecological safety is especially urgent in Ukraine, whose *whole territory* has been declared a zone of total ecological disaster, but not only because it was the place of the biggest technological ecological catastrophe – the accident at the Chornobyl nuclear power plant. Every year over 20 million tons of harmful waste is emitted into the atmosphere in Ukraine, which is approximately 40 kilograms per every citizen. Over 5 million tons of salts get into waterways; other harmful substances are too numerous to mention. Garbage is hardly utilized; hence it pollutes soil, water, air. Garbage dumps take 4% (!) of the territory of our country. Numerous toxic waste landfills, which are not hermetic enough, can be found all over Ukraine. Carpathian virgin forests and groves are being cut down barbarously, and no effective attempts at afforestation are being made, and so forth.

Extensive foreign and domestic research on ecological-psychological and social-ecological problems shows that a consumerist, utilitarian, materialistic attitude to nature is the major factor of ecological accidents, disasters, crises. Such an attitude views nature as a source of material enrichment, satisfaction of everyday demands etc. (B.A. Bazyma, V.L. Derkach, S.D. Deryabo, G. Gibson, A.A. Kalmykov, S.B. Krymsky, V.H. Krysachenko, A.M. Lyovochkina, O.V. Rudomino-Dusyatska, O.I. Saltovsky, V.I. Skrebets, A.V. Tolstukhov, M.I. Khylo, M. Chernoushek, Yu.M. Shvalb, S.I. Yakovenko, V.A. Yasvin and others).

A consumer's attitude to nature has deep philosophic roots in European culture and mentality<sup>3,p.8587</sup>. Nowadays it has become a natural feature of the total crisis of spirituality and morality, which, according to western researchers, is vividly expressed in the dominance of selfishness, materialistic values of individuals and groups, in the global epidemic of an overwhelming desire for quick and easy money, in material benefit, immorality, thoughtlessness, ignorance, irresponsibility when a person does not think about possible short-term and long-term negative consequences of their actions, behavior, attitude to nature, culture, society.

The main and the most detrimental expression of an exploitative attitude to nature is the creation and use of manufacture technologies whose economic effectiveness is achieved largely due to meager expenses on environment and resource conservation. Corruption in environment – related activities makes this possible – the individuals who are responsible for environmental protection are bribed by those who damage it for mercenary motives. Even an ecologically educated business manufacturer, who cares for existential ecological problems and sincerely wishes harmony between man and nature, has to consider what expenses the ecologization of the manufacture process will involve, how it will affect the net cost and hence the price of the product, and whether it will be possible to sell it at such a price. Such calculations almost always lead to reducing costs on ecologization.

In Ukraine, all this is especially destructive, cynical, and abnormal. In our country, the ecological policy is ineffective and worth less in comparison with the countries of the EU and the USA. Ecological education, raising environmental awareness, propaganda, upbringing do not have a solid scientific-methodological basis, are still undeveloped, unsystematic, fragmentary and chaotic, shallow, frequently ridiculously primitive.

The low living standards of the majority of Ukraine's population, lack of employment opportunities which would provide honest crime-free ways of earning money for a decent life urge people to use any possibility of making money and distract them from global existential problems, including environmental protection. Concerns about the danger of having no means of subsistence dilute the threat posed by environmental damage. Ecologically harmful enterprises «feed» the population – provide the majority of the population in the neighbourhood with the opportunity to earn decent money. For this reason, the population does not insist on such enterprises being closed or on more effective ecologization which requires great expenses, threatening to “hit the owners in the pocket” and leading to other negative consequences; on the contrary, people support the expansion of such enterprises and the building of new ones.

Firstly, all these factors determine the urgency of fostering ecological culture in Ukrainians, and, most importantly, increasing the effectiveness of the country's ecological policy. Secondly, providing mountain dwellers with employment and proper social and economic conditions remains an urgent problem.

The important peculiarity of the second problem is that its solution depends on the effective solution to the first problem.

Core material presentation: An essential psychological factor of ecological damage is the phenomenon of a weak environmental stimulus which was identified by the American researchers P.G. Zimbardo and M.R. Leippe as a result of an extensive scientific study of human behavior in critical ecological conditions and when these conditions improve, which creates an illusion of environmental well-being. They have found a regularity: people tend to feel concerned about environmental hazards and to actively react to them only when these hazards are real, tangible, recurrent, annoying, damaging. But before this happens, most people display their ignorance, primitive selfishness and narrow-mindedness by polluting the environment, wasting water, electricity, etc. There are many people who despite being well-informed about environmental hazards, do nothing to resolve environmental problems because they rely on God, guardian angels, politicians, scientists. The unpleasant fact that environmental damage is not felt immediately contributes to environmentally negligent behavior. Like a cancerous tumor, it builds up unnoticed and becomes evident only after reaching a deep crisis stage.

In the USA and other highly developed countries, there have been numerous attempts to raise environmental awareness by material encouragement. For instance, employees who do not smoke are better paid; those who go to work by public transport get free hamburgers and coffee every day, etc. However, such measures are not effective enough. It is necessary to use more reliable means of generating environmental existential motivation and fostering ecological culture in individuals and groups of all social strata. They need to form existentially responsible, caring attitude to nature and fight utilitarianism, irresponsibility, negligence.

The above – mentioned avaricious is responsible psychology of an average contemporary individual needs to be changed by implementing radical ecological development changes and psychological educational measures; in Ukraine, it seems promising to establish an economic-utilitarian motivation albas is of authentic active care for the environment and better ecological conditions in mountain are as well as in other climatic regions having prospects for relaxation, recreation, and health care.

In many countries, mountain areas have turned from depressive regions into thriving are as for relaxation, recreation, sport (especially skiing), tourism, healthcare, somatic and neurotic disorder treatment. Mountain dwellers make a handsome profit, have steady well-paid jobs and work in healthy conditions. In other words, the living standards in such mountain areas are rather high. A representative example is the Alps, which are geographically and culturally close to our country.

Our Carpathians have a great potential for thriving: a mild climate and landscape; rich vegetation; berries and mushrooms in marvelous coniferous and deciduous forests; an impressive variety of herbs and flowers in valleys and healthy dairy and meat products obtained from them; crystal clear brooks and rivers; numerous healing mineral water springs, most of which are unique; highlands which are good for all kinds of ski trails – all these constitute a fertile area for ecologically friendly tourism, which is rapidly becoming more and more popular. All these opportunities attract people to the Carpathians. The number of visitors directly depends on how clean the natural resources are. Therefore, mountain dwellers need to make a constant active effort to conserve and improve their ecological resources which are the main, crucial determinants of their well-being and hence their somatic and psychological health, which is part of general well-being.

Undeniable facts grounded on solid mathematical – statistical calculations show that improving ecological living and working conditions is proportionally dependent on employees' physical and mental health, which constitutes the state of general well-being – they feel better if the environment al conditions improve both where they work and live (WHO). It is economically ben official for both employers and tax-payers because healthy employees are industrious, active, efficient, productive, they do not need medical treatment benefit, temporary or permanent sickness benefit etc. It is an important component of the economic-utilitarian basis of fostering environmental awareness.

Developing economic-utilitarian motivation for nature conservation should be the basis, the alpha and omega of fostering environmental awareness in mountain dwellers. It is an integral concept of the economic-utilitarian basis of fostering environmental awareness in mountain dwellers and in all other inhabitants of natural climatic regions with a potential for recreation, relaxation, and health care.

The psychological basis of economic-utilitarian motivation for developing an ecologically conscious, active, environmentally friendly attitude can and must be used for fostering a spiritual-existential, authentically responsible attitude to nature. It is well-known that the psychic basis of an individual's authentic (personally salient) attitudes, values, psychic orientations is a synergic complex of emotions connected with the object of these attitudes and orientations. An individual does not care for something that does not arouse relatively strong emotions in them, does not disturb them, leaves them indifferent. Value-related emotions and environmental concerns reflect a whole spectrum of human feelings, with a certain feeling dominating in every case.

Probably, within the paradigm of fostering environmental awareness discussed in this article, the following dominant emotions constitute a modal field: concern-anxiety-fear arising from realizing death threats from a global environmental crisis; grief for someone who has died, been killed or will soon die or be killed in nature; love of native nature as an essential component of ethnic identity – the

emotional and psychological basis of patriotism which is fed by gratitude to nature for welfare and pleasures and by faith in a divine origin of nature. Therefore, fostering love of nature as an essential component of environmental culture is a necessary and significant aspect of raising not only environmental but also patriotic and Christian awareness.

In our opinion, the main axiological ecological content of Christianity, on which environmental awareness should be based, is contained in the following assumptions: God created life on earth – nature and man (human society) with an aim which is still unknown to people but which is noble; this is undoubtedly proved by the following lofty ideals He suggested to people: Truth, Good, Beauty, Faith, Hope, Love. God expects people to be devoted to these ideals in relations to their people, to nature and culture by fighting evil which opposes them, distorts, destroys life – God's creation, which He loves. Therefore, an individual and society which strive to sincerely believe in God, to live according to His ideals, "to have a reverence for life", as Albert Schweitzer vividly puts it, in all its life-giving, life-affirming and therefore wonderful facets – to love nature, protect it, conserve it, care for it not less than for people, society, and culture. If people destroy nature, they will destroy themselves, will commit homicidal suicide, which is a serious sin.

According to E. Fromm, belief in God is the most reliable basis for satisfying a person's fundamental existential needs. In our opinion, at least two of them carry a vivid environmental meaning:

1. The need for roots – a person needs to feel inseparable from the world and to be sure that the environment they live in is stable, reliable, solid, safe, and secure. According to E. Fromm, this feeling is like a baby's feeling of security generated by its symbiotic connection with its mother. For a religious person and a person striving for sincere faith, the world is Father God's creation, which He loves, defends, saves, cares for and expects the same attitude to the world (to nature, culture, people) from His every child – a person.

2. The need for a system of views and devotion – a person needs a stable, steady system of views for explaining the world, its complexity, problems, contradictions. This system directs a person in life, determines senses, reason, aims in their actions, behavior, deeds.

A huge number of psychotherapeutic studies prove that the most perfect and powerful of all such systems is sincere faith in God which directs a person towards love for others, of nature, culture – all the wonderful creations by God and His child – man, which gives hope for an eternal after-life in the Realm of Truth, Good, Beauty, which inspires optimism about the prospects for the world and the desire to perfect it – a believer is sure that with God's blessing and support people can preserve life and civilization on the Earth and perfect it in accordance with Christian ideals. A Christian basis should be the starting concept in creating and practicing environmental culture not only in mountain dwellers but also in all people.

E. Erikson's theory of psychological and social development has considerable potential for developing the emotional basis of an individual's spiritual-existential authentically responsible ecological culture. According to this theory, descendants (children, grandchildren etc), their life, health, well-being are the greatest values for those people who have descendants. Ukrainians, including Carpathian mountain dwellers, have such an attitude. Care for descendants is the priority in an individual's psychological and social development in the second, middle, phase of maturity – 26-64 years of age<sup>1, p.67-69; 2, p.208-209</sup>. That is why developing a stable sense of anxiety resulting from environmental damage, a global ecological crisis which can turn into a catastrophe and lead to onmicide and threaten descendants' life, health, future is a powerful factor in fighting utilitarian selfish motives to damage nature, ecological indifference and passivism, as well as in stimulating environmental consciousness.

As regards teaching this theme in the process of ecological education and fostering environmental awareness, it should be stressed that inability to care for descendants, to worry about them is the main psychopathological symptom in mid maturity, according to E. Erikson<sup>1, p.70; 2, p.209</sup>. It is one of the signs of "a crisis of love" – an individual's inability to love someone altruistically, to devotedly care for them, which is a favorable psychological basis for depressive neuropathic disturbances of existential

character– a meaningless life, anhedonia, apathy, abulia, etc. Stimulating active interest in the lives of other people, nation, culture, nature is the most effective treatment of such disturbances.

To conclude, it should be stressed that, in a psychological and propagandist sense, objective, well-structured and well-interpreted information in the mass media is an indispensable and powerful mean so raising environmental awareness; without its permanent influence, it is impossible to achieve any formative developmental changes in individual and, especially, mass consciousness. Why don't the mass media create the popular conception of a splendid "pysanka land" our region is going to turn into in the near future, according to M. Vyshyvanyuk, head of Ivano-Frankivsk Region Council?

The main credo of human wisdom and reason is "the main thing is health". Existing ecological disasters exert a considerable influence on human health, and predicted environmental problems can be even more detrimental. Therefore, in the process of ecological education, propaganda, fostering environmental awareness, it is necessary to use such facts in order to impress and create an emotional response which can promote environmentally conscious activities.

The ecological revival and prosperity of Ukraine should begin in mountain areas which have a potential for effective recreation and relaxation activities.

Great care for the environment is economically beneficial for the inhabitants of the Carpathians; it is the source of turning mountain areas into thriving zones of recreation, relaxation, tourism, especially ecologically friendly tourism, and health care. Both economic and ecological education of mountain dwellers should be based on the development of economic-utilitarian motivation for nature conservation.

Such motivational psychological factors should be the basis for the spiritual-existential paradigm of fostering environmental awareness, developing mountain dwellers' ecological culture, which is universal for people of all social strata.

Mountain dwellers' ecological culture should have a positive impact on all those who come to mountain areas for recreation and health care.

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## TRAINING OF FUTURE ELEMENTARY SCHOOL TEACHERS TO USAGE OF THE COMMUNICATIVE STRATEGIES IN MULTI ETHNIC ENVIRONMENT IN MOUNTAIN REGION SCHOOLS

MARIYA OLIYAR

**Abstract.** The article characterizes the main aspects of language-related policy in Ukraine. It explores the leading role of elementary school teacher in the consolidation of statehood of Ukrainian language in the mountain region of Ukrainian Carpathians. It analyzes the latest research and publications on the problem of training of future elementary school teachers in use of communication strategies in a poly-ethnic environment of school in the mountain region. The article also defines the most important tendencies that influence a professional-communicative activity of the teacher in a mountain region. It explores the specifics of professional activity of the elementary school teacher in the mountain region schools of Ukrainian Carpathians. It also characterizes the problems encountered by a teacher at his work. The article describes the peculiarities of training of future teachers in communicative-strategic activity in the mountain school region. It also defines the trends of professional training of students planning to work in the mountain region environment, that are not outlined in the existing curricula and study programs. Finally, the article uncovers the concept of ethic-pedagogic approach to the linguistic education of children in mountain region schools, as well as formulates the conclusions and defines the guidelines for further research.

**Keywords:** training of future elementary school teachers, communication strategies, ethic-pedagogic approach.

National state programme “Osvita” (Education. Ukraine in the 21<sup>st</sup> century) puts forward a demand to organize the process of education through the means of Ukrainian languages studying as a main source of accumulation of knowledge about the world, human society, human values, understanding of the facts which prove that language reflects national peculiarities of understanding nations, their history, rich material and spiritual culture<sup>6</sup>.

Ukrainian language policy since the late 80<sup>th</sup> beginning of the 90<sup>th</sup> of the last century is determined by fundamental changes in the society, e.i. by democratization of social and political life, transition to the new type of social and economic relations which mean the creation of new national state. These problems determine changes in the Ukrainian language direction development and its complete functioning. The representatives of many nationalities which inhabit the Ukrainian Carpathian mountains (mostly inhabited by different ethnic groups) master Ukrainian language in particular.

The problems of national renaissance, self-identification are very important in the mountain region now and are closely connected with the concepts of national culture. The mountain region environment

and its multicultural connections helps future teachers to develop such features of character as tolerance towards other cultures. That is why the preparation (training) of future teachers of elementary schools to communicative-strategic activity in the mountain region school becomes more actual nowadays. The elementary school teacher must not only have perfect knowledge of Ukrainian language. He must have perfect knowledge of methods of teaching and must know how to develop speaking (communication) skills of their students who are the representatives of different ethnic groups. A teacher must also possess the best strategies for communicative interactions between the students.

Modern scientific solution of this problem is based on the research of the national peculiarity of the process of education. (A. Bohush, M. Pentylyuk, O. Semenok and others); national language peculiarity (V. Kononenko, M. Makovskiy, O. Fedorak, A. Khrolenko) and national and cultural texts that depict how ethnicity learned the surrounding reality (V. Kononenko, V. Krasnykh, V. Teliya). It is also based on the ethnic pedagogical research which is considered to be the basis for teaching students the Ukrainian language in the national minority schools (H. Vashchenko, H. Vokov, V. Mosiashenko, O. Semenoh, M. Stelmakhovich).

Such Ukrainian and foreign scientists as N. Babych, T. Dridze, H. Shelekhova, V. Kapinos, V. Melnychenko, L. Palamar, M. Pentylyuk and others created the basis of the communicative approach to methods of teaching language. Theoretical principles of communicative strategies education are well described by modern scientists (O. Horoshkina, A. Nikitina, M. Pentylyuk, I. Illyasov, L. Vyhodskiy, M. Zhynkin, O. Leontyev, A. Luriya and others).

The main goal of the article is to provide theoretical and methodological grounding toward the elementary schools future teachers training and their readiness for work in multilingual environment in the mountain area schools (Ukrainian Carpathians).

“Language is a symbol which is necessary to consolidate nation. Nowadays we can observe the desire of the nation to protect, to preserve and to revive their language as a living testimony and natural foundation of the spiritual and cultural self-identification. Language retains unity of the people in their history in spite of classic barriers and social disasters. It unites people in time, geographic and social environment. Language unites people more than politics, religion and social belonging. Sometimes even more than ethnic background”<sup>2</sup>.

It goes without saying that only an elementary school teacher has to establish the state status of the Ukrainian language as a main consolidation basis of the society among his students, their parents and colleagues. A teacher is the person who gives his students first valuable experience of communication in school. The elementary school teacher, especially in the mountain region school, must have absolutely competent knowledge of the state language of their country. He must know the peculiarities of the development of the Ukrainian literature language on the present stage.

It should be noted, that there are a few clear tendencies in the language question in Ukraine now, which make influence on everyday professional and communicative activity of the teacher. According to the research provided by O.O. Taranenko<sup>7</sup>, the establishment of the Ukrainian language in different regions of Ukraine is closely connected with a strong competition with Russian language and its dominant position; belonging of population to different religion groups, unequal distribution between Ukrainian and Russian languages in different social and economic groups. For example, Russian language is dominant in non-government spheres; there are regions with different cultural, social, political and language traditions in different parts of Ukraine such as Halychyna, Carpathian region, Bukovyna, Volyn, Transcarpathia. In spite of some positive steps in language policy, the scientist characterize them as moderately cautious and not enough consistent which is to some extent explainable, because it prevents conflicts on nation grounding. However, not enough consistent policy does not promote establishment of the state Ukrainian language in all the spheres of life on all the territory of Ukraine.

The mountain region school teacher faces the difficulties of objective matter too. First of all, there is an increase of the amount of language users who don't have good command of it. The scientists state that state language standards didn't acquire prestige and popularity all over the country. The language

standards are not supported by means and the institutions that have to do it. V.D. Radchuk states that "Nowadays Ukrainian language is depreciated by the Ukrainian mass media whose task is to develop and keep the standards"<sup>3</sup>. Certain amount of population of Central, Eastern and Southern parts of Ukraine speak "surzhyk". Surzhyk is a low colloquial language which was created by mixing different languages, mainly Ukrainian and Russian. Surzhyk means low cultural and educational level of the speaker who also uses different dialects of the Ukrainian language. The influence of the Western European languages (Polish, Slovak, Czech, Romanian) is more widely spread in the Precarpathian and Carpathian regions. As a result, 10-25% of the words differ from the standard. The ideal way out is if speakers would have to be bilingual or multilingual. But bilingualism, as its researcher H.A. Zymovets<sup>8</sup> states, is only a theoretical abstraction which was actively used by the former soviet linguists. We can observe occurrence of interference of different languages in the everyday language situations which constantly contact with each other.

Ukrainian language is being greatly influenced by the contacts with the Western countries and by the development of the technologies. Many Ukrainian words are displaced from the circulation by such words as show, service, speaker, sponsor, image, supermarket, mass media, nonsense etc. Taking into consideration that even monolingual environment has some deviations from the literature standard, it is obvious and it is not difficult to predict the increase of deviation in the bilingual and multilingual environment of Ukrainian Carpathians mountain region. We can notice the deviation from standard in lexical phrases, grammar structures, phonetic (accent), syllabic stresses, under the influence of the speaker's native language (not Ukrainian). The demand has greatly increased recently to the language training of the future mountain region school teachers under such conditions.

New curricular such as "Modern Ukrainian Language", "Ukrainian Language for Professional Usage", "Basics and Techniques of Communication", "Methods of Teaching Ukrainian Language in Elementary Schools" have been elaborated recently by modern pedagogical institutions. Special elective courses will also help future teachers to use communication in all the spheres of their professional activity. The future teachers must be trained to use all the acquired knowledge and methods of teaching Ukrainian language in the mountain region elementary schools.

Being a teacher in the mountain region school where different nationalities study has also some peculiarities which are not taken into account in the existing curricula and teaching programmes. Not much attention is devoted to the students whose native language is not Ukrainian, Ukrainian is their second one. Students are not gaining enough knowledge about the Ukrainian language and the language features which are typical for a definite ethnic group. Students must know how to use information from ethno-lingua-didactics, ethno-lingua-psychology, how to use folklore and fiction texts in communication development in particular.

The students in Carpathian region multinational (multiethnic) schools may have different levels of the Ukrainian language-from elementary level to oral colloquial or dialect. We should remember that real language level skills can show how the child can use this language. The teacher in his work has to take into consideration and help student to use skills and knowledge of his native language in his state language learning. A teacher must be quite tolerant with the mountain region school students who speak another languages, he must underline the importance of communication in both languages, his native and state languages on a proper level. Denial of colloquial language and dialects in the mountain region school environment cannot be based on the assumption that it is a form of communication of the low social status. The child uses that kind of language outside his home as his native parental language. Any humiliation, mocking of the child's parental language by the teacher cannot be excused. A teacher himself, being a carrier and advocate of the literature language, has to explain students why this or that phrase or grammar structure cannot be used in a particular situation.

Advanced pedagogical science (H. Vashchenko, O. Dukhnovych, I. Ohiyenko, S. Rusova, K. Ushynskiy, V. Sukhomlynskiy, M. Stelmakhovych and others) has always been directing the elementary school teacher toward the development of language personality of the student who is a representative of the other ethnic group. It does not only concern communicational skills and habits, their national peculiarities. This attitude should be expressed by the words: wisdom, politeness, respect

to senior, respect to the representatives of other nationalities, truthfulness, and beauty of the word and its harmony with the world of the personality. Recent achievements in modern socio-linguistic, ethno-psychology, ethnography prove that verbal behaviour of the person is the expression of his ethnos. It is well seen in the person's gestures, mimics which also have influence on the person's development. It is quite obvious that each national system of education has its own ways and means created by many generations. That is why it is very important for the teacher working in the mountain region school environment, to use ethno-lingua-didactics in his activity as a system of "means, educational experience of the nation which is expressed in lexical, phraseological and other language levels"<sup>4</sup>.

Good teachers cannot be called teachers with capital "T" if they do not study traditions, manners, and language peculiarities of the representatives of the ethnic groups in which they work. That is why the question of the communication activities in the preparation of the future teachers can be seen under the new light. Due to the transition of modern system of education from traditional (just educational approach to the components of education which ensures the formation of the creative features of the personality) search of new ways and means of future teachers training goes on. According to three types of language features (language, communication, communication activity) where the most important in teaching language is communicative activity- logic of using methods of teaching has been changed (according to L.V. Shcherba conception). It is the way of teaching from system and structural methods of teaching the language to communicative methods which are directed on mastering the communication activity.

Text, which can be used as an expression of this complex activity like pedagogic communication, cannot be considered for traditional structural, statistic point of view, but it has to be considered in the unity of its 3 main aspects: social, semantic and psychological<sup>5</sup>.

Text acts as a complicated formation with extensive inner structure and specific content under such approach where content corresponds to social role of the mountain region school teacher and his choice of some communicative tactics and strategies.

It is very important to realize that the teacher in his professional activity in not only in the communication sphere, but he is also in the sphere of pedagogical communication. Teacher's task is to make passive partner become active in communication and to be constantly targeted on his unique speaker-student. Contacting with mountain region school students and their parents teacher gets into different social conditions and he acts as a language personality who must use proper means and ways of communication.

M. Bakhtin states that being focused on listener or communication partner means the establishment of special mentality where different points of views, outlooks and social languages meet<sup>1</sup>. The most important is the communication between a teacher and a mountain region school student in this complicated process where the teacher makes the most influence on the student's outlook.

Modern methodology scientist emphasise the importance of keeping up to the ethno-pedagogical principles in teaching the language. A teacher mainly must use ethnic-didactic material comparing folklore and fiction texts. The comparative method of studying should be taken as a basis for upbringing the children on best examples of mountain region folk activity which carries out cultural experience, ideals, rules of communication, etiquette of previous generations. Ethno-psychological, ethno-cultural, ethno-lingual heritage of the ethnic groups which inherits the Ukrainian Carpathians territory must be taken into consideration. Such material fits the process of the development of the relations which leads to mutual spiritual enrichment.

Ethno-pedagogical approach to language education in the mountain region schools with students from national minorities means the teachers ability to draw students attention to native and state languages, to compare Ukrainian language picture with other nationalities, to inform students about the beauty of every language. This foundation will become an appropriate condition for the development of the communicational skills and manners.

We can state that:

- Ukrainian language teacher training in the multiethnic environment of mountain region school must be based on the respect and attention to the students personality with main consideration on language development;
- Professional training of the future mountain region educator teaching the state language and practising the communicative-strategic activities should be based on the modern achievements of ethno-lingua-didactics and the usage of the didactic materials of ethnic origin;
- Education curricula must be corrected, new elective courses must be introduced in particular which will help in better Ukrainian language teachers training in modern mountain area multiethnic schools.

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## COGNITIVE-STYLE APPROACH TO PSYCHOLOGICAL SUPPORT OF THE GIFTED PUPILS MOUNTAIN SCHOOLS OF THE UKRAINIAN CARPATHIANS

ANATOLIY PALIY

**Abstract.** The differential-cognitological point of view, giftedness is “a systemic quality of a personality that develops throughout life and determines their abilities to achieve exceptionally high results in one or more activities compared to those of other people”. Herewith, it is the fundamental concept of general aptitude, under which “the level of general abilities development that determines the range of activities in which a person can achieve great success” is understood. Within the structure of general aptitude intellectual giftedness is singled out as the level of development, as well as the type of organization of individual mental experience, which ensure an opportunity of creative intellectual activity, i. e. an activity, related to the creation of subjectively and objectively new ideas, to the use of innovative approaches to solving problems and openness to controversial aspects of the situation and so on. In order to identify talented children and adults the value of intellectual quotient (IQ) is still most commonly used. Psychometric approach (the measurement of psychic phenomena with the help of standardized IQ tests) to the diagnosis of intellectual giftedness, which is dominant in psychological diagnostics today, by definition, cannot “measure” the phenomena of an individual psyche, since the modern level of psychological science does not allow to proceed to psychological diagnosis, let alone prediction of a certain person’s behavior, on the basis of individual results in performing a psychological test (psychometric test of intelligence, personality questionnaire, projective methods etc).

In our opinion, many problems in psychological and pedagogical support of gifted children could be avoided by making use of cognitive-style approach to diagnosis of intellectual giftedness, creative abilities, propensities and peculiar mental traits of a separate individuality. Objectivity of such an approach is corroborated by the results of individual cognitive styles (hereinafter CS) diagnostics, carried out by means of experimental techniques. In contrast to standardized tests, such techniques allow to perform diagnostic tests individually and reveal the peculiarities of the arrangement and functioning of an individual mind.

Obviously, nowadays we are faced with the need for providing theoretical, methodological and empirical grounds for the development of a conceptual model that would consider giftedness as an integral psychological system, all aspects of which could be understood in the context of age dynamics and mental experience of an individual. CS approach to interpreting and diagnosis of giftedness provides a reliable theoretical basis for working out a systematic methodology of psychological diagnostics of the general aptitude, as it meets the basic principles of humanization of the educational environment in Ukraine. CS approach is child-centered, therefore, it brings in focus individual uniqueness and originality of each child.

**Keywords:** giftedness, creative intellectual activity, differential-cognitological point of view.

The topicality of the problem is due to the fact that the development of gifted children, their psycho-pedagogical support constitute a paramount task of the modern educational system. Systematization, generalization and appropriate interpretation of empirical data on this issue determine the necessity of working out a fundamentally new approach, which would allow to move from fragmented, static understanding of giftedness to studying it from the standpoint of integrity, dynamism and facilitating positive child development.

The purpose of the investigation consists in providing sufficient theoretical justification for applying a cognitive-style approach to diagnosis and psychological support of gifted students.

Nowadays psychopedagogy tries, on the one hand, to provide a solid theoretical ground for the general scientific concept of giftedness, and on the other hand – to solve problems in diverse application areas of intellectual giftedness diagnostics, encompassing all the age stages of ontogenetic development of an individual. It is also concerned with such issues as educational process, upbringing and psycho-pedagogical support of gifted children, optimization of the process of their socialization and self-realization. Although systematic research of giftedness was launched in the 20s of the last century, until now, scientists have not reached a consensus on the definition of the notion under investigation, as well as the optimal strategy for the diagnosis of giftedness as an integral mental phenomenon<sup>1-15</sup>.

Modern definitions of giftedness, despite the active use of terms “system”, “system approach”, implicate mainly its already implemented forms – outstanding achievements, not only of adults but also of children. At the same time, the procedural-diagnostic side of those achievements is weakly disclosed from the psychometric perspective. Talent development is often identified with the dynamics of its separate aspects, without taking into account their interaction with other mental formations in the structure of an integrated personality. Adoption of a systematic approach in this field requires not only an almost complete reconstruction of the existing concepts of giftedness diagnostics, but also the development of new psychotechnological solutions, i.e. a supply of means capable of objective conceptualizing of the research subject as a multidimensional, holistic, dynamic and dependent on internal mental determinants and external conditions phenomenon<sup>9,p.3</sup>.

From the differential-cognitological point of view, giftedness is “a systemic quality of a *personality* that develops throughout life and determines their abilities to achieve exceptionally high results in one or more activities compared to those of other people”<sup>3,p.353</sup>. Herewith, it is the fundamental concept of *general aptitude*, under which “the level of general abilities development that determines the range of activities in which a person can achieve great success” is understood<sup>3,p.353</sup>. Within the structure of *general aptitude intellectual giftedness* is singled out as “the level of development, as well as the type of organization of individual mental experience, which ensure an opportunity of creative intellectual activity, i. e. an activity, related to the creation of subjectively and objectively new ideas, to the use of innovative approaches to solving problems and openness to controversial aspects of the situation and so on”<sup>8,p.243</sup>. In order to identify talented children and adults the value of intellectual quotient (IQ) is still most commonly used. *Psychometric approach* (the measurement of psychic phenomena with the help of standardized IQ tests) to the diagnosis of intellectual giftedness, which is dominant in psychological diagnostics today, by definition, cannot “measure” the phenomena of an individual psyche, “since the modern level of psychological science does not allow to proceed to psychological diagnosis, let alone prediction of a certain person’s behavior, on the basis of individual results in performing a psychological test (psychometric test of intelligence, personality questionnaire, projective methods etc)”<sup>7,p.67</sup>.

In our opinion, many problems in psychological and pedagogical support of gifted children could be avoided by making use of *cognitive-style approach* to diagnosis of intellectual giftedness, creative abilities, propensities and peculiar mental traits of a separate individuality. Objectivity of such an approach is corroborated by the results of individual cognitive styles (hereinafter CS) diagnostics, carried out by means of experimental techniques. In contrast to standardized tests, such techniques allow to perform diagnostic tests individually and reveal “the peculiarities of the arrangement and

functioning of an individual mind"<sup>6,p.8</sup>. Professor M.A. Holodnaya commented on the subject: "Let us reflect on this situation! For measuring different cognitive styles at operational level quite simple procedures, aimed at identifying individual distinctions in cognitive functioning, are used... However, these individual distinctions in cognitive functioning are associated with a wide range of different psychological characteristics of individuality, starting with sensomotoric skills and ending with the mechanisms of psychological protection"<sup>6,p.265</sup>.

Since the first investigations of human intelligence in the 20-40s of the 20th century (R. Amthauer, A. Binet, R. Cattell, H. Eysenck, J. Raven, C. Spearman, L. Thurstone, D. Wechsler and others) in European and American psychological studies and educational systems giftedness is understood in terms of a high level of general intelligence; for identifying talented individuals special tests aimed at gauging intellectual quotient (IQ) are used<sup>4,p.331-340</sup>.

In the US and European systems of Education the classification of levels of giftedness depending on the quantitative values of IQ is in current use. According to it, all gifted children can be ascribed to one of 5 levels: 1) 115 points and more "bright"; 2) 130 and more – "gifted"; 3) 145 and more – "highly gifted"; 4) 160 and more – "exceptionally gifted"; 5) 175 (sometimes 180) and more – "profoundly gifted"<sup>2; 12; 13</sup>.

Today, however, many psychologists refuse to use a high value of IQ as the sole criterion for the diagnosis of giftedness. Thus, in a review article on modern research of the phenomenon of giftedness, E. Winner provides different views on this issue<sup>15</sup>, the matter of which essentially comes down to outlining the "special" types of giftedness, following the classification of special abilities (mathematical, linguistic, musical etc.). We are of the opinion that such classifications lack the main thing: understanding of giftedness as a unique *phenomenological component of an integrated personality* and not just its cognitive-productive, motivational, activity-related or behavioral aspects.

The narrowness of the psychometric approach to the notion of giftedness has led to the appearance of a six-level classification of giftedness in the report of the US Federal Department of Education: 1) high general intelligence (IQ over 130 ); 2) high special abilities (mathematical, linguistic etc); 3) high creative or productive thinking (putting forward new ideas, new products, new design devices etc.); 4) leadership skills (high social intelligence, different kinds of leadership etc); 5) propensities to fine or performing arts (artistic talents); 6) psychomotor ability (sports achievements)<sup>11</sup>.

Consequently, several natural questions arise: What do actually intelligence tests measure? What lies behind the well-known IQ index? M. A. Holodnaya notes that each task of a test (task systems, such as intelligent scales techniques by R. Amthauer, R. Cattell, J. Raven, D. Wechsler etc) reflects some psychological symptom in a gauge of the evidence of some intelligence qualities, which become apparent in a specially designed form of activity. The specific and standardized material, as well as situational environment of the probationer (age, level of development, background knowledge, emotional state, motivation etc) is also important in this context. In fact, we deal with an efficient index that assesses the accuracy and speed of response. Is it consistent to switch from the symptoms (reaction) immediately to the definition of such a complex integrated structure as intellect? Such an attempt would be nothing but professional frivolity<sup>7,p.66-67</sup>.

One should take into account, that each standardized methodology is designed to measure the mythical "average respondent" and is rather a means for experimental scientific research than a practical (pedagogical) activity. The main thing, these tests lack is the unique human identity, which cannot be measured with one single tool, no matter how perfect it is. A renowned classical testologist A. Anastasi, commented on this occasion: "No psychological test is capable of measuring more than some features of behavior. Whether or not this behavior is indicative of any other kind of behavior is can be checked empirically"<sup>1,p.20</sup>.

Nevertheless, in Western psychology the tendency to evaluate intellectual giftedness on the basis of the standard psychometric test results is the dominating one. About 2% of the probationers achieve the highest scores – they are classified as "intellectually gifted". It all turns on the question: are these people really intellectually gifted? We shall try to answer this question from the perspective of the modern achievements of cognitive psychology. Convergence abilities are intellectual abilities that manifest themselves in the indices of the information processing efficiency, and primarily in terms of

accuracy and speed of the only possible (regulatory) response under restricting activity conditions<sup>8,p.244</sup>. Hence, they characterize the adaptive abilities of an individual intelligence. Convergence abilities are presented by three properties of intelligence<sup>4,p.316-318</sup>:

1. *Properties of the intelligence levels*, which characterize the achieved level of cognitive mental functions (verbal and nonverbal) development, providing the basis for the cognitive mapping processes (such as sensory discrimination, speed of perception, manipulation of spatial concepts, concentration and distribution of attention, and so on). L. Thurstone called these properties of intelligence “primary mental abilities”. R. Cattell divided them into “*fluid*” intellect, which is genetically determined and “*crystallized*” intellect – a product of socialization and learning. A typical example of “level” properties of intelligence are the characteristics of intellectual activity diagnosed by D. Wechsler’s or R. Amthauer’s intelligence scale tests.

2. *Combinatorial properties of intelligence* – characterize the ability to recognize different types of links, relationships and regularities. In the broadest sense, it is the ability to match elements of a problematic situation with one’s own knowledge into different combinations. In particular, the widely known tests of verbal analogies were worked out according to this principle.

3. *Procedural properties of intelligence* – characterize the elementary procedure of information processing, as well as operations, techniques and strategies of intellectual activity. In testology this type of properties was not even taken into account, since the test diagnostics focused solely on the assessment of the productive aspect of intellectual activity. Owing to numerous researches in the field of cognitive psychology, new ideas of intelligence as not a static property, but rather a dynamic system of information processing appeared.

Thus, convergence abilities – in the form of level, combinatorial and procedural properties of intelligence – characterize one of the aspects of intellectual activity. Accordingly, low or high test performance shows the degree of well-formedness of a particular convergence ability.

The problem of interpretation of test results should also be taken into consideration. An attempt to apply psychometric tests to these phenomena is based on the assumption that an intelligence feature is a linear (unipolar) measurement, which can be described in terms of “low index/ high index”. In fact, any psychological feature is a multidimensional formation, which has a complex structure. The character of an individual intellectual resource is determined by a balanced combination of cognitive abilities of various types, as well as the formedness of cognitive experience components, individual cognitive advantages, motivation, needs etc.

Problems arise when we try to interpret the lowest results of psychological testing as “bad”, and high – as “good”. Interpretations of such kind are not always correct. There are many individual variations in the character of manifestation of various intellectual features that cannot be limited to the norms of traditional evaluations of test results (for example, each child’s individual cognitive style determines the general profile of their intellectual abilities). Accordingly, deviation of test results towards lower or higher indices cannot be regarded as a deviation from the norm<sup>7</sup>.

Finally, when testing a child of pre-school or school age, one should bear in mind that their actual intellectual abilities show up only in the process of psychological development. All children have their individual pace of maturation and explication of psychological functions, not to mention the gender difference in the dynamics of psychological development.

Once convinced of the low diagnostic and prognostic validity of psychometric tests and the one-sidedness of their results, psychologists began to address a cognitive-style approach to the study of psychological phenomena, which contribute to the formation of an integrated personality. This line of research turned out to be especially effective in diagnosing intellectual giftedness of children of different age, as well as in psychological and pedagogical support of these children at different stages of ontogenesis. This can be accounted for by the fact that the status and phenomenology of cognitive styles (CS) and related intellectual and personal characteristics are determined by a number of fundamental factors: CS, being one of cognitive process characteristics, are viewed as a manifestation of personality foundation, since individual ways of information processing, as shown by experimental studies, were closely related to the needs, motives, affective-volitional and other spheres of

individuality. CS act as an intermediary means, facilitating the connection of situational influences of natural and social environment with behavioural reactions of a person. Furthermore, understanding the specificity of the evaluation and information processing by a person is of great practical importance, since it allows making predictions concerning human behavior in specific situations. The results of studying CS laid the basis for cognitive theories of personality. In contrast to personological concepts, CS theories claim that the determinants of personality traits and characteristics of individual behavior should be sought in the peculiarities of a person's perception, structuring, coding, categorization, interpretation, prediction and understanding of reality<sup>4; 6; 10</sup>.

Nowadays psychologists describe about twenty different structural components of a holistic CS of an individual. Among them the best studied are field-dependence/independence, analyticity-abstractness, impulsivity-reflectivity tolerance to uncertainty, cognitive simplicity/complexity and others. The content of the abovementioned CS and methods of their diagnostics are beyond our research because they are widely covered in the specialized literature<sup>4; 5; 6</sup>.

Modern psychology defines CS as individual unique ways of processing information about surrounding reality (M.A. Holodnaya); sustainable ways of cognitive process organization, which manifest themselves in the individual traits, mental hierarchy that affects all levels, including personal character (A.V. Libin); integral character of personality, associated with the type of reaction or the choice of actions, strategies of behavior and peculiarities of controlling one's cognitive processes, covering a number of special features of cognitive activities in the course of personal development, which can be identified empirically (N.I. Povyakel)<sup>4,p.748</sup>.

However, these somewhat divergent definitions have some common points, highlighting the distinctive features of CS: 1) CS is a structural characteristic of cognitive sphere, which emphasizes the peculiarities of its organization and has no direct relationship to the characteristics of its content; 2) CS constitutes individual methods of obtaining products of cognitive activity, i. e. instrumental characteristic of intellectual activity, which can be opposed to its productive characteristic; 3) CS, unlike traditional unipolar psychological measurements, is a bipolar measurement, in context of which a single CS is described in terms of the two extreme forms of intellectual behavior (for example, field-dependence/independence); 4) CS cannot be defined from the point of view of value judgments, since the representatives of a certain style have particular advantages in situations where their individual cognitive qualities contribute to effective adaptation; 5) CS is a general characteristic of the subject, consistently manifested at different levels of intellectual functioning and in different situations; 6) CS is showing a preference to a particular way of intellectual behavior (that is a person can choose any way of processing the information, however, he involuntarily chooses some particular way of perceiving and analyzing what is happening)<sup>6,p.40</sup>.

The above described approach developed fundamentally new methodological techniques. In CS researches, a child is not supposed to solve the problems in the usual sense of the word. They are exposed to a simple situation without any hard-coded conditions, requirements and time constraints with open type instructions, according to which they can choose their own most convenient variant of response (e.g., to arrange some items into groups according to their own criteria, to express their opinion about a given situation, to make decisions within unlimited intervals of time and so on). In CS approach, there are no regularities for evaluation of individual results. Ascribing of a probationer to one of the two CS poles is carried out on the basis of such criteria as the median. In our investigation we paid attention to one more argument in favor of CS approach – to its humanistic, child-centric essence, which correlates with the pedagogical principle “Non-gifted children do not exist!”, this approach does not sort the children by the mythological criterion of IQ into the elite and the second- or third-best.

The efficiency of applying the approach to intellectual giftedness is determined by the following phenomena<sup>6</sup>:

- a certain ability characterizes the level of success in intellectual activity (i.e. serves as the evidence of its effectiveness). Style becomes a mode of realization of intellectual activity (i.e. its

procedural characteristic). Consequently, different styles can provide equally high success rate of solving a particular problem;

- an intellectual ability is a unipolar measurement (individual indices of ability levels are situated on a vertical scale from minimal to maximal figures), while a cognitive style is a bipolar measurement (individual indices are located on the two poles of the horizontal scale, and depend on the median criterion);

- abilities always have a value context (an increase of abilities is always good). The style phenomena are not concerned with such a context, because poles of any style are equivalent from the point of view of the possibility of effective intellectual adaptation;

- an intellectual ability is variable in time (its levels vary depending on the age, education, experience etc). CS is a stable characteristic of a person, inherent at different stages of ontogenesis and in different conditions of socialization;

- an intellectual ability is specific in relation to the content of certain activities. CS has a generalized form of self-manifestation in various kinds of mental activity.

One of the most surprising results in the field of the research of CS phenomenon consists precisely in the fact of the existence of numerous and diverse links between cognitive style characteristics and personality properties. M.A. Holodnaya emphasizes the contrast between CS approach and IQ-based approach, which at the level of empirical studies proved to be poorly associated with personality traits and peculiarities of social behavior. The implication is that the value of IQ has a very remote relation to the regulation of mental life a person. From this point of view, CS options turn out to be more relevant in gauging the level of intellectual maturity<sup>4, 6</sup>.

Our analysis of contemporary approaches to diagnosis of gifted children demonstrates methodological, methodical, ethical and pedagogical inconsistency of the psychometric approach to the study of psychological phenomena of a person. The results of our investigation highlight the need for a holistic approach to the creation of a unified psychopedagogical concept of giftedness. Obviously, nowadays we are faced with the need for providing theoretical, methodological and empirical grounds for the development of a conceptual model that would consider giftedness as an integral psychological system, all aspects of which could be understood in the context of age dynamics and mental experience of an individual. CS approach to interpreting and diagnosis of giftedness provides a reliable theoretical basis for working out a systematic methodology of psychological diagnostics of the general aptitude, as it meets the basic principles of humanization of the educational environment in Ukraine. CS approach is child-centered, therefore, it brings in focus individual uniqueness and originality of each child.

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## THE INFLUENCE OF LANDSCAPE AND CLIMATIC CONDITIONS IN THE CARPATHIANS ON THE FORMATION OF LINGUISTIC PERSONALITY

ALISA PAVLIUK

**Abstract.** In the current stage of development of our country globalization and integration processes are becoming more powerful. In these circumstances, the problem of preserving Ukrainian national identity becomes urgent. The article deals with conditions of the linguistic identity as the bearer of the Ukrainian national cultural space. Based on the analysis of current researches of individual language learning the author concludes that linguistic identity is a social phenomenon. The development and establishment of the linguistic personality arises in the process of education, training, communication, i.e. in different activities depending on the nature of the social environment in general and speech environment in particular. However, some scientific research allow to affirm the need to incorporate formative influence of the nature on the linguistic identity. The focus of the article is Carpathian region as an environment in which ethnic culture and language were almost no external influences. An important conclusion from this research is that learning the problem of linguistic identity should take into account forming impact of the environment - both natural and linguistic.

**Keywords:** linguistic identity, natural environment, linguistic environment.

Our state does not stand apart from globalization and integration processes of modern society, that's why the problem of preservation of the Ukrainians as the original, independent nation with a strong cultural heritage is extremely important. This requires special attention to cherishing of the mother tongue, scientific approach to formation of the linguistic personality as a bearer of Ukrainian national and cultural space.

The scientists of the Precarpathian National University have a unique opportunity to study the life of the inhabitants of the Ukrainian Carpathians and the impact of social processes on them. Comparing of this research results with the experience of other European countries will help to define the main activities targeted at preserving the factors affecting the ethnic identification. After all the Carpathian region is the environment in which ethnic culture and language have hardly endured external impacts and have been preserved in pure form, because the mountain massifs considerably slow the advancement of integration and globalization processes in this area. The bearer of ethnic value -the language - is the linguistic personality, and therefore setting of mechanisms of its gradual formation and establishment of the peculiarities of verbal-mental activity of the subject under the influence of external factors becomes a significant essence for scientists.

The problem of studying of the linguistic personality became the subject of comprehensive investigations many times. Important aspects of studying of the linguistic personality, namely socialization features in the context of its linguistic origin (L. Vyhotskyi), the notion of linguistic worldview, language awareness and linguistic and speech abilities (I. Gorelov, L. Zasiékina, Y. Lotman), interconnection of thinking and speech in the life of the individual and functioning of the semantic field which is described by the meanings and human's personal meanings (L. Vyhotskyi, I. Gorelov, L. Zasiékina, A. Leontiev), often fall into the field of psychology.

The subject matter of many researchers is the language personality as a linguistic and linguodidactic category. Thus, Y. Karaulov developed a structure, linguistic personality levels, gave a thorough definition of the term. Scientists V. Maslova and V. Krasnykh elaborate the same issues. N. Shumarova studies the competence of the linguistic personality (active vocabulary in the areas of family, outside the family, every day and professional communication), L. Palamar considers the selection of linguistic material in the initial stage of studying the Ukrainian language by non-philological university audience, O. Smolinska explores linguodidactic basics of the national language education of the individual by means of Ukrainian folklore. Some issues of the linguistic personality formation can be found in the works of F. Buslaiev, I. Bilodid, O. Potebnya, I. Franko, V. Vinogradov, S. Yermolenko, L. Matsko, A. Beliaiev, M. Vashulenko, M. Pentyliuk and others.

I. Ohienko and I. Sreznevskyi, V. Sukhomlynsky, P. Jurkiewich, K. Usyynskyi, M. Stelmahovych indicated that spiritual formation, love and respect for native words, land, nation, its eternal values and ideals, awareness of necessity and internal need of communication and knowledge of the world by means of the native language are the integral part of the linguistic personality formation, and that national type of the linguistic personality grows on Ukrainian philosophy ideas, cultural experiences and national achievements, moral and ethical values.

The purpose of this article is to study the forming influence of landscape-climatic environment on the linguistic personality development.

Analyzing the above mentioned research we conclude that the language personality, first of all, is a social phenomenon, it is associated with social, cultural, ethnic sphere of society. The development and establishment of the linguistic personality arises in the process of education, training, communication, i.e. in different activities depending on the nature of the social environment in general and speech environment in particular.

National component of the linguistic personality gives the opportunity to consider the speech activity at an angle of national cultural specifics and take into account ethnopsychological factors. In particular: innate language skills, sensory language, national way of thinking, national consciousness, national identity, national and linguistic consciousness, the unconscious, national character, national feelings, mentality, national-cultural motivation. From this point of view the formation of linguistic skills of primary and high school pupils should be linked with the study of language as the original phenomenon of ethnic and to promote schoolchildren's mastery of national-cultural linguistic component, ethnic knowledge deepening and development of national color of their language. Indeed, as noted by researchers N. Babych, V. Zhaivoronok, V. Kononenko and others, the originality of environment reproduction by ethnic group appears on all linguistic levels. Consequently, as R. S. Druzhnenko noted, the purpose of the native language learning in modern secondary schools should be the formation of the linguistic personality that develops in the ethnic environment, is a carrier and a translator of cultural values, follows actively the tradition of using multilingual means of communication<sup>2</sup>.

However, in our view, taking into consideration the current research, we should not reject the forming influence of nature on linguistic identity.

Carpathian region and its ethnographic formations attract the scholars' attention as the cradle of Ukrainian identity, an inexhaustible source of preservation and enhancement of national culture and language. Ivano-Frankivsk is one of the least urbanized regions of Ukraine. The population of the region is 1 million 460 thousand people (2.9% of the total population), and only 43.4% live in urban areas<sup>7</sup>. And as the large area of the region is a mountain range, mountains still are the environment of

specific human coexistence with wildlife and special influence on the personality formation and development. Interaction with the natural environment (adaptation of specific landscape of the region to its needs and human adaptation to the environment) determines the characteristics of homemaking, architecture, clothing, and other ethnographic features. One of these features is a special territorial dialect that is the mother tongue for mountaineers and reflects their specific worldview that is shaped by the mountain landscape.

The researchers of Ukrainian national character often explained its features by the influence of natural factors. Thus, M. Lavruk notes that powerful tectonic energy of mountain building and a large variety of dynamics of all natural processes occurring in the mountains have a high energy charge for the human psyche, when a short conversation with mountains arouses appropriate emotions, and in constant contact certain traits of temperament and character are formed. Mountain landscapes require from the mountaineers life support systems different from those of lowland area inhabitants and different spiritual and physical skills. Therefore, mountains, much more intensively than plains, affect both the full range of life and the psychophysical properties of their inhabitants, and it means that, despite the unity in the distant or even closer past, the inhabitants of the mountains and hill are still different in ethnocultural terms. For several centuries between the inhabitants of hill and mountains a significant difference has been caused by the lifestyle in various environments. This difference concerns not only domestic economy and customs, but even mentality<sup>5</sup>. And because mentality is closely linked with the language, we conclude about the possibility of forming influence of natural and geographical factors on the formation of the linguistic identity.

Famous scientists M. Piren, H. Hachev, H. Skovoroda, V. Disterveh, K. Ushinskyi, O. Kulchytskyi, I. Rybchyn, D. Chyzhewskyi, V. Sukhomlynskyi and others pointed to the undeniable influence of nature on formation and development of a personality. Thus, Y.-A. Comenskyi stated that a person is a part of nature, A. Shyzyl – that a human cannot live without the primordial, but the primordial shapes us even before the birth, V. Sukhomlynskyi said that nature is the source of inspiration. According to V. Snizhko the natural environment subconsciously creates the conscious of the individual that together with the society creates natural environment, and this in its turn creates ethnical and psychoethnical features of a person. As noted by O. Khrushch, exploring the psychology of Ukrainian national character values, based on the theories of J. Chyzhevskyi, O. Kulchytskyi and other scientists, we can talk about certain features of "the son of the steppe", "the man of the forest", "Verkhovynets" etc.

I. Rybchyn also indicates the dependence of the psyche of people on specific climatic conditions. He explains that some of the differences in the characters of the inhabitants of different climatic zones are not caused by peculiarities of their life, as most researchers state, but by climatic conditions and characteristics of the season.

An outstanding Ukrainian scientist Vladimir Vernadskyi created the noosphere doctrine according to which a person is closely associated with the natural environment in which he or she was born and lives. And as the environment affects people and creates them, a person affects the environment and transforms it respectively. The noosphere according to Vernadskyi is a state of the biosphere when there is the harmony of human interests and the biosphere, that is harmonization of human with nature and society development. The scientist believed that all living organisms are functions of the biosphere and closely related to it in material and energetic terms.

Modern electronics captures national characteristics of crying of a newborn baby, and American scientists from the University of Pennsylvania have reported that newborns distinguish languages long before starting to speak. Through various studies researchers have found out that a six-month baby instantly distinguishes consonants that occur in the other language, but are not used in the mother tongue. Thus, scientists have confirmed ingenious conjecture of Wilhelm von Humboldt expressed in the XVIII century that the language exists as a code in the human brain and neuron cells, genetically transmitted from parents to children. The language studying by the child is a code deciphering. Moreover, the human brain has areas functional importance of which is programmed for the future<sup>4</sup>.

Consequently, agreement with nature is determined by the energy basis. Every person born on the Earth receives the sign of the primordial before birth and comes into the energy basis. This is supported

by scientific investigations of Lithuanian researchers who have made a map of the electromagnetic fields in their country and noted that this map coincides with the map of Lithuanian dialects<sup>8</sup>. In practice, this may be the evidence and the proof of the fact that each specific language is formed under the influence of a particular landscape, electromagnetic, energy and other natural factors. These factors, according to many scholars, influence the formation of personal qualities and human character. For example, a group of Swiss and American scientists have analyzed the genome of more than three thousand people and correlated this data with their place of birth. As a result, they received a kind of map of Europe: people who were born in the same region had similar genetic characteristics. With the new method we can determine the place of birth of a person to the accuracy of hundreds of kilometers<sup>1</sup>.

Ethnic psychologists believe that the descendants of common ancestors living in different natural environments because of the need to adapt to them, become dissimilar to each other within just a few generations. This is because the landscape conditions (individual natural territorial complexes as organic combination of topography, climate, surface water, soil, flora and fauna) have certain influence on shaping not only material and spiritual culture of the community that inhabits the landscape, but also psychophysical features of its members and the collective consciousness, in general<sup>3</sup>.

Even Napoleon called attention to some peculiarities of psyche of the Swiss Alps inhabitants several centuries ago. He explained these features by the influence on the human body of water that mountaineers drank from mountain springs<sup>6</sup>.

The human psyche is a product of complex physiological processes in the brain, and is closely related to its geno – and phenotypes. Among the basic mental processes a prominent place is given to language. Thus, from the above facts it follows that the speech, as one of the mental processes, also depends on the area in which the person resides. For example, we understand well the Ukrainians who were born, say, in Canada and learned the language in their families, but the landscape-climatic, electromagnetic, energy and other natural factors have imposed a mark on them and as a result their language is different from the Ukrainians, who were born, for example, in America or Estonia.

Therefore, in our opinion, we cannot deny the fact of mutual influence of language which a person speaks, landscape and climatic conditions and linguistic environment that surrounds us, on the formation of human mental characteristics as a person, and thus the formation of the linguistic personality.

According to A. Bohush the linguistic personality is a highly developed individual, a carrier of national speech and human culture, who has socio-cultural and linguistic stock, speaks native, state and other languages in a multicultural space fluently, as well as adequately applies acquired multicultural knowledge, verbal abilities and skills in the process of intercultural dialogue with different groups of people. We consider it is necessary to emphasize that under fluent communication in the native language we understand not only good knowledge of their language by national minorities, but also possession of various regional dialects by Ukrainian-speakers. After all, territorial patois are an inexhaustible source of supply and replenishment of the Ukrainian literary language, which helped to keep it as a national treasure and set the language of Ukraine.

Based on the views of outstanding scholars of the past and current experiments' results, we conclude that the area in which the person resides affects the formation of the linguistic personality (set of landscape-climatic, electromagnetic, energy and other natural factors). And this affect is, in our opinion, on the genetic energy level, which is, of course, virtually leveled by the living conditions of people away from their place of birth in isolation from ethnic "roots".

Hence, we agree that the language personality is a person who knowingly refers to his or her language practice, bears the imprint of social and territorial environment, traditions of education in the national culture. Conscious attitude to their language practice in dialect environment, we believe, provides a perfect knowledge and ability to apply in practice, depending on the communication needs, literary language as well as territorial patois, dialect. Education should bring up careful attitude towards local dialects and other elements of traditional culture that have been formed under the influence of natural and geographical factors. After all, the history of the Ukrainian language has convincingly demonstrated that this invaluable national treasure, the very first sign of identity in a

circle of other nations requires the same careful treatment and protection as land, water, air, and finally the human himself. Modern education in Ukraine should be the means of purposeful preserving of the most striking features of identity, bring up national consciousness and regional values.

Thus, the important conclusion from this research is that the forming impact of the environment - both natural and linguistic - should be taken into account at studying the problem of the linguistic personality.

The perspectives for further research are seen in the study of the influence of developmental opportunities of territorial patois on the formation of speech and creative abilities of mountain school pupils.

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## TEACHERS' TRAINING FOR SOCIAL AND EDUCATIONAL ACTIVITY IN CONDITIONS OF MOUNTAIN AREA PRIMARY SCHOOL

LEONIDA PESOTSKAYA

**Abstract.** The article reveals the question of using of the method of coaching in preparation of the students to the managerial activity in the sphere of preschool education in mountain areas. The necessity of preparation under the modern conditions of social-economic development of mountain areas has been proved. The content of the article generalizes basic contradictions between the necessity and reality. The definition of the main points of the research has been given. The attention is accentuated on the basic principles of management and on the notion "coaching" in the process of management of preschool education in mountain area. Coaching includes partnership, potential revealing, effectiveness. Methodology of coaching is based on the principle that the person naturally is sufficiently talented and owns great potential, which isn't realized fully. An important condition of this approach is valuable, respectful attitude of the participants of polylogue to one another. Basic theoretical regulations of the coaching approach have been determined. In the context of selection of teaching technologies on the basis of coaching approach, the method "reflexive team" has been briefly revealed. It is determined that coaching is a style of management, transformed culture: if the authoritarian style is substituted into coaching, then the hierarchy changes from the support of blaming and ridiculing to the objective evaluation, all-hands activity changes to strategic planning.

Coaching approach will allow optimizing the structure of economic activity of a separate preschool educational establishment. The attention is accentuated at the fact, that using coaching with the students at the lessons as a style of management of preschool education, will let future managers of preschool educational establishments to form the skills of behavior in critical situations of mountain area, to enrich their activity with the new means of performing, to develop professional flexibility and mobility, to learn clearly to determine the goals and priorities of activity of preschool educational establishment.

**Keywords:** coaching, mountain areas, reflexive team, preschool educational establishment.

Modern stage of development of Ukrainian, democratic transformations, globalization of the process of young people's socialization, general European tendencies of approaching of educational guidelines on the national basis placed to pedagogical science the tasks of reconsideration of methodological approach and theoretical regulations, which could transform into practice modern technologies of managerial activity for achieving valid effectiveness. With the aim of improving people's life in mountain area, guaranteeing children with preschool education, future managers should realize that these processes depend on the management, which could take into account new

social-economic realities in the settlements of mountain area and those contradictions, which already exist and must be eradicated. We generalized these contradictions in the following way:

- preschool education is recognized by the state as a primary level of continuous education, but regional managerial structures in mountain area cannot provide with this education all children of preschool age due to different reasons;
- the level of differentiation of preschool educational services is high, but possibilities of their realization (due to the regional subjective and objective reasons of mountain area) are insufficient;
- introduction of innovative approaches in management of the system of education is defined by the state as a necessity, but the theory of management taking into account new social-economic and democratic realities of the mountain area is worked out insufficiently<sup>3</sup>.

That's why the necessity to improve preparation of managerial workers for preschool education in mountain area appears. Ukraine's entry into the European educational space demands complex solving of large-scale tasks in the context of higher education in general and preparation of specific specialists in particular. Objective development of the society, radical transformation of the educational institutions demand cardinal changes in preparation of new generation of managers of educational institutions with high level of professionalism and general culture, innovative creative thinking, ability to introduce into practical activity innovative approaches, take into consideration peculiarities of life of people living in mountain area. Solving of the whole spectrum of the problems of mountain area will help active introduction of state insurance arrangements and benefits of people, which were put forward in the Law of Ukraine "About the Status of Mountain Area Settlements in Ukraine".

Preparation of the future managers of preschool education of all hierarchical levels according to the record of the modern social orders should be based on the methodological principles, which is quite fully revealed in the National Doctrine of Ukrainian Education Development and in the researches of such prominent scientists as V. Bereka, V. Bondar, N. Gavrysh, B. Gershunskyi, L. Danilenko, N. Darmansky, G. Yelnikova, V. Kremen, K. Krutii, N. Lysenko, V. Lugovoi, V. Lutai, V. Oleinik, A. Sitsinskii and others.

The Law of Ukraine "About the Preschool Education" states that the manager of preschool educational establishment can be the pedagogue, who has higher education, education-qualification level "Specialist" and record of service in the institution not less than three years. Here comes the conclusion about the necessity of theoretic-practical and professional preparation to managerial activity of managers under the conditions of higher pedagogical educational establishment.

We are going to explain the essence of the basic key notions of our research. Mountain area is the area located more than 2000 meters above the sea level and where real natural environment remained undamaged. Management means the process of purposeful influence of governing subsystem or organization to the governed subsystem or the object of management with the aim to guarantee its effective functioning and development<sup>2</sup>. Management in education is defined as scientifically grounded influence onto the pedagogues, parents and community, made through planning, organization, control and coordination of their activity. Management of preschool education is considered as purposeful activity of all hierarchical links of management, which guarantee formation, preservation, stabilization of functioning and development of preschool education in different forms of its provision for children of preschool age, including the children in mountain area<sup>3</sup>.

Based on this, we find it necessary to follow the principles that are fundamental initial regulations in the process of preparation of managers of preschool education. To these belong systemacy, scientific character, accessibility, variability, connection with life, independence, humanization, feedback, succession and availability, informative sufficiency.

Management of preparation of the future managers of preschool education is examined in three directions: 1) management of students; 2) management of their scientific-cognitive activity. The second direction demands search of innovative approaches, because this direction guarantees qualitative preparation to the managerial activity under the modern educational and social-economic conditions.

We used effective approach to realization of educational management – "coaching", that means, when translated from English – to teach on the bases of partnership, to admonish, to train, to inspire. In

the educational process this approach is based on the determination of coaching: it is "individual training of a person for achievement important for him or her goals, rise of the effectiveness of planning, mobilization of the inner potential, development of necessary qualities and skills, mastering of the foremost strategies of results receiving"<sup>4</sup>.

Coaching means partner cooperation, which helps to reveal, realize potential and achieve necessary results. Coaching includes the following components: partnership, potential revealing, results. Coaching methodology is based on the principle that a person naturally is quite talented and has great potential, which isn't fully realized. <sup>2</sup> We consider that usage the method of "coaching" at the lessons helps to single out and to formulate the problem of management in preschool education, to determine the goal, the ways and the means of their achieving, at that without transforming but revealing person's natural potential, so to say paying special attention at personality's development.

This approach at the lessons cannot give ready recommendations, but it helps to find own specific topical solutions, allows to deepen cognition, to realize self-development and self-motivation, to stimulate own responsibility and creativity, to make the balance between different spheres of life and the team, to learn to orientate to the team and ability to "lead" it to achievement of the stated goal, especially under the conditions of mountain area.

We are going to determine in brief the basic theoretical regulations of this approach. Practice of the modern education in the world proves that traditional authoritarian method of teaching has been gradually, but confidently substituting into the method of coaching to the organization of managerial process, which demands from those who study conscious and responsible attitude to the studies.

The coacher at the lessons is, as a rule, the teacher, sometimes it can be the manager of preschool educational establishment, who owns such style of management and who is invited to the lesson. To the instruments of such lessons belong interactive communication, discussion, which somehow resemble the method of "brainstorming". But it differs by the behavior organization, where the role of the teacher "coacher" revises and changes. The teacher, asking correct questions, helps the future manager of preschool educational establishment to identify independently his or her own goals, the result desired and to determine the best way of their achieving, because in the basis of coaching is usage of special technologies, which help to organize the process of free communication, exchange of thoughts and ideas<sup>5</sup>.

In the context of selection of technologies of teaching on the basis of approach of coaching, we should stop with the method of "reflexive team", which belongs to the Norwegian Tom Anderson. The essence of this method is that "reflexive team" creates the system of observation of the actions of two personalities (a teacher and a student, an educator and a manager etc.), who discuss the problem of the key figure, which is the coacher. Observing the dialogue with great interest, other members of the team don't interfere in the conversation, but have inner conversation with themselves, so to say everybody asks himself or herself.

In the end of the discussion "the observers" are asked to make a pause for reasoning. Turning away from those, who were observed, the team members openly interact with one another, they express their reasons, ideas, thoughts in free discussion. The team conducts its own independent polylogue on the topic, which was offered by the key person, who isn't taking part in the conversation. We understand polylogue as a problem dialogue, which expects multi variative solving of the problems stated usage of different approaches to their discussion, different positions of the participants. The aim of "reflexive team" is to offer ideas, to take into account topical alternatives, present possible positive tendencies of preschool education management. Important term here is valuable, respectful attitude of the participants of the polylogue to one another, it is recommended not to assume the position of others, but to persist on their own, to preserve individuality, own style<sup>1</sup>.

On the basis of the students' activity, their inner resources and potential are mobilized in coaching, true reasons of any complication are determined and unique ways out are found independently. We convince our students that coaching is a style of management, transformed culture: if authoritarian style is substituted with coaching, then hierarchy is changed from the support of blaming or ridiculing

to objective evaluation, all-hands activity – into strategic planning etc. Coaching means ability to teach the other more, then you yourself know and can<sup>2</sup>.

So, we consider that the main principles of our research can be adapted for preparation of the future managers of preschool educational establishments of mountain areas. Usage of coaching at the lessons, as a style of management of preschool education, will allow future managers of preschool educational establishments to form the skills of behavior in critical situations, to enrich their activity with new methods of performing, to develop professional flexibility and mobility, to learn clearly to determine the goals and priorities of activity of preschool educational establishments, collective body and to manage the situation, because its main task is help to the person in the search of his or her own solution, but not the solving of the problem, which can lead to realization of the “Frame Convention about Protection and Stable Development of Carpathian Mountains”, resolution of the Congress of local and regional authorities of Europe “Stable Development of Mountain Areas and Experience of Carpathian Mountains”.

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## PRESERVING THE TRADITIONS OF EASTER EGGS IN THE EDUCATION OF CHILDREN OF THE HIGHLANDS

OKSANA POYASYK

**Abstract.** Nowadays the problem of spiritual revival of society is acute. Welfare in general depends on the spirituality of each of us. Spiritual and cultural level determines the strength of the nation. One of the most important tasks of spiritual education is to cultivate the sense of belonging to the people, traditions, art and history. It begins not only with mother's lullaby, parental word, granny's tales, folk songs, proverbs, riddles, but with the subjects of folk art, which provide wisdom of ancestors and human values. Folk art provides an excellent basis for the development of culture. It all passes, generations are dying, everything is turned into ashes; only the spirit of the nation remains embodied in the works of folk art.

**Keywords:** spirituality, folk art, egg painting.

We, Ukrainians, have to turn to our own history of 1000 years and, facing the future, to preserve the cultural heritage of our young country – its historical past with its culture and good traditions, parental faith and rituals and to revive public schools, not to let our unique songs, colorful traditional patterns, age-old crafts die. These objectives should become main for us.

Rites and rituals have a great value in educating. A number of people over the years established actions related to the implementation of domestic and religious traditions or guidelines. In these forms (especially rituals) actions, thoughts and feelings of previous generations are embodied. They are important for social relations and proper functioning.

In the education of children of the highlands holidays are extremely important. Most researchers define them as forms and manifestations of national cultural traditions and customs.

Ukrainian people implemented in a small egg their soul, thoughts, talent and artistic vision of the world. Pysanka (Easter egg) is a real masterpiece of miniature painting, a creation of hundreds of generations of Ukrainians, their creative thought, heart, long history and culture.

Egg existed in the beliefs and way of life of many people as a symbol of the sun, which was put first yet in the pre-Christian cults. Honoring egg was due to people's association of an egg with the spring revival of the creative forces of nature. Stories about the egg as a source of life and the universe were widely spread among ancient peoples.

Pysanka is an important part of Ukrainian culture and traditions. Being a symbol of Christ's resurrection, it plays an important role in religious rituals. Pysanky and krashanky (painted eggs) are known to many nations. Many legends, superstitions, customs, traditions and ceremonial rituals that originated in pagan days are connected with them. They varied and, with the adoption of Christianity,

gained new functions associated with the consecration rituals during Easter, the most important Christian holiday. Ukrainian pysanky are known to the whole world. They have become a kind of national symbol. This is one of the most striking phenomena of ornamental art in Ukraine.

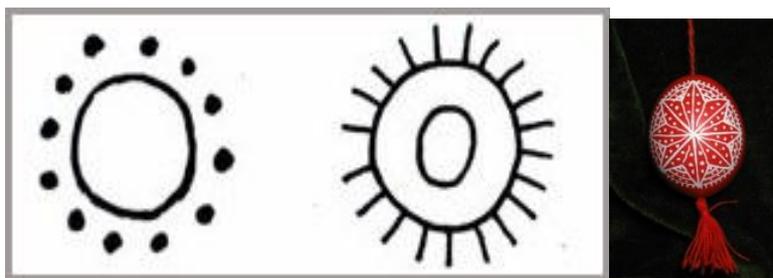
Among Easter eggs of the world, the ornaments of the Ukrainian pysanky of the Carpathians, especially the Hutsul region, stand out for their unique beauty, rich decorative figures and color, diverse elements and motifs painted. In villages, they painted eggs in one color. They, sometimes, scratched patterns on them, then ornamented eggs with wax and painted in several colors; while in the city they resorted to various artificial techniques – glued pieces of colored paper, foil, fabric and thread. For coloring eggs, onion peels (collected in advance), were best used. Depending on the color of the peels, the color of eggs was from light red to dark brown. Geometric motifs were most common on Hutsul pysanky, but they often depicted domestic and wild birds and animals: roosters, hens, fish, butterflies, deer and crayfish.

Annually created, pysanky had the symbols reflecting the diversity of local characteristics of each region; though, there were some common motifs throughout Ukraine. According to the most common elements of ornamental motifs, pysanky are classified into the following groups: symbols of the sun – a source of light, warmth, life and male energy; symbol of water (*bezkonechnyky* (water waves)) – water, female power; symbols of plants – annual rebirth of vegetation and fertility; a symbol of animals – health and life (an ancient symbol of life and death); geometric symbols – the desire for a better life; religious motifs (church) – an earthly image of the cosmos.

They divide the surface of eggs into fields of various shape and size forming the basis for the deployment of elements of ornament. The Analytical Indexing technique is complex and requires a clear sequence. Plants, flowers, birds, animals, crosses, buildings, household of the Carpathian people, work processes, recreation – all of them are reflected on the egg serving as primordial material for ornamental decorations. We, like our ancient ancestors, enjoy first spring leaves, listen enchanted to the singing of a lark, enjoy over the river<sup>1</sup>. To express the eternal, our ancestors created characters. Let's look at the most important ones.

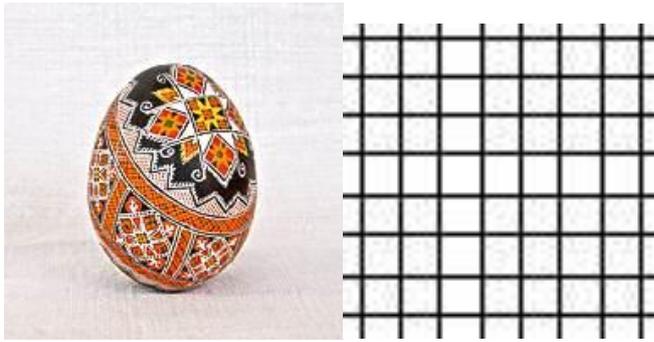
- *Sun*

All the best that there is in human life is connected with the symbol of the sun. In Christianity, the sun was a symbol of God, as God is light.



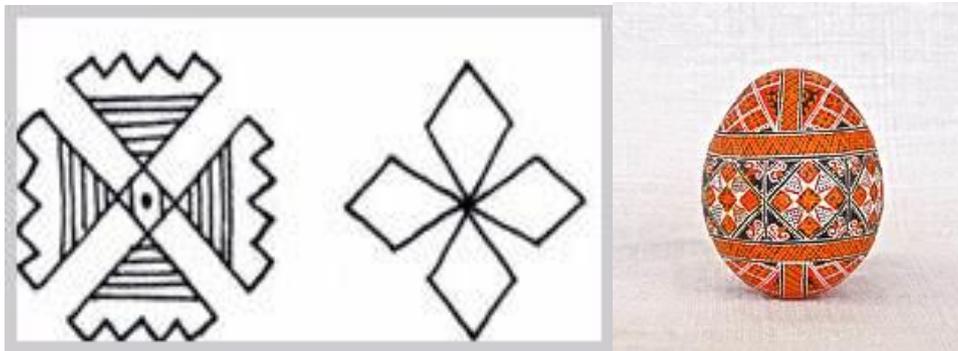
- *Grid*

Grid and sieve, according to ancient belief, like mascots have the force against evil spirits and separate good from evil. Some elements on the egg (circles, squares, triangles etc.) are often filled with grid.



- *Cross*

Cross is one of the signs of the sun, a symbol of the universe, four cardinal points, four winds and four seasons. It originates from the schematic representation of a bird, as in ancient times the sun was perceived as a bird flying in the sky. In Christianity, cross is a symbol of suffering, death and resurrection; with it the church starts everything; it blesses and sanctifies.



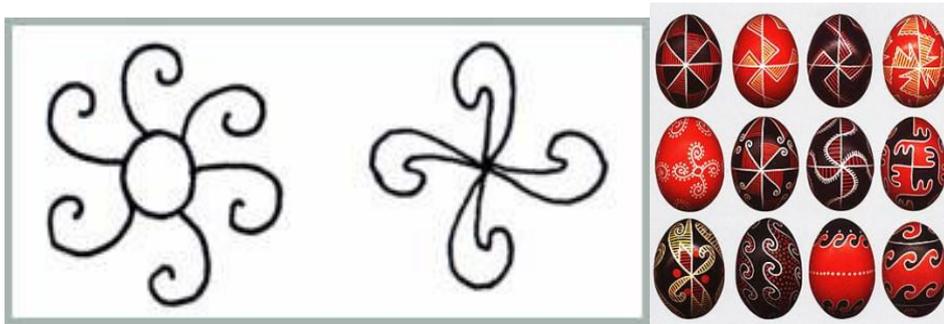
- *Tryrih (a three-horn) or trynih (a three-leg)*

One of the oldest symbols of the sun and the holy sign of the number "three".



- *Swastika, svarga or broken cross*

It is one of the oldest symbols of holy fire, sun and perpetual motion. Its earliest images are found on products of primitive hunters, which is about thirty thousand years ago. According to folk beliefs svarga stood for good and protection from the dark forces. Varieties of svarga are widely used not only in the craft of Easter eggs painting, but also in embroidery, pottery and woodcarving.



- *Horse*

The Horse symbol is associated with sun worship. According to ancient legends the sun travels through the sky in a chariot drawn by fiery horses. In Christianity, Horse is an image of a fearless prophet of faith, irrepressible and ready to sacrifice.



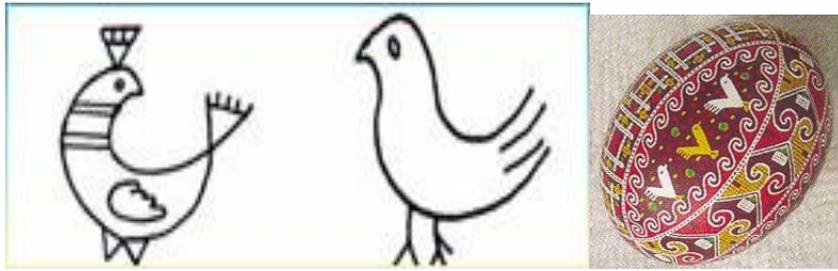
- *Deer*

Deer is a symbol of abundance and wealth. It existed since primitive hunters when the meat of this animal was the staple diet, its skin was needed for clothing and housing construction, and its bones and horns were used for making weapons and jewelry. In folk mythology, the heavenly deer carries the sun on his horns.



- *Bird*

Bird is a symbol of the origin of life, fertility, offspring and wealth, a half-earthly and half-heavenly creature. Rooster was considered the guide of God's sun and the guard against evil; Dove, the symbol of love, loyalty and harmony. In Christianity, a bird is a symbol of ascension to God.



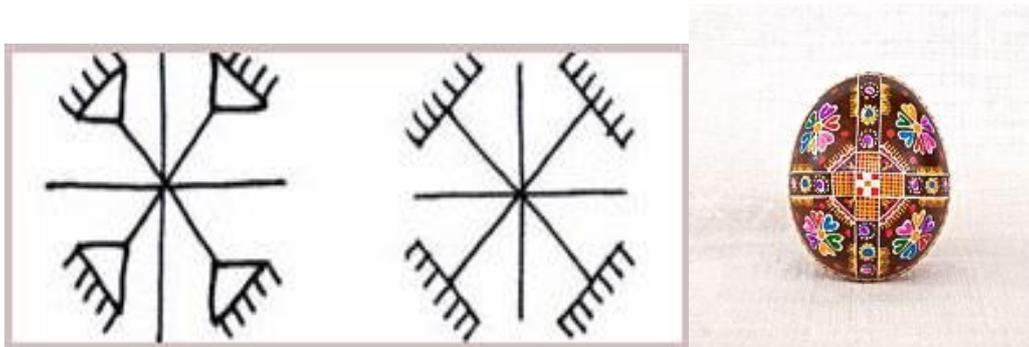
- *Rose, rosette, star*

It symbolizes the sun and the morning star. It contains a saltier, a straight cross and left-hand and right-hand swastika. In folk symbolism it is the constant symbol of love. One presents someone with an Easter egg with a rosette ornament to declare his/her love.



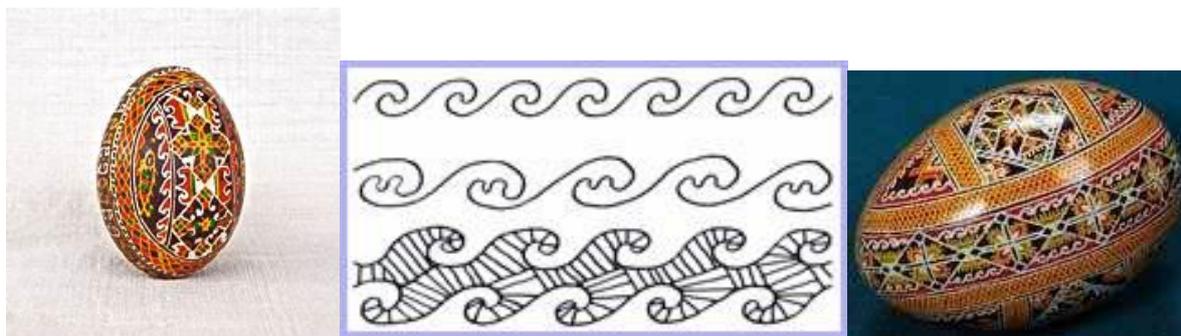
- *Rakes, combs, rakes with triangles*

These belong to symbols that are associated with water, clouds, and rain. People designed pysanky with rakes in times of drought, thinking that by painting this sign, they can call long-awaited heavenly water.



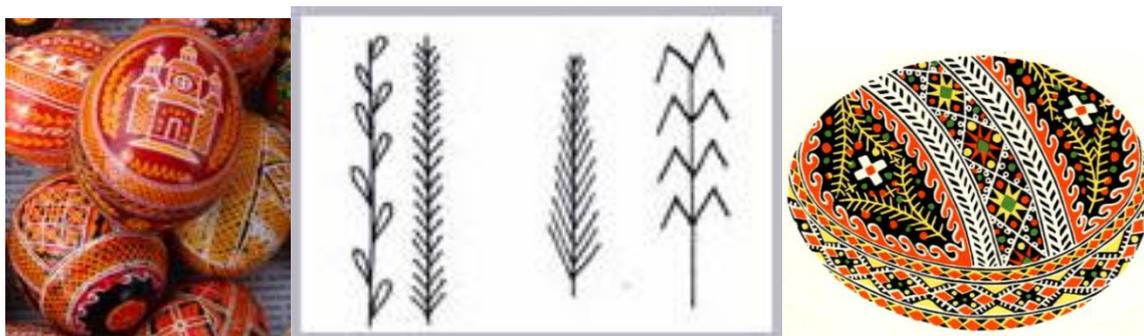
- *Bezkynechmyk or water waves*

It is a sign of one of the most important elements of environment – water. Being essential for all life, yet water could be angry and merciless during spring floods. Marveling over the power and constant flow of water, our ancestors used this symbol to indicate eternity.



- *Spruce, pine tree*

They are regarded as a symbol of eternal youth, health, growth and immortality.



Hutsul pysanky are easy to recognize. They resemble ornaments of the gold Carpathian fall. Mountain features of the region, its geographical remoteness from main roads in the past resulted in isolation in all spheres of its life. This left its mark on the uniqueness of folk art, which preserved features of an age-old Slavic culture, paganism. This is particularly noticeable in the ornaments of Easter eggs. To the most common images belong the following: deer, horses, cows, fabulous birds, cranes, fish, doves, swallows, mythical and fantastic creatures. There are often crucifixes, churches, crosses of various configurations, chapels and other images of sacred content. But the plot and genre motifs are the things that attract the most, as they recreate various scenes of mountaineers' way of life.

Colors of Easter eggs also have their meanings:

*Red* – a symbol of life and health;

*Yellow* – a symbol of the sun;

*Blue* – a symbol of water;

*Green* – a symbol of nature and vegetation;

*Brown and black* – a symbol of the earth.

The palette of Easter eggs is based primarily on yellow and green colors of different tonal richness against the dark brown, dark red or black background. In recent years, their traditional palette has enriched with blue, red, pink and purple colors.

Thus, education of pupils of the Highlands on the basis of national and cultural traditions of the Ukrainian people ensures their initiation into high spiritual and material heritage of its people, adoption and enhancement of best practices, moral and aesthetic values, and other items of cultural heritage, the best mental qualities of the Ukrainian people, the specifics of its emotional and intellectual spheres that are kept by the nation, developed and transmitted over the centuries.

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## MODERNIZATION OF THE RURAL SCHOOL: PROBLEMS AND PERSPECTIVES OF CARPATHIAN REGION

LIUBOV PROKOPIV

**Abstract.** This article is about the rural schools in the Carpathians. The author speaks about the problems and prospects of the school in the Carpathians. In Ukraine today in the mountainous region large quantity of rural schools are with low occupancy. Reduction of the number of school-age children in rural areas leads to poor occupancy of schools and inability to maintain them properly by local authorities. Today in Ukraine within rural schools there are primary schools, educational complexes "School-Kindergarten", numerically small schools etc. The author speaks about a problem: how to give qualitative education to a student in the countryside? This article analyzes the problem of quality education in minority School Mountain, search teacher who would work in the village.

**Keywords:** quality education, mountainous region, poor occupancy.

The XXI-st century - is the period of major economic transformations. Total commercialization of Ukrainian society, desire to accumulate wealth lead to the destruction of spiritual values, replacing the traditional ideals of our nation<sup>7</sup>.

In this context, there is a gradual destruction and disappearance from the map of Ukraine such phenomenon as the village school, the question of existence of which were the subject for research studies by O. Bida, B. Kuzya, N. Prysiashnyuk, A. Savchenko and others. The problem of functioning and preservation of rural schools in Ukrainian Carpathians region under current conditions is important.

We should see two-side nature of the problem: on the one hand the need for preserving schools in rural areas is due to the existence of the village as a unit, it is here where we are still able to preserve the social basis of Ukrainian culture, formation of values foundations of social life; on the other – on conditions of poverty and social stratification rural school currently does not provide pupils with qualitative knowledge.

In this context, many legislative projects are worked out at the national level. In particular, the project "Concept of Human Development for the period till 2020" provides development of key sectors of the humanitarian field, including attention drawn on the development of rural infrastructure, improvement of the quality of life of the rural population and schools including. "An important element of the process of formation of the value paradigm of humanitarian development is change of ideas about the concept of "quality of life"<sup>1</sup>.

In the context of above mentioned, the strategic direction of the school development in the village is its quality provision that “along with the welfare and human health becomes mandatory factor and indicator of success and well-being of citizens. Qualitative education must meet social needs, and diverse needs of the individual, as close as possible to take into account inclinations, abilities, interests; form capacity for cooperation and further education throughout life; educate humanity, tolerance, responsibility in relation to people, nature, society and the State”<sup>1</sup>.

Improvement of the quality of rural education confirms the fact that two-thirds of schools in Ukraine are rural (12.8 thousand, or 65%, 1,3 million students are educated).

According to statistics, a network of schools in rural areas during 2008-2012 was reduced by 1053 schools. On September 2012 - 12,799 establishments (1,319,573 students)<sup>6</sup>, and occupancy of rural schools is also reduced (see Tab. 1):

<i>School types</i>	<i>Number of schools with small occupancy</i>	<i>Number of students</i>
Primary school	474	to 10 persons
Secondary school	1559	to 40 persons
Comprehensive school	2521	to 100 persons

*Tab. 1. Rural schools with low occupancy 2012/2013<sup>6</sup>.*

As the Tab. 1 shows a large quantity of rural schools are with low occupancy. Here the question is: on the one hand - a small number of students should contribute to quality of education, on the other hand - the lack of staff and financial capacity does not improve the educational level of students.

Reduction of the number of school-age children in rural areas leads to poor occupancy of schools and inability to maintain them properly by local authorities, and therefore a state program “School bus” was introduced, within which delivery of children to schools in larger settlements is ensured. However, according to the Ministry of Education and Science of Ukraine in 2011 14208 school children were not covered with it due to constant underfunding, high proportion of defective and obsolete vehicles, poor road network, no roads with hard covering<sup>2</sup>.

In such circumstances, the inevitable is the question of diversifying types of rural schools in Carpathian region. Today in Ukraine within rural schools there are primary schools, educational complexes “School-Kindergarten”, numerically small schools etc<sup>5</sup>.

But such a classification of rural schools today is in a state of change, which is caused by some controversy of development of rural schools in Ukraine:

- the introduction of positive changes in the content of state standards (the document aims to fulfill the tasks of primary and secondary schools, which defines the requirements for basic education of both students and high school): introduction learning a foreign language, science, computer science, etc. to the content of education on the one hand; and on the other - inability of quick and quality provision with material resources and specialists;

- availability of material resources and lack of technical equipment.

According to the Ministry of Education, 11089 rural schools have their own central heating or boiler, water supply - 10791 (including hot water - 5358), a canteen or buffet with hot food - 11612 (723170 people), physical training gym - 8578, teaching and research areas - 6139; household sector - 274 secondary schools. The problem is the lack of qualified teachers and technical equipment: in 2011 only 57.39% of rural schools were connected to the Internet <sup>2</sup>. Although computerization and informatization of schools reduce impact of the factor “geographic distance” cutting “digital divide”, overcoming the gap in teaching students from rural (mountainous) areas and small towns<sup>3</sup>.

There is a conflict between the needs of education of a citizen and underestimation of teaching component in education.

Not taking into account the influence of education on identity formation makes it impossible to develop moral values, the commodity-money relations become priority. Antisocial lifestyle of modern

rural as well as urban youth has led to the fact that according to polls 40% of Ukrainians “are concerned about drugs, alcohol in the school environment, the appearance of immorality, lack of spirituality, early sexual relations”. Each fifth has inequitable attitude of teachers to students, the nature of the relationship between students, largely due to income inequality”, weakening the impact on school life choices<sup>5</sup>:

- conflict between increasing educational workload on students and their health weakening;
- among the major health problems of students is growing educational workload, lack of exercise, poor scheduling, problems with food and drinking water, bad vision and more;
- conflict between the existing level of educational services and the need for qualitative education.

There is a problem: how to give qualitative education to a student in the countryside? To solve the problem, in 2012, at the parliamentary sessions, “Rural Education: crisis tendencies and possible solutions” sensible and important recommendations were made that should be taken into account:

The way out of this situation is to create educational districts. However, in the opinion of the President of Ukraine optimization of the network of educational institutions “has no right to deprive the opportunity to study according to the location of home, because transportation of children to a big school creates for children a very long school day”<sup>4</sup>.

Another option for school in the village, in our opinion, is the study and implementation of best practices and creation “family school” with a small number of students, complex “School-kindergarten”.

Of course, qualitative education in a rural school with a small number of students depends on the quality of teacher training, improvement of financial condition and motivation of young scientists in the countryside.

Progress in knowledgeable, innovative information society requires modernization of educational environment.

The achieved status of information and innovation of small rural schools in Ukraine requires also improvement. According to statistics, “in terms of speed in informatization Ukraine lags behind not only world leaders, but also neighboring countries - Poland, Russia and others.

Special role in improving the work of small rural schools, solving problems of its quality belongs to distance learning and electronic educational resources which should be effective complement for traditional forms of education, build competency based approach to training. These modern forms of education are important in terms of the implementation of specialized education in the development of rural schools. They give positive effects to work with children with special needs, gifted children.

Thus modernization of school education should provide consistency and completeness. Today obvious is the fact that due to the introduction of information and communication technologies, differentiation, individualization of the educational process, the expansion of space for innovation it is possible to solve problems rural schools with a small number of students.

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## PROVISION OF SOCIALIZATION OF THE PERSONALITY IN THE PRESCHOOL CHILDHOOD IN THE MULTICULTURAL EDUCATIONAL ENVIRONMENT OF TRANSCARPATHIA

ANNA REHO

**Abstract.** The rapid tempo of social changes is inherent in the modern Ukrainian society that has resulted in the actual and problematic personality socialization questions in preschool childhood. This period is exactly that sensitive period for the primary child world view formation, consciousness, social features etc. The stay in preschool educational institution plays an important role in preschool age child personality development.

Transcarpathian region is the region situated on the southwest of Ukraine within the western part of Ukrainian Carpathians and Transcarpathian lowland. At about 80% of the region's territory is covered by the Carpathian Mountains. In accordance with the Ukrainian Law "On the Status of Mountainous Settlements in Ukraine", until recently 192 settlements (31% out of the total quantity) belong to the mountainous. Volovets and Mizhgyrya districts fully subject to the action of the above indicated law, while in other districts the portion of settlements with the mountainous settlements status is presented from 13,6 (in Mukachevo district) up to 84,4 percent (in Rakhiv district). In our publication we will pay attention to four mountainous districts of Transcarpathian region: Velykyi Bereznyi, Volovets, Mizhgyrya and Rakhiv districts. This publication presents the comparative status analysis of preschool age children support carried out by the preschool educational institutions in Transcarpathian region in the period starting from the year of 2000 until 2013. In the mountainous districts of Transcarpathian region the preschool educational institutions establishment, quantity of children in them and preschool institutions loading tendency analysis is completed.

The distribution of preschool educational institutions as per children educational languages is given in this article. The above mentioned confirms, that in recent years, active attention has been paid to the new preschool institutions creation, namely in mountainous and half mountainous districts of Transcarpathian region. Also, the rising tendency of the number of children in these institutions is observed. However, the need to expand the children coverage by preschool education is constantly felt.

Allocation of children in permanent preschool institutions in accordance to their language of education has been changed significantly; nevertheless it still does not satisfy the national minorities' needs, due to the fact that it does not correspond to the quantitative composition of modern Transcarpathian population.

**Keywords:** personality socialization, modern Transcarpathian population, preschool educational institutions, multicultural educational.

The characteristic of the modern Ukrainian society is the rapid pace of social changes which caused the rise of vital and problematic issue of socialization of the personality in the preschool childhood. Indeed, the child must master a lot of rules which have been established in the society exactly in the period of forming of the conception about the world, phenomena of social life, and relationships between people. For the term "socialization" different researchers identify certain sides of this process depending on the aspect and purpose which directly interests the researcher.

Having analyzed a number of research studies, especially Ukrainian scientists on problems of socialization, we have found out that in the centre of scientific papers is the child of preschool age. Such scientists as A.M. Bogush, L.O. Varianytsa, N.V. Gavrysh, S.M. Kurinna, I.P. Pechenko and others determine that it is a period of the person's life in which the foundations of personal activity and personal characteristics, values that determine the qualities of the future life are laid; the period when the person is the most vulnerable, unprotected from environmental influences, social, psychological and physical violence<sup>1</sup>. Exactly this period is sensitive for the formation of the child's initial outlook, self-consciousness, development of social qualities etc. The important role in the formation of the personality of preschool age child plays his stay in a preschool teaching and educational institution.

In the Art. 11 of the Law of Ukraine "On Preschool Education" (2001) it is determined that the authority of the preschool educational institution is to satisfy the needs of citizens who live on the corresponding territory in providing with preschool education<sup>9</sup>.

The aim of the publication is to carry out the analysis of the provision state of preschool age children with preschool teaching and educational institutions in the cities and districts of Transcarpathia, in particular, to pay attention to the mountain districts of Transcarpathia and to analyze the allocation of preschool educational institutions of the region according to the languages of children upbringing.

Transcarpathian region is the region which is situated on the southwest of Ukraine within the western part of Ukrainian Carpathian Mountains and Transcarpathian lowland. On the north it borders upon Lviv region, on the east – Ivano-Frankivsk region of Ukraine. On the south it borders on Romania, on the southwest on Hungary, on the west on Slovakia, on the northwest on Poland. The present geographical location causes polyethnicity, multinationality and diversity of cultures.

Approximately 80 % of the region's territory is covered by the Carpathian Mountains which consist of three main ridges (Verkhovynskyi ridge, Vododilnyi ridge and Polonynskyi ridge) and also the ridge Volcanic Carpathians and four smaller but higher mountain ranges (Chornogora, Svydovets, Gorgany and Rakhiv mountain range). Transcarpathia is separated from the southeastern Carpathian hillsides by the following passes: Yablunetskyi, Torunskyi, Uzhotskyi, Veretskyi, Volovetskyi and Legions pass of height from 931 to 1110 m above sea level<sup>1</sup>.

According to the Law of Ukraine "On the status of mountain settlements in Ukraine" in Transcarpathia, until recently, 192 settlements have belonged to the mountain settlements (31 percentage from the total quantity). Under the action of the abovementioned law, Volovets and Mizhgyrya districts are come within, in other districts the fraction of settlements which have the status of mountain settlements was from 13,6 (in Mukachevo district) to 84,4 percents (in Rakhiv district)<sup>3</sup>.

In our publication we will pay attention to four mountain districts of Transcarpathia: Velykyi Bereznyi, Volovets, Mizhgyrya and Rakhiv districts.

**Velykyi Bereznyi district:** almost all the district is a picturesque mountain terrain, the forest tracts of which are laced by valleys around rivers and streams. The highest point above sea level (1463 m) is located on the valley which is called Rivna (Polonyna Rivna). A little bit lower are valley Gostra and mountains Mala Ravka, Kremenets. These and other peaks of mountains are the parts of mountain ranges of the Ukrainian Carpathian Mountains. The district is situated in the northeastern part of the Transcarpathian region, over 30 kilometers from the regional center. The square is 810 square kilometers. The population (as on the 1<sup>st</sup> of January, 1999) is 29883 people, including 22513 people in rural areas. In the ethnic composition the majority are Ukrainians of 93 percents. Also Slovaks are densely populated – about 1% and gypsies of 3% from the total number of inhabitants of the district.

Besides that, Russians, Hungarians, Jews, Moldavians and representatives of other nationalities live in Velykyi Bereznyi district<sup>2</sup>.

**Volovets district** is a mountain district of the north part of Transcarpathia. The square is 544 km<sup>2</sup>. The population – 27,5 thousand people. 98 % of inhabitants are Ukrainian, 1,3 % – Russians, 0,9 % – national minorities<sup>2</sup>.

**Mizhgyrya district** is situated in the center of the Ukrainian Carpathian Mountains. The locality is mountainous, woody (beech and pine forests cover 79 thousand hectares), rich in mineral waters (53 sources are explored). On its territory of 1,2 thousand km<sup>2</sup> almost 49,2 thousand people live in 44 settlements which are combined in 22 villages and 1 urban village council. More than 99 percents of inhabitants of the district are Ukrainians<sup>2</sup>.

**Rakhiv district** is situated in the most alpine part of the Ukrainian Carpathian Mountains. In the north Pryvododilni (Internal) Gorgany are rised above, in the west – Svydovets, in the northwest – Chornogora (mountain parts of Polonynskiy ridge), in the south – Rakhiv mountains. Over 40 km from Rakhiv (district center), in the Chornogirskiy range, the highest peak of the Ukrainian Carpathian Mountains and Ukraine in general is located which is called Goverla Mountain (2061 m above sea level). Alongside five more peaks of two thousand meters rise above – Brebeneskul, Petros, Pip Ivan Chornogiskiy (Chorna Gora), Rebra, Gutyn-Tomnaty and Menchul<sup>2</sup>.

According to the data of the statistical collection book of the State Statistics Committee of the Central Statistical Office in the Transcarpathian region at the end of 2010 in the region there were 532 preschool educational institutions for 29,2 thousand places, including 145 institutions for 12,8 thousand places in urban settlements, in the rural area – 387 institutions for 16,4 thousand places<sup>5</sup>. The quantitative indices of preschool educational institutions through the cities and districts of Transcarpathia over a period of time from 2000 to 2010 are indicated in the Tab. 1<sup>5:7</sup>.

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Total in the region:</b>	<b>505</b>	<b>497</b>	<b>498</b>	<b>501</b>	<b>500</b>	<b>506</b>	<b>518</b>	<b>521</b>	<b>528</b>	<b>532</b>	<b>532</b>
Uzhgorod	30	30	30	29	28	28	30	30	30	30	30
Beregovo	18	18	18	18	17	17	17	17	16	16	14
Mukachevo	24	24	24	24	24	24	24	24	24	24	24
Khust	10	10	10	10	10	10	9	9	9	9	9
Chop	1	1	1	1	1	1	1	1	1	1	1
Beregovo district	36	36	36	36	36	36	36	36	36	36	36
Velykyi Bereznyi district* <sup>4</sup>	15	15	14	14	14	14	14	14	14	14	14
Vynogradiv district	38	33	36	35	34	36	40	42	43	44	44
Volovets district*	24	24	24	23	23	23	23	23	24	24	24
Irshava district	59	57	58	57	57	57	57	57	58	58	59
Mizhgyrya district*	10	12	12	13	15	15	18	20	22	23	23
Mukachevo district	62	60	60	61	60	61	62	62	64	64	64
Perechyn district	13	13	13	13	13	14	14	14	14	14	14
Rakhiv district*	27	27	28	31	32	33	34	34	34	34	34
Svalyava district	29	28	28	28	28	28	28	28	28	28	29
Tyachiv district	39	40	38	40	40	40	42	42	43	44	44
Uzhgorod district	42	42	43	43	43	43	43	43	43	44	44
Khust districts	28	27	25	25	25	26	26	25	25	25	25

Tab. 1. Number of preschool educational institutions through the cities and districts of Transcarpathia (2000 – 2010).

As you can see, during ten years, the number of preschool educational institutions has been changing. We can observe declining of 2000 – 2001 (when during the year the number of preschool institutions was decreased by 8) as well as of 2002 – 2010 rising tendency. In general, from 2001 to 2010 the number of preschool institutions was increased by 35. As of 2012, according to the latest data of the statistical collection book there were 557 preschool educational institutions in the region, that is 25 institutions more than it was in 2010<sup>6</sup>.

If we consider a constant number of institutions then in the first place among the cities was always Uzhgorod with almost constant number of 30 preschool institutions (only in 2003, 2004, and 2005 we can observe a slight decrease by one – two institutions). Mukachevo (24) and Chop (1) succeed to keep their constant number of preschool institutions throughout the decade. Khust has lost one institution beginning from 2006 and Beregovo losing gradually the institutions at the end of 2010 has lost four preschool institutions. As of 2012 the picture has not been changed. In all cities the number remained constant, only in Mukachevo it was opened one more preschool institution. See the Tab. 2.

<b>Total in the region</b>																			
557	30	14	25	9	1	36	16	46	26	59	33	66	16	34	29	46	44	27	
	Uzhgorod	Beregovo	Mukachevo	Khust	Chop	Beregovo district	Velykyi Bereznyi district* <sup>1</sup>	Vynogradiv district	Volovets district*	Irshava district	Mizhgirya district*	Mukachevo district	Perehyn district	Rakhiv district*	Svalyava district	Tyachiv district	Uzhgorod district	Khust districts	

Tab. 2. Number of preschool educational institutions through the cities and districts of Transcarpathia 2012.

However, if we carry out the quantitative analysis in percentage then the picture seems inconsolable. In all cities of Transcarpathia except of Chop (where due to the small quantity in 1 preschool institution the percentage composition is always constant 0,1% of the total quantity) we can observe decrease in percentage. Uzhgorod 5,9% in 2000, 5,6% in 2010 and 5,3% in 2012; Beregovo 3,5% in 2000, 2,6% in 2010 and 2,5 in 2012; Mukachevo 4,7% in 2000, 4,5% in 2010 and 4,4% in 2012; and Khust 1,9% in 2000 and 1,6% in 2010 and 2012<sup>5;6;7</sup>.

Regarding the districts, in the first place by the number of preschool institutions has always been Mukachevo district (62-64-66 institutions). In spite of the quantitative increase, in the percentage we can observe decrease 12,2% in 2000, 12% in 2010 and 11,8% in 2012. Mukachevo district is followed by Irshava district (59-57-59 preschool institutions). The number of institutions is constant, however in percentage we can see decrease 11,6% in 2000, 11% in 2010 and 10,5% in 2012. In the third place by the number of preschool institutions from 2000 up to 2010 was Uzhgorod district (42-44 preschool institutions): 8,3% in 2000 and 8,2% in 2010. However, in 2012 in the third place by the number of preschool institutions was Tyachiv district 7,7% in 2000 and 8,2% in 2012.

Let us analyze how the picture of providing the mountain districts of Transcarpathia with preschool institutions was changing.

Velykyi Bereznyi district – as we can see in the table 1. 2000 – 2001 15 preschool institutions were working in the district and beginning from 2002 up to 2010 without changes their number was 14. Nevertheless, in 2011 and 2012 their number increased by 16. Regarding the percentage, we can

\* Mountain districts of Transcarpathia are marked

mention slight fluctuation. First, decrease from 2,9% in 2000 by 2,6% in 2010 and substantial increase by 2,8% in 2012. The same picture is in Volovets district 4,7% in 2000, 4,5% in 2010 and 4,6% in 2012.

However, you should pay attention to two other mountain districts – Mizhgirya and Rakhiv districts.

In 2000 Mizhgirya district was in the last place by the number of preschool institutions of the region, total quantity of 10 preschool institutions and at the end of 2010 their quantity was 23 preschool institutions, and at the end of 2012 – 33 preschool institutions. As we can see, their number increased more than twice. Our attention is attracted not only by the quantitative increase of institutions, but also by the percentage of the total quantity of institutions. From 1,9% in 2000 their number increased by 4,3% in 2010 and 5,9% in 2012. Hence, we can make a conclusion that significant increase of the number of preschool institutions in the Transcarpathian region was facilitated by increase of preschool institutions exactly in Mizhgirya district.

In recent years the number of preschool institutions of the Rakhiv district is actively increasing from 27 by 34 that is in percentage 5,3% in 2000 and 6,3% in 2010. However, by 2012 the number of preschool institutions has not been increased and in percentage it has even been decreased 6,1%.

The positive tendency of two more districts should be mentioned: Vynogradiv district – 7,1% in 2000, 8,2% in 2010 and Tyachiv district – 7,7% in 2000 and 8,2% in 2010. Nevertheless, in 2012 the percentage was not changed in both districts.

Regarding other districts their percentage of the total quantity has been decreased regardless of possible slight quantitative increase, as for example: Mukachevo district (62-64-66), Perechyn district (13-14-16), Uzhgorod district (42-44)<sup>5;6;7</sup>. Unfortunately, in Khust district the number of institutions has been decreased by three from 28 to 25 throughout the decade. As of 2012 in Khust district 27 preschool institutions work.

The necessity of the analysis of providing the preschool education according to the languages of children upbringing is caused by the chain of factors. First of all, it is caused by multiculturalism of the Ukrainian society in general and Transcarpathia in particular. Second, it is caused by such modern pedagogical guideline as formation of the continuous language education which “provides compulsory mastering of the state language by citizens of Ukraine, provides the opportunity to master native (national) language and practically to learn at least one foreign language”; “facilitate the development of high language culture of the citizens, the education of respect for the state language and languages of national minorities..., tolerance in relation to native speakers of different languages and cultures...”. At the same time, the strategy of the language education carried out in our state provides with the right for satisfaction of the educational needs in native language, preservation and development of their ethnic culture<sup>8</sup>.

The language policy in the field of education is transparent and includes all educational institutions regardless of type and category of the property.

The abovementioned is especially important for Transcarpathia, where there are preschool institutions with teaching of different languages.

The Bulletin of the State Statistics Committee of 2013 informs that in Transcarpathian region at the end of 2012 552 institutions of preschool education were functioning, among them 458 – with Ukrainian, 71 – with Hungarian, 1 – with Russian, 3 – with Romanian and 19 – with several teaching languages<sup>6</sup>. Therefore, from the total number of preschool institutions 82,97% conduct teaching and educational process in Ukrainian language, 12,86% - in Hungarian language, 0,18% - in Russian language, 0,54% - in Romanian language and 3,44% - in Hungarian-Russian, Ukrainian-Hungarian and Ukrainian-German languages. In recent years, the majority of the newly created institutions were with Ukrainian language of teaching. However, the present allocation does not mean discrimination of little citizens of the national minorities – they have the opportunity to satisfy their educational needs in the institutions with native language.

In preschool institutions of Transcarpathia the number of pupils was gradually increasing. In 2000 in preschool educational institutions were educated 20074 children, in 2010 – 35496 children and in 2012 – 45042<sup>6</sup>.

In the districts under investigation we clearly observe the tendency of continuous increase of the number of children in preschool institutions. In 2000 in 15 preschool institutions of the Velykyi Bereznyi district 287 children of preschool age were studying, and at the end of 2012 730 children were attending 16 preschool institutions. Nevertheless, increase of the number of children only shows increase of the number of children in groups. If in 2000 one preschool institution was attended by approximately 19 children, then in 2012 their quantity has been increased by 45 children<sup>22</sup>. According to the statistical data of 2013, the workload of preschool educational institutions through the cities and districts in 2012 shows that in Velykyi Bereznyi district the number of children in preschool institutions per 100 places is 145 that 45% exceeds the norm<sup>6</sup>. We do not intend to disclose in the present publication the changes which are happening in the teaching and educational process according to increase of the number of children, so far as this issue deserves a separate investigation.

In Volovets district the number of institutions has been increased by 2, however the number of children has also been increased. In 2000 22 children attended 24 preschool institutions, and then at the end of 2012 the occupancy increased to 33<sup>6</sup>. Nevertheless, statistical data convince that workload of preschool educational institutions of Volovets district is 27% less than expected norm: per 100 places – 73 children<sup>6</sup>.

It seems logical the increase of the number of children in preschool institutions of Mizhgyrya district, whereas in 2000 there were working 10 preschool institutions which were attended by 254 children and in 2012 33 preschool institutions were already attended by 2050 children that is 8 times more than it was. However, per one institution it was counted about 25 children in 2000 and in 2012 – 62. In Mizhgyrya district the number of children in preschool institutions per 100 places is 219 people<sup>6</sup>.

There were significant changes in Rakhiv district. In 2000 664 children attended 27 preschool institutions that is 24 children per one institution. In 2012 2261 children attended 34 preschool institutions that is 3,4 times more than it was. In 2012 one institution was attended by 66 children. According to the statistical data the workload of preschool educational institutions through the cities and districts in 2012 shows that in Rakhiv district the number of children in preschool institutions per 100 places are 125, that is 25% exceeds the norm<sup>6</sup>.

According to the current requirements, people with high moral qualities and appropriate education deal with pedagogical activity in modern preschool institutions of the region. In 2012 the total quantity of pedagogical staff working in Transcarpathian region was 4453, 540 of them in the investigated districts<sup>6</sup>.

Conclusion In the context of this statement we can see the rising tendency of the number of preschool institutions; we can observe the increase of children who attend preschool institutions indicating to increasing attention from the part of the state and public factors. Nevertheless, a slight stagnation in the increase of institutions with national languages of the minorities is tracked.

The abovementioned confirms that in recent years active attention was paid to the creation of new preschool institutions namely in mountain and half-mountain districts of Transcarpathia. Also, the rising tendency of the number of children in these institutions is observed. However, the need to expand coverage of the children by preschool education is constantly felt. The allocation of the children according to the languages of their upbringing has been changed significantly; nevertheless it still does not satisfy the needs of national minorities, due to the fact that it does not correspond to the quantitative composition of the population of modern Transcarpathia. Hence, the prospect of further investigation in this direction is followed: how acute is the need in providing the national minorities of Transcarpathia with preschool institutions and changes happening in the teaching and educational process according to the increase of the number of children in groups.

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## ELEMENTARY MATHEMATICS EDUCATION OF PRESCHOOL CHILDREN IN THE UKRAINIAN HIGHLANDS

RUSLANA ROMANYSHYN

**Abstract.** The paper highlights the challenges of establishment and characteristics of educational institutions functioning in the highlands. It is analyzed the work of preparatory groups that are meant to replace kindergartens in the remote mountainous areas in terms of preparing children for school. In the context of logical and mathematical development of senior preschool children we analyze the Program "Sure Start" and the issue of elementary mathematics education. It is concluded that the acquisition of this knowledge in preschool institutions and preparatory groups affects the quality of further mathematics education. In this regard effective solution to the implementation of the tasks of the Program "Sure Start" in mountainous regions is seen in cooperation on the part of kindergartens, schools and parents.

**Keywords:** program "Sure Start", mathematical readiness for school, mountainous areas.

With the development of Ukrainian society a special place is given to the development of the younger generation. One of the urgent tasks of the entire European education space is to improve the quality of education, particularly primary. In this context, the problem of development and improvement of school education that focuses on personal development of the child and its adaptation to school is important. Of particular note is the preparation of children for school in the highlands.

The problem of the formation and characteristics of educational institutions functioning in the highlands has been studied by K. Malycka, O. Savchenko, S. Skvortsova, V. Sukhomlynsky, V. Khrushch, I. Cervinska. Psychologists A. Antonov, G. Antonov, I. Antonov, O. Bohovarov, E. Buhrymenko, L. Wenger, M. Ginsburg, J. Hilbuh, N. Hutkina, L. Kondratenko, C. Korobko, K. Polivanov, O. Proskuraet al. devoted their works to the problem of determining children readiness for school.

Formation of the conceptual foundations of preparing children for school is represented in the writings of educators and psychologists S. Amonashvili, L. Artemov, I. Beh, O. Bogush, T. Bondarenko, L. Vygotsky, E. Vilchkovsky, V. Davydov, O. Dusavitsky, D. Elkonin, O. Usova, H. Zuckerman et al.

The purpose of the article is to show the features of preparing children for school in rural mountain areas and focus on logical-mathematical education of future first-graders.

Analysis of the survey conducted by the O. Yaremenko Ukrainian Institute for Social Research during 2006–2007 on request of the Children's Fund of United Nations in Ukraine (UNICEF) in the framework of the project "Provision of early childhood development through training parents in the mountain villages of Ivano-Frankivsk region" showed that the decrease in birth rate by 35.2% during

the years 1991–2003 caused the closure of a number of pre-schools. This led to some other problems related to integrated and high-quality preparation of children for elementary school.

Currently about 51% of children in mountainous areas are covered by preschool education. Thus, the problem of contemporary social and cultural life of children living in such territories and the problem of their education are increasingly becoming the subject of discussion at various levels.

Results of psychological and educational research clearly show that successful primary school is dependent on the proper development of a child in the preschool age and the child's readiness for school<sup>2</sup>. According to child psychologist L. Wenger to be ready for school is not to be able to read, write and count; to be ready for school means to be prepared to learn all this<sup>5</sup>.

To complete the preparation for school, the Department of Secondary and Primary Education of the Ministry of Education and Science of Ukraine has developed a program for 5 year-old children "Sure Start". Its implementation is entrusted to preschool educational institutions. However, there are no kindergartens in some mountain villages and many of the latter are located at a considerable distance from settlements where they are. Thus, the program is assigned to the school and parents.

In most schools there function preparatory groups (from September, three times a week), but even this does not solve the problem as a number of parents are unable to take children to such classes because of the "inconvenient time" and their employment. However, the survey shows that such parents feel the need to prepare their children for school in the following aspects: mastering basic knowledge in mathematics, reading, writing and acquiring a new social role of the learner<sup>3</sup>.

Psychological and pedagogical research has shown that for children who did not attend kindergarten it is sometimes difficult to find understanding in school. In these children the ability to communicate is not yet formed. There may be misunderstandings with classmates. According to psychologists it is one of the negative factors that can hinder a child successfully adapt to school, socialize with peers and act as a student<sup>2</sup>.

As far as logical-mathematical training is concerned, it should be noted that learning math in 1<sup>st</sup> grade is based on the results of children's pre-school preparation, as defined by the state regulations: The Base Component of Early Childhood Education and The Program for Preschool Children Development "Sure Start". The Program among logical and mathematical parameters of preschool children development specifies the following aspects:

- be able to distinguish the location of objects in space (top, bottom, left, right, front, rear, centre) and determine the direction of motion (forward, backward, left, right);
- learn to identify the location of objects relative to ourselves and any object, the spatial location of the plane (on the desktop, in a notebook);
- be able to determine the distance, differentiate concepts: far, near, nearby, far away;
- create and expand knowledge of the units of time: minute, hour, day (part of the day – morning, afternoon, evening, night), week (week day names and their sequence), month (12 month names and their sequence), year (seasons – spring, summer, autumn, winter);
- learn to differentiate and correctly use the concept of time: now, later, earlier, later today, tomorrow, yesterday, fast, slow etc.;
- be able to compare objects by height, weight, width, length, thickness, total value, to classify objects according to the specified parameters;
- learn the basic units of measuring length (cm, m), weight (kg), volume (l), to form the skills to measure quantities which occur in a child's life by using conventional measurements;
- clarify and extend understanding of geometric shapes and their properties (plane: round, oval, triangle, square, rectangle, polygon, volume: ball, cube, cylinder, cone);
- be able to call a number from 1 to 10, from any number up to 10, from 10 to any number, to distinguish between direct and reverse, quantitative and ordinal counting;
- get acquainted with numbers (1–9 (0)) and their written forms;
- be able to establish a correspondence between the number and the corresponding number of sets;
- familiarize with the natural properties of numbers;

- familiarize with the composition of numbers of units and two smaller (within 10);
- be able to compare the two sets of number and determine the ratio of “How much more?”, “How much less?”, “Tie”, “Same” to set equality with inequality;
- be able to use the plus sign (+), minus (-), equals (=);
- be able to perform the steps of addition and subtraction, to solve simple arithmetic and logical tasks;
- learn to use the initial logical techniques associated with the formation of elementary mathematical concepts;
- be able to build the simplest expressions through linking words “and”, “or”, “if, then”, “no”;
- generate interest in logical and mathematical operations, to use knowledge in daily life<sup>4</sup>.

As you can see from the above, knowledge, which a child is to get in the preschool institution, is an essential foundation for success in school. The child cannot get this knowledge on their own without help from kindergarten, preparatory group, or parents.

In some mountain villages with in schools are preschool groups that work under pre-school programs: game activity, expressive activity (modelling clay, application of colored paper, drawing with chalk), development of language and logical-mathematical abilities. In such circumstances, children socialize, learn team work, learn to relate their own desires with the desires of others, to take into account the interests and needs of peers, and acquire basic skills of cooperation<sup>3</sup>.

In order to organize efficient preparation of preschool children to learn and develop intellectual abilities, pedagogues have worked out the following tips for parents:

- take into account individual psychological characteristics of the child;
- develop their speech and enrich vocabulary;
- develop the intellect of the child;
- prevent the emergence of fear in child-related training activities<sup>1</sup>.

Equally important in this regard is the direct training of parents themselves, and the O. Yaremenko Ukrainian Institute of Social Studies offers to make the provision of pre-school education in the following ways:

- opening of traditional (public, private, community) and alternative pre-school institutions (child development centers, kindergartens of family type etc.) because of the needs, opportunities and specificity of local communities;
- organization of both consultation and training to parents within existing institutions of primary and secondary education;
- organization of training programs for parents and children initiated by public, religious organizations and local communities (in a form that meets the needs of the community, uses its potential and involves professionals on a voluntary basis)<sup>3</sup>.

Work with parents is carried out towards familiarization with their duties and the preparation of children for school. In these activities different forms are used: parent group meetings, individual consultations, open days (parents with children attending open classes and lessons in primary school), organization of events (The First/Last Bell), thematic holidays (Mother’s Day) and amateur concerts. But it does not compensate for the lack of pre-school education and systemic training of parents<sup>3</sup>.

As you can see, some geographical and social aspects imprint on the establishment of pre-school and primary education in the highlands. In order to solve these problems they should organize a harmonious work of kindergartens, preparatory groups and child development enters to provide guidance and practical assistance to prospective students and their parents.

In perspective it is expected to study the problem of forming child's mathematical readiness for school in mountainous areas.

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## PECULIARITIES OF REAL EDUCATIONAL INSTITUTIONS FUNCTIONING IN THE SUBCARPATHIAN RUS (PIDKARPATSKA RUS)

ZORYANA SAFYANYUK

**Abstract.** The article highlights historical and pedagogical aspects of the development of real secondary educational institutions that functioned in the territory of the Subcarpathian Rus (1919-1939). After World War I the Czechoslovak Republic undertook a commitment to arrange Transcarpathia as an administrative unit entitled the "Subcarpathian Rus". The situation with Ukrainian schools in the Subcarpathian Rus was very poor. Only two town schools were Ukrainian. In spite of the language chaos in the land, Rus (Ukrainian) town schools started to be set up and Hungarian ones started being re-organized. In the 20ies – 30ies in the Subcarpathian Rus as there appeared real national secondary schools (real grammar schools) in which students were mainly Ukrainians. In real grammar schools with their utilitarian nature of the content of education there could be traced the growth in the number of students due to improved access to those institutions. However, gradually, the trend towards Czechization could be traced, a number of forms with Czech as the language of teaching were opened. The Academy of Sciences in Prague, having researched the language issue, decided that the language the "Subcarpathian Rus people" were speaking was identical to the Ukrainian language of the Halychyna people, therefore Ukrainian was acknowledged to be the language of teaching at Ukrainian real grammar schools. All in all, as of 1933 Ukrainian real grammar schools in Berehovo, Khust, Mukachevo and Uzhhorod had 46 forms, parallel Czech units in Khust, Mukachevo and Uzhhorod had 20 forms, parallel Hungarian units in Berehovo had 12 forms, the reformed Jewish grammar school in Mukachevo had 8 forms. In total there were 9 secondary schools.

**Keywords:** real secondary educational institutions, Subcarpathian Rus, Transcarpathia.

When the tasks of a new educational system creation are being implemented, of particular importance there becomes training of specialists who would be competitive in the labor market. We regard the search of ways of improving the academic process relating to obtaining high-quality knowledge, forming skills and abilities as an important aspect in the functioning of contemporary secondary and high schools. That will be promoted by clarification of the peculiarities of real grammar schools development in the Subcarpathian Rus. Since to implement the above it is necessary to apply not only modern innovative approaches to teaching process organization but historical pedagogical achievements as well.

The present article aims to research the aspects of evolution and development of secondary real educational institutions in the Subcarpathian Rus.

Among contemporary researchers in the sphere of history of real education there stand out with their works I.Ye. Kurlyak, S.B. Laba, B.M. Stuparyk, D.I. Penishkevych, I.M. Petryuk etc. However, the issue of studying the peculiarities and ways of development of the content of real education remains to be poorly researched.

As it is known, after World War I under the Treaty of Saint-Germain-en-Laye dated September 10, 1919 the Czechoslovak Republic undertook a commitment to arrange Transcarpathia as an administrative unit entitled the "Subcarpathian Rus" with an independent Seim and autonomy in the matters of language, school, religion and local governance.

Schools in the Subcarpathian Rus were managed by the Ministry of Schools and People's Education assisted by the Land School Report in Uzhhorod. In 1928 when the land governments were founded, the school report became part of the land government and issued its decrees on its behalf. Supervision over all the people's and secondary schools was done by a school inspector of the school report<sup>6,p.104</sup>, and that was always to be a Czech. When the first school referent of the Subcarpathian Rus J. Peshek came to hold his position on September 17, 1921, the situation with Ukrainian schools in the Subcarpathian Rus was very poor. Only two town schools were Ukrainian, 1.131pupils studying in them.

From the organizational point of view, all the schools of the Subcarpathian Rus were divided by V. Klyma in his article of the year 1936 as follows: a) people's schools, kindergartens, village schools, town schools, special schools; b) secondary schools: grammar schools, teacher training seminaries, professional schools<sup>6</sup>.

In spite of the language chaos in the land, Rus (Ukrainian) town schools started to be set up and Hungarian ones started being re-organized.

Taking into account the fact that there was a serious political and cultural struggle between the supporters of different trends in the land, the Academy of Sciences in Prague, having researched the language issue, decided that the language the "Subcarpathian Rus people" were speaking was identical to the Ukrainian language of the Halychyna people, therefore Ukrainian was acknowledged to be the language of teaching at Ukrainian real grammar schools. However, at the end of the period under study a tendency towards Czechization and Russification of textbooks used in real grammar schools of Transcarpathia could be traced.

Curricula and syllabi for all types of schools were compiled following the programs for Czechoslovakian schools, taking into account language peculiarities of the Subcarpathian Rus<sup>6</sup>. As analysis of the syllabi of real grammar schools shows, some changes were made in them very often (in 1920, 1921, 1925, 1927, 1929 1930, 1932, 1933). Let us indicate that unlike classical education of which the study of classical culture was the content, real education was focused on the students' mastering of practical knowledge. The didactic system of real secondary schools was based on a profound study of natural sciences and mathematical disciplines as well as new languages. In real grammar schools with Ukrainian as the language of teaching students studied the Law of God, Ukrainian, Czech, Russian, Latin, German and French languages, history, geography, mathematics, natural science, chemistry, physics, descriptive geometry, drawing, propaedeutics of philosophy, penmanship, calisthenics, singing<sup>22-25</sup>.

Studies in real grammar schools lasted for 8 years. They accepted students after 4 classes of education in the people's school. Those willing to go to the 5th form of the grammar school after the 4th form of the town school had to study Latin and French and take a supplementary exam<sup>5</sup>. It should be indicated that at that time considerable changes took place in the composition of grammar school students, since grammar schools, the same as town schools, starting with the 20ies of the XX<sup>th</sup> century, became co-educational. Mainly village students, children from the poorest strata of the society were accepted to secondary schools with Ukrainian as the language of teaching. In that way the foundation for a new national conscious Ukrainian intelligentsia was laid down. Those students got financial allowances and could stay in the boarding schools on a free-of-charge basis<sup>6</sup>. Students with high performance and good conduct were made exempt from the tuition fee payment<sup>15</sup>. Besides that, money was allocated to pay bonuses to the best students.

Studies lasted for two semesters that were interrupted by Christmas and Easter holidays<sup>27</sup>. At the end of the first semester the students were given their semi-annual certificates, and at the end of the second semester they were given annual certificates<sup>17</sup>. Real grammar schools underwent annual inspections. Studies in grammar schools, the same as earlier, were to be completed with matura (a maturity exam)<sup>14</sup>. After the grammar school matura young people had a chance to move to university, high technical school or academy<sup>5</sup>.

Many graduates of Transcarpathian real grammar schools became outstanding people of the land, famous not only in Ukraine but beyond it as well. Ukrainian real grammar schools joined in bringing up conscious national elite – Ukrainian intelligentsia that was fighting for the independence of its people in the complicated years of armed struggle, and part of the best representatives of which destroyed by the Communist propaganda perished in the Stalin camps<sup>19</sup>.

With the support of J. Peshek who favoured Ukrainians, three secondary schools–grammars schools in 1919 were transformed into state real grammar schools with Ukrainian as the language of teaching, and those who had studied in Uzhhorod and Mukachevo in Hungarian before got a chance to finish their studies<sup>26</sup>.

The specificity of real grammar school in Berehovo was that Hungarian parallel forms were left there<sup>10</sup>. Of special importance for Ukrainians was Ukrainian state real grammar school founded in Khust in 1921.

Over two years (1937-1938) in Uzhhorod, besides a real one<sup>3,4</sup> there was functioning one more Ukrainian grammar school that belonged to the order of Basilian fathers. The institution functioned as a 4-year humanistic grammar school where religion, Ukrainian, Czech, Latin and German, history, geography, mathematics, natural science, physics, construction geometry, drawing and penmanship, calisthenics and singing were taught<sup>7</sup>.

Czechization was manifested in the setting-up of parallel Czech real grammar schools when there already existed secondary educational institutions. Thus, in 1922 there were set up parallel Czech schools in Uzhhorod, since 1925 one was set up affiliated with the grammar school with a clearly manifested Moscow-orientation direction – Mukachevo one, since 1929 – in Khust. In 1924 a Jewish reformed real grammar school with the Jewish language of teaching was set up in Mukachevo.

All in all, as of 1933 Ukrainian real grammar schools in Berehovo, Khust, Mukachevo and Uzhhorod had 46 forms, parallel Czech units in Khust, Mukachevo and Uzhhorod had 20 forms, parallel Hungarian units in Berehovo had 12 forms, the reformed Jewish grammar school in Mukachevo had 8 forms. In total there were 9 secondary schools<sup>13</sup>. It became possible to set up Ukrainian real grammar schools in the period under research due to the work of cultural and educational figures of Transcarpathia A. Alyskevych, J. Peshek, Yu. Revay etc.

Proper condition of the educational institutions under research was closely monitored. On that condition there depended whether private real grammar schools got the right to issue state-recognized certificates or not<sup>1</sup>. Of importance for secondary educational institutions was availability of boarding schools where students from remote areas could reside<sup>18</sup>. In the premises of former real schools and grammar schools left up till now there can mainly be found modern secondary schools, grammar schools. And in the premises of the former Uzhhorod real grammar school there is one of the academic buildings of the Uzhhorod National University.

Of particular importance in real-orientation educational institutions was study of the subjects of mathematical and natural sciences cycle based on the natural research and experiment basis<sup>21</sup>. Changes in the teaching methods in the late XIX<sup>th</sup> century required creation of laboratories, workshops, gyms, school fields etc. Already at the beginning of the XX<sup>th</sup> century the number of workshops and laboratories increased drastically<sup>20</sup>. For instance, in the newly built three-storey building of the Khust real grammar school the teaching process took place in different rooms. It can be seen from building drawings of the Khust real grammar school<sup>17</sup> that the building contained spacious rooms, a room for drawing classes, cabinet of physics, natural science, history and geography, gym, cabinets for professors, library premises etc<sup>2</sup>.

Rooms and laboratories contained the necessary furniture inventory. A spacious gymnasium of the real grammar school in the city of Khust was equipped with benches, wall bars, suspension cables and a device for exercises on rings. The list of the necessary furniture, copies of drawings and detailed descriptions of some objects for the premises of the cabinet of physics of that very real grammar school comprised 10 sheets<sup>8</sup>. The furniture inventory for the cabinet of physics presupposed availability of an in-built cupboard for physical devices, cupboards for chemical agents, glassed-in wall cupboards, dimout curtains with a lifting mechanism, a desk for the laboratory of physics equipped with water and power supply, a professor's desk, desks for practical classes and desks for collections in physics, a wall console for scales, a photography desk etc. The directorate of the grammar school maintained some correspondence with the Land Government of the Subcarpathian Rus to meet those needs<sup>16</sup>.

In the natural history museum of Berehovo grammar school there is still kept a very rich collection of exhibits used for teaching natural science in the real grammar school of Berehovo. In the 1937/1938 academic year the cabinet of natural science of that grammar school had 1.945 units of educational aids<sup>11</sup>. They included numerous stuffed animals, skeletons, eggs, insects, wet specimen of animals, models, rock samples etc. In the words of the researcher of Berehovo grammar school's history M. Keniyz, the collection of exhibits for teaching chemistry is currently available in the Uzhhorod University. Devices for studying physics are still kept in the premises of the former State High Real Grammar School in Berehovo. Such teaching aids enabled to have a high-quality teaching process with a high degree of use of visual aids.

Specially built buildings in which real educational institutions were located usually had two or three storeys, they were equipped with water supply, power supply systems etc. Some constructions contained gyms (Khust, Berehovo), a lift (Khust), boarding schools for the students from remote areas to reside there. Change in the teaching methods led to the increase in the number of special rooms, workshops, laboratories etc. at the end of the XIX<sup>th</sup> century.

Thus, in the 20ies – 30ies in Transcarpathia in the Subcarpathian Rus as in an autonomous land of Czechoslovakia there appeared real national secondary schools (real grammar schools) in which students were mainly Ukrainians. In real grammar schools with their utilitarian nature of the content of education there could be traced the growth in the number of students due to improved access to those institutions. However, gradually, the trend towards Czechization could be traced, a number of forms with Czech as the language of teaching were opened. To achieve their goal real educational institutions had proper material and technical provision that was secured due to state or private funding.

However, didactic peculiarities of the development of secondary educational institutions of Transcarpathia of the XIX<sup>th</sup> century require further scholarly research.

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## COMPREHENSION AS A COMPONENT OF THE FUTURE LEADER'S PROFESSIONAL COMPETENCE IN THE FIELD OF INNOVATIVE MANAGEMENT OF EDUCATIONAL INSTITUTION (AS FAR AS THE LEADERS' ACTIVITY AT EDUCATIONAL INSTITUTIONS OF THE CARPATHIANS)

NATALIA SAS

**Abstract.** The author analyses philosophical, linguistic, psychological, sociological and management approaches to the content of comprehension and peculiarities of comprehension as a constituent of the future leader's professional competence in the innovative management of the educational institution. The problem under consideration is sure to be relevant due to the question elaboration connected with the implementation of the innovative management means the exact awareness of the specific character of practical application of the new management forms at the educational institution. The question of general terms is a constituent of the problem of comprehension. According to the national Frame of skills competence is a person's ability to perform particular kind of activity via knowledge, comprehension, skills, values and other personal qualities. In other words it is a dynamic combination of knowledge, comprehension, skills, values and other personal qualities. From this it can be concluded that comprehension alongside knowledge, skills and values is the component of innovative management competence. Psychology treats comprehension as a complex analytic-synthatic mental activity which tends to reveal and realise the inner essence of the objects, processes and phenomena as well as links, relations, and dependence reflected in it. In the innovative management of educational institutions management decisions and problem solving activity, setting new objectives, tasks and methods presuppose the necessity for changing the leader's way of thinking. The subject of comprehensive sociology is deliberate action, connected with the subjective predictable sense. The development of the innovative e management competence is determined by the appropriate realization of all the aspects of the professional management. The Carpathians are famous for natural, ecological, technical, organizational, economic, social, cultural and ethnic peculiarities. The specific ones are those which should be realized and taken into consideration by the leaders of educational institutions in the Carpathians: their being densely populated, the distance between the places of residence and schools, household, unique ethnic and handicraft traditions.

**Keywords:** comprehension, innovative management, competence.

The analysis of the ways and methods of practical application of theory is one of the most relevant problems of the future leaders' training for innovative management at educational institutions. It is so because the question elaboration connected with the implementation of the innovative management presupposes the exact awareness of the specific character of practical application of the new

management forms at the educational institution. The question of general terms is a constituent of the problem of comprehension. Comprehension is an aspect of cognitive activity directed towards something special. "Comprehension is not based on finding definitions of a logical notion only, it tends to learn specific logic of a specific object"<sup>8</sup>. The ability of applying theoretical knowledge in the "specific" practical and cognitive situation is regarded as a criterion of comprehension.

According to the national Frame of skills competence is a person's ability to perform particular kind of activity via knowledge, comprehension, skills, values and other personal qualities. In other words it is a dynamic combination of knowledge, comprehension, skills, values and other personal qualities. From this it can be concluded that comprehension alongside knowledge, skills and values is the component of innovative management competence.

The place of comprehension in cognitive experience is considered by E.Bistritski<sup>4</sup>, values and senses as the components of competence are studied by T.Antonenko<sup>1</sup>; innovation as one of the principles of pedagogy is described by G. Lavrentjev, N. Lavrentjeva<sup>5</sup>, N. Usufbekova<sup>14</sup>; comprehension as a result of mental activity is mentioned by S. Maksimenko, V. Solovienko<sup>7</sup>; the main categories of "comprehensive sociology" are analysed by M. Weber<sup>6</sup>; comprehension in hermeneutics is investigated by I. Sulima<sup>13</sup>; the leader's management skill is analysed by M. Grinyova<sup>9</sup>; some aspects of professional competence in innovative management of the educational institution are described by the author of the article<sup>10,11</sup>.

The article deals with comprehension as a constituent of the future leader's professional competence in the innovative management of the educational institution for it has not been the subject of a scientific investigation before.

In the Dictionary of The Ukrainian Language comprehension is defined as a viewpoint, understanding; scientific and research outlook; the content and meaning of something; the true way of thinking<sup>12</sup>.

The Academy Explanatory Dictionary defines comprehension as an action and a process: to perceive the information, realize and be keenly aware of the idea, the content, the meaning of anything written, read or said; to learn and discover the essence of any phenomenon; to admit and take something due to thorough consideration; to define, qualify while evaluating anything; to be well-informed and competent in something<sup>1</sup>.

Psychology treats comprehension of subjects and phenomena of the objective reality as the result of mentation. S.D. Maksimenko, V.O. Solovienko define this term as a complex analytico-synthatic mental activity which tends to reveal and realise the inner essence of the objects, processes and phenomena as well as links, relations, and dependence reflected in it<sup>7</sup>. In contrast to the cognitive component of a competence, comprehension shows itself in correlation of a new object with the one already known, so that they have common features in discovering the reason for the phenomenon, establishing of the original principles and logical preconditions for the activity.

A person's thorough knowledge and life experience are the main conditions for realising any fact. S.D. Maksimenko and V.O. Solovienko consider comprehension mechanisms as associative links made due to the previous experience and their actualization<sup>7</sup>. Appropriate associations are basic for the productive formation of new associations, cementing new links and adequate reflection of causal, logical or structural essence of the object of comprehension.

The scholars single out the thought in the form of the word which reflects important features of the object or phenomenon. Scientific definitions, the ability to describe the structure and the logical sequence of actions can be regarded as the criteria of the professional activity comprehension. Sometimes there can be situations in the educational process when the way to realise knowledge is inseparably connected with particular practical actions according to instructions or algorithms. Comprehension is treated as a factor of practical conscience alongside the formation of the notions and direction of substantial actions towards their practical realization. The adequacy of comprehension in its empirical sense can be checked during the practical implementation of the knowledge gained and the worldview shaped under some specific circumstances. Sometimes this criterion of comprehension is considered as the only one possible and ultimate.

J. L. Bankovska singles out the following levels of comprehension as far as the management problem solving is concerned: gnoseological level, the aim of which is studying the subject content of the problem; epistemological level at which different views, outlined at the first level, are fixed being the result of many concrete factors to which the methods of scientific comprehension are applied; activity level – rapt representation of the epistemological problem on account of the practical component. The activity directed towards problem solving includes the necessity of changes in mentality<sup>3</sup>.

R. N. Usufbekova points out three blocks of realisation, comprehension, understanding of innovative processes in the education system.

The first block deals with creating something new in pedagogy: new trends in pedagogy, classification of pedagogical innovations, the conditions of their discovering, criteria of innovation, the ability to introduce and implement it, traditions and innovation, the stages of discovering new ideas in pedagogy, the developers of all what is new. It is sure to be the development of the categorical area of the innovation theory in pedagogy. These notions are described and studied in pedagogical neology.

The second block deals with the perception, development and evaluation of the new: pedagogical community, evaluation and the variety of processes of developing the new, conservators and innovators in pedagogy, innovative environment, the ability of the pedagogical community to perceive and evaluate the new. These notions are described in pedagogical axiology.

The third block is the block of bringing the new into use. It deals with the study of regularities, varieties of implementation and the use of the new. This block is called pedagogical praxeology<sup>14</sup>.

In M. Weber's opinion comprehension is rather a specific category which makes the explanation of an individual behaviour possible. He claims that it is possible to understand one's behaviour only if it makes sense for the person. The scientist singles out social actions which are directed towards the other individuals' behaviour. M. Weber describes some kinds of actions depending on their being close to intelligent ones: traditional, affective, and rational actions which fall into value-oriented-rational and just rational ones<sup>6</sup>.

Traditional actions are based on people's habit. Affective actions are caused by affects or a person's emotional state. Value-oriented-rational actions are those ones which are determined by religious, esthetical or any other value irrespective of all possible consequences. This type of action always depends on "commandments" or "requirements" to be followed by the individual. The rational action is typical of those individuals whose behaviour is inseparably connected with their objective, means and spins-off. In this case the individual acts unconventionally, non-affectively because of conscious, rational evaluation, adequacy correlation of the means available to achieve the purpose as well as possible predicted spins-off.

In the innovative management of educational institutions management decisions play a special role. They are associated with the discovery of a particular variant of the action, the process of the action and its final result. The management decision has the features of the social action (according to Weber). It is connected with the activity of the person who handles other people using all his gifts, skills and knowledge.

The management decision, as a specific kind of human activity in the process of management, can be represented as a sequence of such operations as: developing and choosing the variants of the actions, accepting them and their further realization.

The development stage of the management decision is an administrative process and occupies the neutral place in the manager's activity at educational institutions. The main task is to structure the problems in order to avoid wrong decisions. To define the objective of the future activity it is necessary to use the method of making a tree of objectives. While making up the variants of the difficult management decisions the modelling method is used which gives an opportunity to get the ideal variant of the future decision without any restrictions, i.e. it helps to face all the social, technological and life aspects of the problem solving. On the whole the alternatives and the choice of the best variant should be motivated as far as the present situation is concerned. The choice has to be objective: there should be different states of internal and external environment the system faces.

The activity of the educational institution as a pedagogical system consists of lots of components: key components, derived, material, ideal, objective, subjective and others. As a result some problems are considered and reconsidered to find out whether everybody's interests are taken into consideration because it can help to make up a better project decision.

Decision making is possible on the basis of such approaches to the management decision making as marketing, functional, normative, complex, integration, process, optimization, behavioural. Being used the above mentioned methods tend to group, although in practice, as M. Zikova states, there is a kind of alienation of some factors which leads to one-sided consideration of the problem and the subjective approach to the management decision making<sup>15</sup>.

Decision making is an act (a process) of making it obligatory.

On the whole, it is necessary to organize the executors' activity, directed towards the realization of the management decision.

So, the management cycle may be represented as the one consisting of two main stages: decision making and its realization. The problems of comprehension, reasonable analysis, adequacy correlation of the means available to achieve the purpose set as well as predicted possible spins-off are being constantly solved.

Competence development in the sphere of innovative management will be possible only due to the appropriate level of comprehension and realization of the character of all the aspects of the professional management activity. Nowadays the problem of comprehension is treated by the scientists as a kind of consideration, sense revealing and making which shows the integrity of the person who learns with the thing learnt the connection of the innovative management subject with those who succumb to the changes. In other words, comprehension favours one's defining the value system and leads to some new ones characterized by the depth of their realization and comprehension. This cannot help affecting the character of the subject's attitude towards the object of the action.

The Carpathians are famous for natural, ecological, technical, organizational, economic, social, cultural and ethnic peculiarities. The specific ones are those which should be realized and taken into consideration by the leaders of educational institutions in the Carpathians: their being densely populated, the distance between the places of residence and schools, household, unique ethnic and handicraft traditions.

Social and economic peculiarities of the Carpathians determine the establishment of educational complexes "school – nursery school" on the basis of secondary schools; reorganisation of basic school into educational institutions. Boarding schools of any type like military and sports boarding lyceum and boarding lyceum for gifted children in Ivano-Frankivsk are sure to be reasonable for the Carpathians.

A great variety of natural and geographical factors as well as historical places make it possible for the educational institutions to take part in tourist recreational clusters. Their being at the border favours the implementation of successive innovative models as far as the development of the educational institutions in the Carpathians is concerned.

In our opinion the most prospective point is consideration of the axiological component of the future leader's professional competence as far as innovative management of educational establishment is concerned.

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## FORMATION OF RESPONSIBLE ATTITUDE TO HEALTH OF PRE-SCHOOL CHILDREN IN MOUNTAINOUS TERRAIN

NATALIA SEMENOVA, OLEKSANDR SEMENOV

**Abstract.** The article discloses the aspects of work of pre-school educational establishments in terms of formation of children's responsible attitude to their own health. The author characterizes the principles underlying the educational process. Guidelines that specify the content of teachers' activity in mountainous terrain are given in the paper.

As the result of the growth of children's chronic diseases the author emphasizes the need to use national education experience for teaching and upbringing healthy personality of a preschooler in a mountain environment. Since clean air and aesthetic landscapes encourage active relaxation and recreation. The researcher presents the system of knowledge and skills for a healthy lifestyle which are essential for a child of preschool age. The article emphasizes the readiness of pre-school teachers and parents to use folk pedagogical means of healing, developing children's valueological knowledge and skills.

**Keywords:** pre-school educational establishments, healthy personality, mountain environment.

Citizens' health is a significant background for social and economic development of society. The formation of the attitude to health as to the most precious human value among the young generation is one of the most important missions of the state. It is actualized on the level of preschool education as negative ecological condition of the environment, lack of efficient health care system, lowering of the living standards of most families cause kids' health impairment starting from early age. Only one third of the modern preschool children are considered relatively healthy. Irrational way of their further life, acquired bad habits, inability to control negative emotions result in the situation where only 5-7 % of the school leavers at the end of their school studies have health condition conforming to the medical standards.

The main approaches to preservation and strengthening of the children's health have been stipulated in the State National Programs "Education" ("Ukraine. XXI century") (1993) and "Children of Ukraine" (2001), "Concepts of Continuous Valueological Education in Ukraine" (1996), "Basic Component of Preschool Education in Ukraine" (1999), Laws of Ukraine "About Preschool Education", "About Childhood Protection" (2001), "National Doctrine of Educational Development" (2002), "Provision about Preschool Educational Institutions" (2003) etc. Different aspects of the above mentioned problem have been considered by philosophers, sociologists, psychologists and pedagogues. To be more specific, the research of B. Ananiev, I. Bekh, A. Zdravomyslov, O. Leontiev, S. Rubinstein, N. Chavchavadze and others deal with determination and comprehension of the essence of the "value" category, revelation of the substantial impact of the value-oriented novelties on the

development and life of personality. The problem of personal attitude to life values has been investigated by S. Anisimov, V. Boyko, O. Lazurskiy, V. Myasyshev, B. Lomov, S. Rubinstein and others. The scientists M. Amosov, G. Apanasenko, I. Brehman, V. Dimov, Y. Lysytsyn, V. Petlenko, I. Muravov have researched the health phenomenon, they have revealed the harmonious unity of physical, psychic, spiritual and social spheres and also determined the factors favorable for health care.

However, the issue of formation of responsible attitude to health among children of senior preschool age remains insufficiently researched. The analysis of modern pedagogical theory and practice testifies to the fact of existence of certain contradictions between:

- state demand for upbringing of healthy generation and the impairment of children’s health starting from the preschool age;
- the necessity of fulfillment of systematic work in formation of responsible attitude to health among children of senior preschool age and insufficient theoretical and applied readiness of the problem solutions;
- guiding role of the educators and parents in the formation of responsible attitude to health among children and their unpreparedness for the process.

To summarize, the actuality, social and pedagogical value of the issue under consideration, practical need for its research and scientific-methodical reasoning have conditioned the choice of the theme of our article.

Category of “*health*” has become especially important nowadays, being transformed into a global problem of the civilization existence in outlined period of time and space. The future of any country depends on the awareness of the importance of the values, of specific efforts to care for the health of the younger generation, creating favorable conditions for its proper development and growth. Child’s health is a state of complete physical, mental and social well-being. The issues of preserving and strengthening a child’s health belong to the strategic objectives of the society.

The data show that during preschool childhood in many countries we see the increase in deviation of the children’s health, growing number of chronic diseases, deteriorating indicators of physiological and mental development of children. Outlined problems require educators to find new social and pedagogical approaches that would help preserve and improve children’s health, form healthy lifestyle skills, especially in mountainous areas which are characterized by specific climatic, socio-cultural, demographic conditions of life.

Therefore, one of the priorities of preschool education is to bring up children in the spirit of responsible attitude to their own health and the health of others as the highest value, formation of conscious motivation of preschoolers to healthy lifestyle.

Various aspects concerning the formation of healthy personality were researched by scientists M. Amosov, G. Apanasenko, I. Brekhman, V. Dimov, Yu. Lysytsyn, V. Petlenko, I. Muravov and others. They studied the phenomenon of “*health*”, revealed a harmonious unity of physical, mental, spiritual and social his areas, identified factors that influence the formation and development of a healthy personality. In the context of formation of a healthy personality during the preschool age works of the following scientists are significant: O. Bohinich, E. Vilchkovskyi, L. Volkov, N. Denysenko, O. Dubogay, L. Svarkovska (physical health issues ), I. Bekh, L. Bozhovich, D. Elkonin, O. Zaporozhets, O. Kononko, V. Kotyrlo, V. Kuzya, V. Kuzmenko, S. Kulachkivska, S. Ladyvir, S. Maksymenko, V. Mukhina, T. Pyrozhenko (the issue of mental health); L. Artemova, A. Bogush, A. Kononko, T. Ponimanska (social health issues ). The methodology of the pedagogical process in pre-school educational establishment in terms of formation of children’s health, determination the content and scope of information addressed to preschool children, teachers training on the stated problem works of T. Andryushchenko, N. Denysenko, T. Knysh, L. Lokhvytska, V. Nesterenko, S. Plokhyy, S. Yurochkina and others were devoted.

The priority of responsible attitude towards health of preschool children is explained by the fact that it is one of the key factors which is determined by the defining role of the health of this category of population to create a healthy future generation of the country. In the National Doctrine of Education Development of Ukraine in XXI century one of the most important tasks is defined as “teaching

aperson responsible attitude to one's own health and the health of others as the highest social and individual value".

We all want to see the man of the future smart, strong, kind, healthy, but disappointing data on the children's diseases, inability of preschoolers and adults to manage their health, encourage researchers to seek new approaches to skills formation of healthy personality since childhood, because this is the most favorable time to master the basic knowledge and skills of health care, which gradually turn into an important component of general human culture and influence the development of healthy lifestyle of society. It is in preschool age the future potential health is laid, it is the most favorable time for the formation of a responsible attitude to one's own health.

Disappointing are most health indicators of children in Ukraine, which is characterized by negative trends. In recent years, the number of births physiologically immature children increased from 18-20% to 90%, and 11% are born with strong disorders, 30% of modern preschool children are with chronic diseases, which number increases up to the graduation of the high school, and almost 90% of graduates have different variations in health status. That's why today, a healthy child is important not only for parents, but also for the state.

The deterioration of the health of children is happening on the background of intense sanitary and epidemiological situation in the country, environmental pollution, reducing the living standards of most families, lack of medical care, unhealthy individual lifestyle. Low level of child's health is largely due to lack of awareness about their attitude to their own health, understanding its meaning for themselves and their future.

Needs of society in shaping a responsible attitude to health of the youngest citizens of our country, the complexity of this process, the need for its implementation in the way that would ensure the effective achievement of the strategic objectives for the development of our country, determine the importance of researches, developing and implementing methods, techniques, tools, forms of work with preschool children etc., in modern preschool pedagogy is called pedagogical techniques that optimize the process of the establishing the position of the individual of a preschooler about health.

Educational process of forming a responsible attitude to preschool children's own health involves the disclosure of significant relationships and dependencies that exist between the state of health and the way of life, level of knowledge about health, mood, relationships with other people. Priorities in the overall work must be brought to the educational activity. Its main task is to develop children's awareness of the value of health and healthy lifestyle that promote the formation of active personality. We believe that the child who will understand the idea of its own health as personal value, will try to consciously adjust its behavior as a healthy existence. Such child will care about its health and the health of others, seek adequate perception of knowledge and skills for its protection and implementation in everyday life. To achieve this goal educational process in preschool educational institution should be directed to the following purposes:

*Organize children's knowledge of:*

- physical health care (body composition, functions of the body, the health facilities, etc.);
- mental health care (feelings and emotions that guide them);
- social health care (dependence of health on living conditions, rules of conduct in society, the negative impact of bad habits on health etc.)

*Develop skills (skills):*

- in the sphere of physical health: self-care for their own health, understand indicators of one's physical condition, use knowledge about the functions of the body in various activities;
- in the sphere of mental health: focus on pleasant memories, use them to improve mood, control negative emotions;
- in the sphere of social health: evaluate life situations, predict results, consequences of behavior, communicate without conflicts, take care of the sick, treat healthy people with respect.

*Develop settings to:*

- independent treatments exercises;
- display of positive emotions during health care activities;

- promote healthy lifestyle.

We recommend to build educational process in terms of the formation of the senior preschool children respect for their own health on the following principles:

- scientific approach (all information offered to preschool children should be based on scientific data);
- accessibility (scientific information must be adapted to the perception of preschool children, logically structured);
- visualization (information provided to children should be accompanied by a demonstration of visual aids, conducting experiments, examples from the lives of children, literature, using artistic imagery words etc.);
- systematic approach (new knowledge must be based on common knowledge that already children have, foster preschooler's ideas and concepts of the physical, mental and social sectors of health);
- taking into account the individual characteristics of children (individual possibilities of personality should be considered);
- activity (theoretical knowledge should be fixed in practice of creating conditions for self-search by children of factual material to form components of health).

In domestic psychology and pedagogy is convincingly proved that knowledge is the basis of conscious attitude towards any phenomenon or process. Apart from these it is stated that not any knowledge can be actively used by a child in cognitive and practical activities. This is why high attention should be given to the selection of knowledge acquired by children. Children should possess necessary knowledge to form a responsible attitude to health which will help them maintain their health, care of the body, focus on physiological changes in the body. Such knowledge should be structured, lead children to the general ideas of ideological nature.

Based on the foregoing, we defined the criteria by which you can test your children's knowledge:

1. Children's knowledge of their body (organs available for their perception: external - eyes, nose, mouth, ears, skin; internal - heart, kidneys, stomach, liver).
2. Formation of knowledge and skills of respect for their own health.
3. Compliance by preschool children the rules of preservation and health improvement.

In determining the level of children's knowledge about health as a basis we recommend consider indexes according to the knowledge of senior preschool program development, training and education "child in the preschool years"<sup>2</sup>. Accordingly we can provide indicators of competence of a preschooler about its health:

- control the hygienic condition of the body and compliance with the rules of hygiene;
- performance of an exercise program to prevent deviation of posture and flat feet;
- awareness of the detrimental health effects of alcohol, tobacco,
- knowledge of the main parts of the body, functions of certain organs;
- knowledge of functions of the skin and care for it;
- some practical skills in nutrition and culture of food consumption;
- skills to care for the face, hands, feet;
- performance of basic hygiene procedures during washing;
- some knowledge about the disease, the patient care.

Based on the given above data, we determined the approximate levels of distribution of children into groups of valeological assimilation of knowledge which affects the formation of a responsible attitude to health:

Group I - children know about the structure and functions of vital organs of the body, the rules of caring attitude to their own health and show a strong desire to gain knowledge and understand their organism better. They consciously follow the rules of respect for their own health in their behavior (high level).

Group II - children have a basic understanding of the structure of outer organs and their functions, know certain rules of care for their health and are interested to know their body. In their behavior

children have certain rules of respect to their health, mainly in the case of a reminder from adults' side (average level).

Group III - children with poor understanding of the human body. They are not familiar with the rules of care for health. They have desire to acquire knowledge about their body but they cannot specify it. In their behavior we can observed certain rules of hygiene but at the insistence of adults (low level).

Considering the above said, it should be noted that creating a responsible attitude to health of pre-school children on the basis of theoretical knowledge it is necessary to form practical skills of:

- hygienic care of the body, its parts, organs;
- hardening, performing gymnastic exercises, assimilation of cultural hygiene experience in food;
- correct nutrition;
- preparing decoctions of herbs, fruit drinks, healthy teas using plants and berries of the area;
- communicating with adults and friends;
- manifestations of kindness, consideration, compassion, sensitivity to other people and children;
- self-regulation of excited or bad behavior;
- use of personal safety rules, road traffic, providing first aid to oneself and others for injuries and poisoning, fever, headache;
- use of music, dance, word art, art pictures, colors, moving and finger games, pantomime and facial exercises, dance studies, mountain scenery, folk songs for personal recovery;
- dealing with plants, animals, using their natural strength, caring about them;
- organization of living conditions at home without adults.

The study showed that there is no part of the educational process in which it would be impossible to include work on the formation of a responsible attitude to health: walking, hygiene procedures, training with speech, physical education, drawing and more. We have seen it is necessary for pre-school teachers to take care of the child's gaining personal experience (sensory, mental, active). It is extremely important that it would be mostly positive experience from parents' life and communication in pre-school group in order children should learn and know how to live in harmony with themselves and the world, particularly in mountainous areas with unique landscapes, crystal pure water and air which serve essential tools for national recovery. When working with children within valeology course teachers should use the wealth of national pedagogy, traditional medicine to provide children with knowledge about the traditions and customs of their land (O. Budnyk)<sup>1</sup>.

Programs in education and training of preschoolers which teachers use, practically contain no questions about the human body, the need to care about their own health, the health of family and the environment. It is proposed to give children general knowledge about the structure of the body, the rules of personal hygiene, the concept of safety, mood, health condition.

There is also no clear system of teaching children valeology, existing forms and methods of work with children, parents and educators are not used properly, that is why the level of knowledge of preschoolers, and the level of teachers' training, and the level of awareness among parents in terms of the formation of a responsible attitude to health are currently on average<sup>3</sup>. This is due primarily to the fact that the plans for educational work practically don't have events on valeological nature, subjects are curriculum content of the tasks are not disclosed, there is no logical connection between the subject of the valeology lesson and its consolidation in various activities and daily living.

We believe that children's understanding of knowledge about their own body, care about it, affects the awareness of the conditions necessary for normal life and, therefore, the conscious expression of concern for their lives. This gives us a reason to make conclusions about necessity to give children, parents and educators relevant knowledge about the methods and ways of using of nature of mountainous region for strengthening physical, spiritual and social health of preschool children through their purposeful learning.

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## THE DEVELOPMENT OF ETHNOTOURISM IN THE CARPATHIAN REGION

VASYLIY SHYKERYNETS, ANDREW GUMENYUK

**Abstract.** The article deals with the nature, theoretical and methodological framework and resource base of ethnotourism in the Carpathian region. It examined the concept and components of ethnic tourism resources & analyzed their provision in the Carpathian region. Also the problem of development of ethnotourism was identified in this region.

**Keywords:** local management, tourism, ethnotourism, ethnic tourism resources, resource potential.

Ukraine's integration into the global social and economic relations determines the need for market reforms, based on increasing of economic independence of local systems as well as the use of their travel, labor and material resources as a regional competitive advantages.

Ethnotourism is an effective means of human values. It is, however, a specific type of human activity, the motivation of which is the knowledge of local history and geographic resources, acquaintance with the values of ethnic groups in places of their compact residence in Ukraine. The purpose of ethnotourism is visiting any ethnic tourist region of our country to explore the culture, lifestyle, traditions, dialects, cuisine, fine arts of locals.

It should be noted that the study and development of theoretical and methodological foundations of ethnotourism has not yet become the subject of special comprehensive study in Ukrainian science. Scientists ignored such issues as the creation of terminology and approaches to classification of ethnotourism as a unique social and economic phenomenon.

The purpose of this study is to summarize the theoretical and methodological foundations of ethnotourism in Ukraine (the example of the Carpathian region). Achieving a particular purpose caused the necessity to evaluate available resources regarding revitalization of ethnotourism in the outlined area.

The object of the study is the ethnotourism in the Carpathian region of Ukraine. The subject of the study is the process of formation and development of ethnotourism in Ukraine.

Revival of Ukrainian traditions and customs, elements of national culture, the influence of religion on Ukrainian society, the mentality feature of a nation, spiritual & moral dimension is of interest to many specialists in different areas including clergy, state and local government, academia and it appears in numerous publications, books & speeches (local government - a complicated kind of public authority, which may enter a local representative and executive bodies also as a public administration at the local level, which leads to communication in the institute of local government and self-government principles)<sup>3</sup>.

At this stage of ethnotourism development are particularly important study of the history and culture of ethnic & ethnic religious groups inhabiting the Carpathian region. The system of ethnic tourism is common with religious tourism, which is of particular interest to tourists or foreigners from the diaspora<sup>1</sup>.

Of particular importance in modern conditions is the study of the development status of tourism and recreational resources and identification of the ways of their most optimum use in areas in which actively developing various types of tourism. This area is identified as one of the top in the regional economic structure. These regions include ethnographic territory: Boykivschina, Hutsulschina and others.

For centuries the land of ethnographic Ukrainian groups were within a few foreign countries. But preserved in domestic consumption ancient, dating from the era of Kiev linguistic and cultural bed and unique everyday features in line with the all as confirmation of the theory of joint ethnogenetical basis, demonstrated potent energy resources in the face of colonization and defending their national identity<sup>4</sup>.

The main tasks in this regard is the study of ethno-regional aspects of history, including ethnocultural and social and economic transformation, creating summarizing scientific papers that would summarize and specified the results of previous studies, often based on political ideas and distort the actual course of the processes<sup>2</sup>. Due to the complicated historical destiny in Ukraine, especially in Carpathian region objectively entrenched internal cancellation within one ethnic group, as reflected in the dialects and peculiarities of the Ukrainian language, traditional architecture, national dress, customs and rituals. These regions include ethnographic territory: Boykivschina, Hutsulschina, Pokuttya, Opillya, Lemkivschina and others.

Boykivschina - ethnographic area, which occupies the central & most mastered part of the Carpathians (Beskydy, Gorgany, the Carpathian). In the modern administrative-territorial dimension Boykovschina covers Dolinsky, Rozhniativskiy district and areas of Bogorodchany – in Ivano-Frankivsk region; Drohobyt'sky, Samborskii, Skoivskiy, Starosambirskiy, Stryjskyj and Turkiivskiy areas – in Lviv region; and also Settlements of Velykoberezivskiy, Volovetskiy, Mezhyhirs'kiy district – in The Transcarpathia. Part of Boykivschina settlement now is in the Slovak Republic and Poland. Often residence localize in the nominal triangle: Uzhgorod – Drohobich – Ivano-Frankivsk.

Characteristic features observed in the housing of Ukrainians from Boikivschina. The farmstead is a large building, which is under the same roof, but the housing, barn and utility rooms are in the separate chambers. For covering economic & housing estates sward was used (cane, rye straw etc.) that distinguishes them from the Hutsul dwellings. The housing and economic complex was complemented by quite wide and long courtyard, outlined with the wooden fence. Boyki housing constructed of wood on stone stage. While building, construction method "The frame" was used.

Of particular interest to Boikivshchyna cause wood and stone church. "Boikovskiy" type of churches is the original version of wooden churches three blockhouse, having three peaks typical of the tent top, with several logjams. In the nave from the west and east adjoin narrower rectangular narthex log and altar part, corner connections made by cutting "in the dovetail".

Traditional Folk Boikivtsy Costumes brought to newest time the old simplicity of form and cut. Clothes were made from wool cloth and fur and homespun fabric. Regional features are very typical for different branches of traditional spiritual culture of the inhabitants of the Boikivschina land. In calendar and family customs and rituals, beliefs, mythology, folk knowledge, common law observed layering of different eras and ideas, especially close connection with the affairs of human life. Boyki folk tradition brought to our time valuable monuments of ancient strata of oral poetry of Ukrainian nation, including Christmas carols, wedding, folk songs, folk ballads, oral works related to the content of the historical, everyday events. Traditional decorative arts also has its original character: painting, embroidery, wood carving, forms and methods of decorating of clothes, painting of Easter eggs. Preserved works of folk painting art belong to the set of unique monuments of Ukrainian national culture.

Valuable collections of ethnographic materials collected in the Museum of Ethnography and Crafts of Institute of National Academy of Sciences of Ukraine (Lviv), examples of folk architecture of this land are in Lviv Museum of Folk Architecture and Life.

In number, area and population activities prominently stands out Hutsul ethnic group. They live in Bukovina, Galichina and Transcarpathia. Hutsuls speak a peculiar dialect in which the characteristic feature in spoken language is a transformation of "i" to "e" and use the sound "a" instead of "e", as well as in the traditional pronunciation felt soft diction of sizzling letters. The greatest material heritage of each Hutsul was "Grazhda" - his permanent home. By long tradition Grazhda was built of wood.

Huzuls' life held between Grazhda and valleys, where during the spring-summer season they grazed cattle, engaged forage for winter & were busy with production of cheese & small crafts. A typical Hutsul Grazhda is closed housing and economic complex, which sometimes can be interpreted as a kind of isolation from the community. Hutsul Grazhda and outbuildings were crammed together (isolated) or in-line (ie, under the same roof were delineated shelter, barn and various utility rooms on purpose) system development. Such structures are usually covered with shingle.

Among the public buildings in this region, stands out old wooden churches. By the end of the nineteenth century residential, religious and commercial buildings were built on the "frame" without a single nail with minimal usage of metal. Similar to residential and commercial buildings churches often laid on steep slopes, but with the help of stone scaffolding creating a flat plane for the base building. To cover the cult buildings were also used shingle.

Among the places of worship Ukraine art iconography and decoration of Hutsul churches noticeably stands out for its originality and realistic depiction of the characters. Since ancient times, Hutsuls retain their traditional tastes in many productions particularly in the style of residential and household construction, embroidery and garment component parts, manufacturing of many everyday products, drawing on the egg, making pottery, woodcarving, embroidery towels etc. Hutsul Arts and Crafts (jewelry and articles of wool, clay, wood, bone, metal, leather and other materials) are well known in almost all parts of the world. Thus, ethno-cultural characteristics of Ukrainian Carpathians population are good perspectives for attractive land development and prospects of tourism in general. Regional peculiarities of culture and life, folk songs and dances, holiday celebrations are the important ethnotourist resource.

The main centers of traditional culture in the Carpathian region are: Rahiv, Kosiv, Colomiya, Drogobic, Dolina, Verhovina (Boyky, Hutsul handicrafts and folk art) One of the active forms of direct involvement of foreign and domestic tourists in the Carpathian region of Ukraine is organizing the festival performances, folk festivals etc.

The most famous and widespread ethnotouristic festivals in the Carpathians are: "Boykivska Vatra" (Dolina), "Boykivska Drohobychynna" (Naguevichi), "Easter in Kosmachi" (Kosmach) "Carpathian Vernissage" (Ivano-Frankivsk), "Carpathia" (Lviv-Truskavec), "Sheshori" (Sheshori), "I love the Carpathians" (village Slavske) Worldwide Boyko fest "Z Chistih Dzherel" (Turka) and others. The increased interest from tourists causing Festival and Holidays (action), dedicated to traditional religious and ceremonial events of Ukrainian calendar - "Easter in Kosmachi" (Kosmach), "St. Nicholay gift of the Holy" (Truskavets) "Great Hayivka", "Great Carol", "Christmas star flesh", "Verteps festival" (Lviv) and others. Deserve attention of tourists vocational and craft festivals: beekeepers holiday - Boyky honey holiday" (Drogobich), winemakers holiday- "Red Wine" Festival (Uzhgorod), woodcutter holiday (NPP "Synevyr"), bakers holiday, brewers festival "Lviv beer" (Lviv), the festival of blacksmiths (Ivano-Frankivsk), pysanka makers festival (Kosmach of Kolomiya district), fishermen festival (Mukachevo district) and others.

Considering the features present ethnotourism acts as a mechanism for self-preservation and reproduction of ethnic culture. Ethnotourism can not be the only form of identification of cultural tourism, as this kind of it is so multifaceted as multicolored mosaic of ethnic groups of Ukrainian people. And starting a new ethnic events proves that ethnotourism not only exists, but is developing.

Thus, the development of tourism in the Carpathian region is one of the leading in Ukraine in terms of using tourism as an economic sector is under constant dynamic development. The need for further effective use of historical and cultural potential of the region requires the development and implementation of systematic measures aimed at: optimization of ethnic festival movement involving a growing number of enterprising local communities to elaborated forms of cultural events; obligatory

involvement of professionals in planning and designing such measures in order to increase their competitiveness in the domestic market tourism products, expansion of cultural events as part of cultural tourism, the support of the cultural heritage in good material condition, empowering their use in particular in order to attract<sup>5</sup>.

Studies have confirmed that ethnotourism is promising innovative segment of domestic tourism in Ukraine. Carpathian region - an important component of ethnic and cultural landscape of the country: there is a revival of forgotten traditions, rituals, customs, handicrafts and crafts. This positive effect of ethnotourism allows local communities, local people to obtain additional material benefits and not to forget their traditions.

However, it's necessary to create conditions for the further development of ethnotourism, promoting it in Ukraine and abroad, to prevent its complete destruction, especially in the context of globalization - that these principles should be based in future development of ethnotourism in the Carpathian region.

Most scholars believe that the main areas of ethnotourism in Ukraine may be the next one: revitalization of Ukrainian public organization "Boikovshchina", "Hutsulshchina" etc; involvement of different ethnotourism objects to excursions; innovation activities of state and municipal museums, historic and cultural reserves, open-air museums, private ethnomuseums, organization of ethnic folk festivals and celebrations as local, regional, national and international, creating ethnic tourist centers in Carpathian region of Ukraine, involving charitable (non-governmental) organizations to participate in optimizing information and promotional activities to disseminate information about ethnotourism opportunities of cells folk arts and crafts, for all media ownership contribute to the creation of programs to promote cultural heritage that would be covered ethnographic peculiarities of the Ukrainian state; to expand the content of local management own online resources to promote national culture.

Obtained during the research results support the hypothesis that formed its basis and implemented goals and objectives make it possible to formulate the following conclusions, that ethnotourism is an important factor in creating the ground for national and cultural revival and development of the Carpathian region, improving the tourism infrastructure in the region, effective preservation of historical and cultural heritage, diversification of regional tourism product.

With the proper approach of state and local government to address these problems, with permanent participation of local communities in this process, consider that the Carpathian region can become a leader in Ukraine not only by the number of tourists visiting the region, but also by the quality of travel services, including in ethnotourism. B Given the foregoing, we can once again say that the scientific research helped determine that because of the huge diversity of conditions in our country can be put into practice all the suggestions and recommendations, and their practical implementation is dependent on the characteristics of a region, and the discussed problem is actual and requires further research in view of the integration process.

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## DEVELOPING COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS ON THE BASIS OF ETHNIC AND CULTURAL VALUES INTRINSIC TO HIGHLANDERS OF THE UKRAINIAN CARPATHIANS

MARIA STAKHIV

**Abstract.** The article presents challenges and methods of teacher training activities aimed to develop communicative competence and prepare teachers for work in mountain area schools in the Ukrainian Carpathians. Research shows that specifics of social and cultural environment should be taken into account in the process of teaching native language and developing communicative competence of future teachers. Sociocultural approach defines language teaching strategies in the light of national culture, traditions of ethnic regions and the Ukrainian Carpathians in particular. Teacher training programs should include studies on material, cultural and spiritual values of highlanders. Such topics can be incorporated in the main native language course. Study and analysis of fiction pieces, especially those that reflect the socio-cultural peculiarities of linguistic community of the Ukrainian Carpathians can be of great value in achieving the goal. Small classes in mountain schools also place a demand upon educators to constantly upgrade approaches, forms and methods of teaching.

The article offers an integral teacher training system aimed at developing communicative competence and preparing teachers to work in the mountain areas schools. A special place in this system is given to folk pedagogy, which accumulates the national and regional spiritual values. The author presents the components of communicative and socio-cultural competence of future teachers. The suggested algorithm for training primary school teachers insures reaching an appropriate level of socio-cultural, historical, linguistic and communicative competencies necessary for language teaching at primary schools in mountain regions of the Ukrainian Carpathians.

**Keywords:** ethnic regions, linguistic community, communicative competence.

The Ukrainian Carpathians – are not just amazing landscapes, steep cliffs and rapid rivers, rich and interesting historical heritage. First of all they represent highly spiritual highlanders, who are always sincere, friendly, hospitable, and maybe at times a bit terse. People who live in the mountains are not talkative due to the mountain settlements specifics; there's often a significant distance between the villages or farmsteads. Scattered location of the houses makes it difficult and sometimes impossible to communicate actively. Remoteness from major highways, industrial and cultural centers is a common characteristic of mountain areas in any country of the world: whether the Ukrainian Carpathians are considered or the Appalachian Mountains in the United States. It has an effect on the development and

formation of certain traits of character of highlanders. Today one can observe a combination of practicism and rationalism with high spirituality of Highlanders<sup>3</sup>. There's a significant impact of ethnic and cultural environment on the development and formation of moral, civic and aesthetic values, including recognition of the important role of the native language (mother tongue) in the life of the nation. Linguistic perception of the world is formed through the prism of natural environment; a human being gives names to plants, animals and places where he/she lives<sup>10</sup>. It is obvious that special attention should be paid to the socio-cultural aspect as a part of professional competence in educating teachers to teach native language in primary schools of the mountain regions of Ukraine. Attention is drawn to another feature of the Ukrainian Carpathians. Mountain villages do not only lack people in general, but they also lack youth of school age. One would think that little number of students in classes should have a positive impact on the quality of knowledge, but in reality we face a number of serious psychological and educational challenges<sup>5</sup>. Therefore, proper functioning of small mountain schools requires implementation of effective approaches in the educational process, taking into account social, regional, economic, geographic and demographic characteristics of the region<sup>2</sup>. An appropriately trained and educated teacher will be able to make necessary changes and benefit from the small number of students in mountain schools classes (for example, this will allow for a better quality of individual work with students, systematic control of their knowledge); such teacher will have instruments to solve specific problems (such as weak organization of students' independent work, lack of communication and sharing information among the student, peers etc)<sup>4</sup>.

Exchanging information is an essential component of the educational process, since in this case communication is not just the easiest means of conveying information, but it also serves as a means of expressing the spiritual world of native speakers, which is a crucial factor of national identity of the people or ethnic groups. The phenomenon of socio-cultural competence as one of the important indicators of teachers' professional development and their readiness to interethnic and intercultural communication has been actively studied during recent years. Therefore, the development of communicative competence of teachers based on ethnic and cultural values of the region has been acknowledged to be an important element in preparing the teachers to work in mountain schools.

Mastering professional and personal communication and language skills with an emphasis on the linguistic environment of the region and ethnographic peculiarities of various linguistic units functioning in the area is the basis of effective professional and personal communication.

Personality of a teacher is revealed through the unity of speech and behavior. By means of verbal communication he/she expresses himself/herself, demonstrates moral values, attitude to the education process, emotional mood and speech culture. The WORD is a magical tool which helps human beings to express themselves and explore the world<sup>8</sup>. One of the main tasks of a teacher is to help young people to get to know the world around them and find their place and role in this world. The level of the teacher's success in accomplishing this task largely depends on his/her communication skills and how masterly he/she can use the word - "the fantastic key to self-cognition". It also depends on the teacher's communicative competence, ability to express himself/herself by means of professional pedagogical communication.

Upbringing communicatively competent person taking into account socio-cultural environment requires implementing new approaches in the process of teaching the native language. One the ways to achieve the goal is to actively use the social and cultural resources of the mountain region in the native language classroom, such approach will contribute to the nationally conscious and ethnic -oriented personality. A special emphasis should be made on studying local history, including historical linguistic studies of the region, which will enhance development of linguistic, historical and cultural competencies of university graduates. Linguistic, historical and cultural competencies include skillful use of verbal communication and non-verbal signals (facial expressions, gestures that accompany speech); behavior of native speakers in certain communicative situations, development of a coherent system of ideas and perception about the national and cultural characteristics of the country and region the Ukrainian Carpathians in particular. This helps to associate and connect a particular linguistic unit with the same information/idea as native speakers – highlanders in our case; and therefore to achieve a

better understanding and raise quality of communication with them<sup>7</sup>. Ukrainian scholars recognize four components of socio-cultural competence; this structure is similar to the global model, which identifies the following components: linguo-historical, cultural, socio-linguistic and socio-psychological.

The linguistic component of socio-cultural competence includes linguistic features of different social strata, generations, social groups, dialects: linguistic stereotypes, situational clichés, communicative clichés, speech etiquette formulas, speech patterns and behavior<sup>7</sup>. Developing a linguistic competent personality who possesses skills to freely and confidently use linguistic resources in different forms, fields and genres, which in turn is one of the conditions for their successful socialization<sup>6</sup> is a time-consuming process. The task of college lecturers is to create active learning environment and provide theoretically justified base to future primary school teachers, who will be able to implement functional-communicative approach in native language classroom and pedagogical activity in general. Combining development of a scientific vision of the language (functional aspect) and applied nature of Ukrainian language as a socio-national idea, as pragmatic implementation of the state's interests and every individual citizen (communicative aspect)<sup>9</sup> is a requirement of the time.

In determining ways and methods to optimize the learning process one should rely on the best achievements and experiences of traditional/folk pedagogy, since one of the first and most important child's educator's is his/her first language, and language development is based on active speech activity. These ideas are reflected in the works of renowned scholars (K. Ushynskyy, V. Suhomlynsky, M. Stelmahovych). Their works and ideas remain topical today. Speech etiquette is another important component of the linguistic picture of the region. Folk pedagogy demands compliance with regional speech etiquette, because it is the basis of good relationships among the people, a sign of high spirituality and human beauty and dignity. Nationwide norms and rules of speech etiquette are practiced throughout the territory of Ukraine. The generally accepted speech etiquette formulas are not contradicted but complemented by specific communication rules based on local traditions and customs, rites and beliefs. Mountain communities also have their own traditions in the field of communication, which may differ somewhat from the commonly known rules. Teacher training program graduates should be aware of the specifics of communication styles in mountain regions and be able to effectively use this knowledge in their work.

Just as in any other region of Ukraine Carpathian families start teaching their children to be polite in the early childhood. Children are taught to follow the traditional etiquette rules when communicating with/addressing people of different generations and social groups. Folk culture of the ethnic groups living in Ukrainian Carpathians such as "hutsuls" and "boykys", influenced their speech etiquette. Thus, high respect and appreciation are demonstrated to the interlocutor using such words and expressions as "proshu duzhe" (can serve both as "you are welcome" and "please"), "faino diakuyu" (thank you kindly), "gratulyuyu" (a greeting expression). These and other verbal formulas of highlanders should be known to/and used by those who will teach pupils their native language at mountain schools. For this purpose, appropriate linguistic materials that represent speech traditions of communities living in Ukrainian Carpathians should be included in the teacher training educational programs. This can be done through studying and analyzing different pieces of literature because the nature and functioning of every particular linguistic unit can be fully expressed and understood in the context of coherent speech. It is advisable to start with stylistic-semantic analysis of texts that vary in style and genre before working on linguistic issues, because these very texts disclose speech canvas of the region, in our case mountain regions. After all, a language is not just means of communication, it is also the way we perceive the environment we live in and it is a tool to reflect on the world and picture it in our minds. Each nation perceives the world differently; this finds its output in unique regional dialects and variants of the language. Future primary school teachers should understand this and master their ability to use different linguistic and stylistic means of expressing ideas to people, who live in mountain regions of Ukraine. Algorithm for training primary school teachers of Ukrainian language who work in mountain regions of Ukraine includes the following learning stages:

- text analysis of various styles and genres, which represent linguistic and communicative background of mountain regions;
- defining linguistic and communicative attributes of a specific linguistic ethnographic group: vernacularisms (including accent logic, phonetic, derivational, grammatical, lexicological, semantic etc), archaisms, historisms, neologisms;
- finding reciprocal relationship between vernacularisms, archaisms etc and their equivalents in modern language – vocabulary exercises (word definition, word formation, matching literal synonyms and antonyms);
- distorted texts exercises;
- composition of stylistically and ethnographically appellative texts to exemplify linguistic rules.

The use of the foresaid teaching algorithm in institutions of higher education ensures future teachers' preparedness to teaching Ukrainian language in participatory communication manner in primary schools.

Teaching in mountain community elementary schools a teacher should follow the following rules:

- study, explore and analyze the linguistic environment his/her students live in;
- study and explore language specifics and characteristics of his/her students in general and every student in particular;
- select analytical and synthetic exercises to improve literary language of students.

Not only the knowledge of literary language standards, but also awareness of its ethnic features, provides for open communication with local people, and prevents the teacher from losing connection with his/her students because of the language barrier.

The task of primary school teacher training programs at institutions of higher education is to teach students to experience, sense and appreciate the language peculiarities of highlanders and understand the need for their functioning. This approach can be used in presenting any linguistic topic, but most effectively when studying lexicology, phraseology and stylistics. Thus, studying vocabulary we should draw attention to the existence of such linguistic units as dialects, which reflect the process of literary language adaptation to geographical variety of language elements or regional dialects and language variations. Dialect words and expression are commonly used in fiction as means of describing characters and adding ethnically meaningful context. They are richly presented in literary works by V. Stefanyk, Y. Fedkovych, I. Franko and M. Kotsiubynsky. Extracts from the above mentioned works can be used as teaching material in Ukrainian language classrooms.

When teaching lexicology it is advisable to perform lexical-semantic analysis of fiction extracts in order to familiarize students with the specifics of semantic dialects in mountain regions. The novel "Shadows of Forgotten Ancestors" by M. Kotsiubynsky can be a good suggestion for finding suitable texts for such exercises.

When studying the syntax topic «Allocution», linguistic and stylistic analysis of passages from "Zahar Berkut" can be very effective. Using literary works and fiction pieces as study materials not only provides linguistic aspect of teacher training program, but also has historical and educational value.

Role play is an activity that cannot be ignored. Though its value in teacher training programs is often underestimated, it certainly helps to develop communication skills which are essential for working in mountain schools. The goal of role-play activities in studying linguistic topics is not only to gain knowledge and skills outlined in the educational program, but also to create/simulate real situations that depict everyday life in mountain communities. Such situational role plays help to improve communication skills of future teachers, which in turn will make their interaction with students, colleagues and parents more effective and smooth. Mastering specific instructional methods and techniques of teaching native language in mountain school, developing appropriate and adequate speech habits are the expected outcomes. The above described situational role play activities are suitable for studying most linguistic topics.

Using various kinds of exercises and activities based on authentic texts that represent socio-cultural picture of a mountain region in the specified logical sequence - from observations on linguistic

phenomena in the course of communication through analysis of the linguistic phenomena while performing analytical, analytic-synthetic and synthetic exercises to the use of acquired linguistic knowledge in a specific situational conversation (role play), and practical communicative activities (communication training activities) enhances students' motivation for studying grammar topics, helps the students gain necessary linguistic knowledge and develop socio-cultural competence as a component of communicative competence. This means that future teachers will be able to skillfully establish and maintain social contacts, interact with local people in everyday situations and conduct their professional teaching activities in mountain schools and local schools in the Ukrainian Carpathians in particular.

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## EDUCATIONAL AUTHENTIC VIDEO RESOURCES AS AN ESSENTIAL METHOD OF STUDYING ENGLISH PRONUNCIATION AND INTONATION IN THE CONDITIONS OF THE UKRAINIAN CARPATHIANS

SERGIY SYDORIV

**Abstract.** The paper deals with the issues of teaching and learning the English language for young pupils at mountainous areas of Ukrainian Carpathians. During the first two decades of the third millennium the decline of educational and social services financing is seen in Ukraine. The results of this is very noticeable in the mountains schooling: closure of schools, lack of school buses, poor supply of equipment and studying materials, extra-long winter holidays because of low temperature in classrooms. The demographic factor is also important: many parents are forced to migrate abroad in order to support their children in the Eastern Carpathian villages. At the same time there is a growth in the use of ICT. The internet coverage leaves much to be desired but the situation is expected to be gradually improved. The schools are still use outdated computing and video equipment, although some enthusiastic teachers and students are willing to use own portable video devices in order to study English and learn to communicate effectively at school and home. The article emphasizes some important aspects of using authentic video resources to teach pronunciation and intonation.

**Keywords:** ICT, authentic video resources, teaching pronunciation and intonation.

The demands of effective communication need to be met in a modern society. The English language has traditionally been used as lingua franca of which there are a number of regional dialects that differ substantially in accordance with the phonetic features of the native language for communicators. The effectiveness of communication depends on the ability to use the "correct" standardized pronunciation of sounds and intonation patterns, which is characteristic for Global English.

The main purpose of learning English is to develop students' communicative competence where the language serves as a means of intercultural communication. The formation and development of orthoepic skills in methods of teaching foreign languages at an early stage has been studied by scholars and methodologists: N. Pashkovska, S. Roman, O. Horoshkovska, M. Vashulenko, O. Nahnevyska, E. Passova, R. Devlyetova, Jenkins, Wells. The use of video in teaching pronunciation and intonation have been researched by O. Huz, L. Byelyayeva, O. Hromova, H. Kytayhorodskaya, N. Bychkova, Yu. Verysokin, V. Paschuk, Yu. Fedorenko, M. Lyahovytsky, E. Schukina, S. Corder, R. Fuchs, M. Geddes, R. Kelly, J. Lonergan, G. Marin, K. Neubert.

So far authentic video resources for learning English at school and home and are not used effectively in the conditions of mountainous terrain.

In 2013 we conducted a survey of 24 primary school teachers in Ivano Frankivsk region, the results of which are summarized in the table below:

1	Do you use video at English lessons in primary school regularly?	a) Yes 11 45%; b) No 13 55%.
2	If so, how often:	a) every lesson; b) once a week or more 2 8%; c) once a month or more often 8 33%; d) once a term or more often 1 4%; t) other.
3	In your opinion video resources in primary school can be used to teach?	a) speaking 22; b) listening comprehension 22; c) reading 1; d) writing; e) other (for relaxation) 1.
4	If you feel that you do not use video at the lessons of English sufficiently what reasons there may be?	a) lack of information 22; b) unavailability 22; c) absence of necessity 2; d) other.
5	What video resources do you know that can be used at English lessons in primary schools?	The ones, produced in Ukraine. Internationally made: MAGIC ENGLISH by Walt Disney Company; Web content of the British Council; HUMPTY DUMPTY AND OTHER NURSERY RHYMES by Ladybird; LITTLE CHILDREN by Endymion; SOUNDS LIKE LEARNING by Barbara Milne; NURSERY RHYMES by Buzzers; SAYHISONGS by No name South Korea.

Considering the results, it can be concluded that video recordings at English lessons are used not to a full extent, whereas it can be a good resource to teach pronunciation and intonation effectively in the conditions of mountain schools. Many junior university students majoring Primary Education and English have trouble with the correct pronunciation of English sounds and intonation. It was therefore decided to use at the lessons of Practical English short authentic video clips and tasks designed to introduce and improve the correct pronunciation and intonation which can be used by the students during their teaching practice.

O. Sheremet groups the difficulties that may arise while forming the correct pronunciation and intonation in three categories and gives tips on how to prevent or solve them:

- Psychological: a teacher should form and maintain student's motivation, relieve a state of uncertainty and anxiety that can occur while encountering new and unfamiliar material;
- Linguistic: it is necessary to take into account differences and similarities in orthoepic (pronunciation and intonation) systems of Ukrainian and English;
- Methodological: games, videos, instructional techniques: comparison and study of translation should be applied actively<sup>4</sup>.

Using video helps to motivate the learner, visually, in an individually chosen tempo observe work of the speech apparatus while pronouncing sounds and words, and provides for the introduction of different tasks and drills before, during, and after watching the video. Video also allows to expose a student to different variants of pronunciation of global English language (not just RP or GA, but also

Indian, Chinese, Hispanic...). It is an excellent means of forming the phonemic hearing, which lets you comprehend and reproduce right phonemes, differentiating and distinguishing sounds, single words, intonation patterns. It is recommended to a teacher to use the method of open and closed mapping. For example students hear the sounds of English and see on the screen their transcription while a teacher draws their attention to their direct or apparent correspondences in the Ukrainian language (Peter - Петрик [p, t, ε:], Santa Clause - Санта Клаус [æ, t, ə, o :], Mary - Марія [m, æ, r], pony - поні [p, əv], macaroni - макарони). A teacher can ask whether the long and short vowels composing different words correspond (sheep-ship [i:-i], (dark-duck [a:-a]).

In teaching pronunciation of English it is essential to know and apply methodological typology of phonetic material when phonemes conventionally are grouped according to phonetic complexity and difficulty of their reproducing into three categories:

- Phonemes articulatory and acoustically similar to phonemes of the Ukrainian language;
- Phonemes that seem to be identical but have essential differences from those in Ukrainian;
- Phonemes that have not articulatory and acoustic analogues in the Ukrainian language.

Traditionally, the third group is considered the most difficult to master, since students need to develop a new articulation base. However, the practice shows that the phonemes of the second group require more attention, as they are under a significant interfering influence of sound formation of the native language<sup>3</sup>.

Some linguists argue that the English language is no more a language of communication between native speakers of English and those for whom English is foreign as it is increasingly used as the global English, a language for understanding between speakers none of whom is a native speaker of English. Thus, for example a Thai and a Ukrainian communicating between themselves will each use their peculiar pronunciation, which is different from the Standard English (RP or GA). J. Jenkins speaks of English as an international language (EIL) and identifies the required components of global pronunciation of English, without which understanding between communicators is impossible: standardized pronunciation of all consonants except for the sounds of them (the voiced and voiceless variants are not differentiated), groups of consonants at the beginning and in the middle of a word (as in the word *string*), the contrast between long and short vowels (seat-sit), nuclear or tone accent (her car is red and her CAR is red).

A similar opinion has I. Belova, who considers pronunciation with errors as a divergence from a norm of literary pronunciation. It is characteristic for an individual linguistic community to define a certain variant of pronunciation of words or phonemes a standard one allowing the coexistence of the other variants of correct, but less common pronunciation. Thus we distinguish between breach and distortion of a norm. In a case of breach of pronunciation the semantic function of a language is preserved? It does not affect comprehension of what was said. When pronunciation is distorted (foreign phonemes and phonetic phenomena are used) understanding is lost, a language does not serve its semantic function<sup>1</sup>.

Work on pronunciation using video can have several phases:

Phase 1. Pre-viewing: physical and the visual aspect: workout for 4 major organs of sound articulation: a tongue, lips, jaws, voice; cognitive aspect: introduction of the sounds that will be studied and practiced: analyzing a comparative table of English and Ukrainian phonemes, Phonemic scheme<sup>2</sup>, practicing listening and pronunciation of sounds.

Phase 2. While-viewing: identifying sounds or tone in the video, adjusting the speed of viewing, associating phonemes with the corresponding graphemes (involving reading), comparing pronunciation of sounds of English and Ukrainian languages, observing and analyzing the work of the speech apparatus, imitating a video fragment.

Phase 3. Post-viewing: commenting collective analyzing, composing and rendering dialogues, drilling tongue twisters, nursery rhymes, solving puzzles, inventing situations short - stories.

We also should mention a video course *Signing Time*, where the pronunciation of sounds and words is accompanied by signs and gestures of American Sign Language. The abstract to the course says that it is useful not only for children with disabilities, but also leads to a rapid and high-quality teaching

pronunciation for students in regular schools. It is advisable for teachers and students to record video while doing phonetic exercises, which will enable conscious controlling of a position and movement of the articulation apparatus.

The use of video at the English lessons in primary schools is limited (sanitary health norms, insufficient supply of schools with video equipment and materials), but it serves as an important motivational factor for teachers and students, visualizes the work of speech organs, introduces children to a standard pronunciation (RP and GA) and international versions of English (EIL, EFL). Also video is a good aid to study English in the schooling system realities of Ukrainian mountain area.

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## THE DEVELOPMENT OF TEACHER'S SOCIAL COMPETENCE IN RURAL MOUNTAIN ELEMENTARY SCHOOL

OLENA VARETSKA

**Abstract.** This paper attempted to illuminate the importance of social competence for elementary school teacher in rural mountain environment. The author analyzes the essential features, social and pedagogical challenges in rural schools, sensible changes characteristic of the modern village. Special attention is paid to the rural mountain school as a center of educational and social activities, its peculiarities and factors causing them, including the effect of mountain environment, climatic conditions, administration method, traditions, etc. It's pointed out that teachers are also exposed to the effect of mountain environment. They work under tough weather conditions, often in a closed team, in the atmosphere of professional, social, economic and political information scarcity, which leads to a rapid "aging", gradual professional, social decline and social competence development recession. The author proves the need to consider the environmental impact in the design of modern school, the need for innovative processes while maintaining the national spirit and the environment; the development of social competence of elementary school teacher in constantly changing social rural mountain environment is in the focus of attention.

**Keywords:** rural mountain school, environmental impact, social competence.

Socio-economic changes and relevant reforms in Ukrainian education consistent with the Bologna Process require the application of the competency approach to education and training, the need to develop social competence of elementary school teachers, especially in rural mountain schools.

It should be noted that the issue of the introduction of competence-based approach has recently attracted the attention of the Ukrainian and foreign scholars focusing on the development of future teachers' social competence of different categories, experts in social work, psychologists, students getting a degree in Psychology and Pedagogy<sup>20;21;29</sup>.

It should be emphasized that among the substantial amount of literature available on the subject of practice and training of the rural school teachers particularly noteworthy are the works on training students for social and educational activities in rural areas<sup>17;18;24</sup>, socialization of children in rural educational systems "Comprehensive education - pre-school", the formation of social competence of elementary school children, rural students. Of special interest are the works researching the following issues:

– elementary schoolchild personality development in the mountain environment of the Ukrainian Carpathians, the specific nature effect on the professional training, education and development of mountain children<sup>19</sup>;

– the peculiarities of mountain elementary schools functioning, scientific and methodological, educational and cultural activity, studies and pedagogical work, labor and professional training, educational and social space of the mountain school<sup>10</sup>;

– psychological and pedagogical creative abilities of teachers in the mountain environment, professional training of elementary school teachers to promote their skills to work in mountains schools, their steady professional development, the ways to improve the educational process in rural mountain school<sup>3;9;11;30;40</sup>.

It should be noted that the problem of mountain schools are not purely Ukrainian, the matter in question is the human civilization function, mountain people social identity, the relationship between man and nature, economy and education. These issues have been in the focus of attention of the international community, they were discussed in various scientific forums, including the Krakow conference “Central and Eastern Europe Green Ridge” (1998), 5<sup>th</sup> Conference “Environment for Europe” (Framework Convention for the Protection and Sustainable development of the Carpathians signed by seven countries in the Carpathian region such as Poland, Romania, Serbia, Montenegro, Slovakia, Hungary, Ukraine and the Czech Republic, Kyiv, 2003)<sup>1;2;8;23;32</sup>, the Congress of Local and Regional authorities of the European Council “Sustainable development of the Carpathians and other mountain regions in Europe” Uzhgorod, September, 2010, etc. Mountain school issues are considered in the UN International Programme “Programme for Sustainable Development in Mountain Areas”, UN conference proceedings (Rio de Janeiro) and others.

Noteworthy is the research project “Mountain School. Status. Problems. Prospects”, managed by the scholars of the Carpathian National University named after Vasyl Stefanyk (Vasyl Khrushch is the author and project director)<sup>6</sup>.

Unfortunately, the development of the social competence of elementary school teachers in rural mountain areas has not been in the focus of scholar’s attention.

It is well known that the rural school has a special status in the system of high-school education as a cultural center and a source of intellectual and creative enrichment with a specific village philosophy and subculture performing the main function. The primary educative force of the rural school is spiritual wealth, knowledge, erudition, teacher’s outlook<sup>25</sup>. A rural teacher is constantly in the spotlight for his students and parents, he is the culture beam and an ideal of conduct, which in turn affects the attitude to the subject he teaches, and therefore his success.

The research-oriented analysis of publication<sup>14-16;18;38;39</sup> enables to conclude that the specificity of the rural school is the following:

1. Proximity to nature, agricultural environment creates favorable conditions for training students to live in the countryside, to be engaged in agriculture and be independent in solving economic and life problems.

2. Following the best traditions of popular pedagogy.

3. Perfect teacher’s awareness about children character, living conditions, family relationships, relationship to peers etc.

4. Importance of public opinion, teacher’s authority.

5. Territorial integrity, common problems, concerns, interests, sharing common team-spirited workforce by most parents, constant communication outside school, close relationships, intimate forms of communication between people of different ages, professions, generations.

6. Building educational process taking into account local historical, cultural, human, moral, ethical, natural production values, customs and traditions of the environment.

7. Lack of competence and small size of most rural schools.

However, the economic, social, ethnic, demographic and geographic factors cause the following socio-pedagogical problems in rural schools:

- under-staffing, shortage of teachers on certain subjects;

- relatively low initial educational opportunities for rural students as a result of underestimating of nursery education (a small number of rural children attend nursery schools) and unfavorable learning environment in the family (computer, mutual understanding with parents etc.);

- a significant proportion of family members time is spent on their household activities;
- overwork of rural teachers at household interfering with the process of self-education, family pedagogisation;
- non-systematic schooling, as a result of seasonality and instability of agricultural activity and irregular parents requirements to children teaching;
- lack of extracurricular institutions, cultural centers in rural areas;
- inability to implement school health functions;
- restricting the ability of teacher's self-education;
- lack of methodological and academic support in the educational process;
- increased disease risk for the children who don't go to a local school and have to use transport;
- depression of culture-educational function, which negates the child's participation in extracurricular activities, complicates interaction with parents<sup>5</sup>. The above is confirmed by a survey of teachers in rural schools<sup>13</sup>.

It should also be taken into account that the significant changes that have occurred in the modern village, including the possibility of combining accommodation in the countryside with productive work in the urban area, active migration of young people from villages to cities and thus a certain reduction of the number of people, including school children, lack of finance, lack of aid from the side of agricultural enterprises and at the same time potential partners growth, emergence of new businesses (rural entrepreneurs, farmers, private farms owners) and socio-cultural entities (religious groups, new social organizations etc). Under these conditions, a rural teacher, especially in elementary school as he works with students whose age is the most sensitive, has to learn to interact with the changing environment, develop social competence in his students and himself.

It is important to note that rural mountain school besides the abovementioned has a number of specific features, on the one hand, caused by slow social development, peculiar human interaction with wilderness, unstable harsh climate, landscape and natural character of the mountains, the risks posed by certain natural disasters, scarce population, demographic and economic characteristics of mountain villages, gas heating lack, land and arable land shortage, "alienation of the main forestry income from the people of the Carpathians, decline of the local economy, namely the traditional livestock industry – sheep breeding, and, on the other hand, caused by flagrant errors and disadvantages of forestry and forest management etc."<sup>37</sup>, schools uniformity, weak economic facilities, lack of professional personnel, remoteness from the cultural, scientific, administrative centers, railway stations.

Teachers also feel the impact of mountainous landscape. Working in a small, often closed team, isolated from daily contact with fellow-professionals, in the atmosphere of professional, social, economic and political information scarcity, living in difficult natural conditions, the teacher "ages" quickly, his professional and social activity is gradually decreasing. We believe that such circumstances cause social competence development recession.

Alternatively, rural mountain area can be described as a specific spiritual and ecological environment for human development with rich traditions, life values, romanticism and optimism. These conditions undoubtedly affect the training, education and development of mountain children and teachers' professional and social activities, since the school doesn't have only professional, but also a social function; it is an important factor of social changes.

It should be noted that the impact of natural and economic conditions for the development of personality has been stressed by eminent philosophers, psychologists, ethnologist and teachers. We meet a reference to M. Gogol in a publication by a famous Ukrainian ethno psychologist M. Piren<sup>22</sup> on irreversible loss that mentality of the nation and its spirituality suffers as a result of any acts of distortion and destruction of the environment as the centre of national life.

Nature determines the peoples appearance, since "a man imbues his natural environment, masters it, realizing his own objectives and at the same time enriches himself, his life and body, and, indirectly, his soul and thoughts are enriched by the nature"<sup>7</sup>, thus the man and the nature feel mutual interference.

O. Kulchytsky, I. Rybchyn, D. Chyzhewsky<sup>4,12</sup> explained the Ukrainian character on numerous occasions considering the influence of environmental factors on it.

Thought-provoking is the report by Oleksandra Savchenko on the need to take into consideration the environment impact in the modern school designing procedure. The scholar states that this most important component, functioning as an active teacher's ally for broad positive impact on pupils, was previously ignored in Ukrainian education. Today, this approach is very popular and widely applied in theory and practice of innovative schools; it has turned into a methodological principle of management research for a modern rural school, a huge reserve of modernization for it. Not only the content and new information technologies should be a powerful molding factor, but education environment as well. This is especially true for rural schools where children are engaged in active interaction with the natural, social, gaming, educational, recreational, manipulative and professional environment<sup>27;28</sup>.

By the way, there is quite a strong and longstanding tradition to use such notions as "sociocultural situation", "socio-cultural dynamics", "sociocultural context of education" analyzing the evolution of education as a social and cultural phenomenon. We attempted to examine the nature of "socio-cultural environment of rural schools"<sup>35;36</sup>.

The study of the Russian scholar A. Tsyurulnikov also draws our attention. He writes his books based on the material of the long-term educational expeditions to Yakutia, Komi Republic, the Southern Urals, the Altai mountains and Karelia, discovers a unique phenomena in Russian education - unexplored sociocultural phenomena, processes happening in rural mountain schools, in the schools of the Far North. Based on global experience of countries that are intensively developing, their transition from a society that imitates to the society that produces its own ideas (so-called "Asian dragons": China, Japan, Southeast Asia) is closely connected to a combination of modernization with cultural tradition, effective general civilizational transformation of schools on a national basis<sup>33</sup>. Anatoly Tsyurulnykov points out the need of another mental sociocultural paradigm and a different approach to the organization and development of the education system. In addition, the author emphasizes another important factor – ethnoregional. On the one hand, it can appear a kind of specification, an ethnic link to a particular place of its historical fate realization, patterns of life and thought formation, specifying the nature education. On the other hand, ethnoregional factor is the essence of education, which is manifested in its purpose, content, philosophy and technology, construction and organization framework, types of schools: the abovementioned vary in national ethnoregional coordinates and result from this ethnoregional factor<sup>34</sup>.

Thus, it is possible and urgent to increase innovation processes productivity while maintaining the national spirit and the environment, while a rural mountain school teacher, particularly in the elementary school, since he works with students whose age is the most sensitive, should learn to interact with the changing environment, developing his own and his students' social competence.

The matter in question is the development of social intelligence, social skills, ability to establish social contacts, a gift to respond flexibly, adapt to changes in society and act accordingly to solve the problematic nature of the interpersonal situation, tackle not only the issues of narrow professional content but "borderline", located at the intersection of various fields, identify social initiatives, leadership skills, master new social roles and functions (information, marketing, design, monitoring etc.), take advantage of the natural factors for better all-round harmonious development of students to increase the efficiency of the educational process etc.

Thus, what is meant here is the pedagogical orientation of the teacher in the rural mountain schools in the social environment, the construction of the activities taking into account the needs of people living in rural areas, historical and social traditions, socio-economic and cultural opportunities in the region, i.e. the relevance and development of teachers social competence, particularly in the elementary school in an ever-changing socio-cultural environment in rural mountain areas.

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## TEACHERS' TRAINING FOR SOCIAL AND EDUCATIONAL ACTIVITY IN CONDITIONS OF MOUNTAIN AREA PRIMARY SCHOOL

OKSANA VOROSHCHUK, ULYANA KETSYK

**Abstract.** The article deals with the problem of inclusive education of children with the special educational requirements at comprehensive rural school in a mountainous region. The author indicates that the special system of inclusive education for such students at rural schools is important at present time. The results of questionnaire of parents as to their knowledge about inclusive education are shown. Social teachers who work at rural schools in a mountainous region should conduct informatively-elucidative work among parents with the aim of support of vital functions of school, improvement of understanding and communication of all students of school, taking into account the special educational necessities of separate students, and also give an opportunity to the children with the special educational necessities to get such a social experience as well as their healthy friends.

**Keywords:** inclusive education, special educational needs, socio-cultural environment.

On the modern stage of development of education system the increased attention of society to the problems of studies and up-bringing of children with the special educational necessities in a rural mountainous area is observed. Creation the system of inclusive education in rural areas, organizing of rural educational establishments with favourable pedagogical conditions for development of children with the special educational necessities and children of the same age with typical development is one of the ways of realization of their rights to get high-quality education.

It is known that in the last few years in Ukraine there is an increase number of children, which need correction of physical and (or) mental development, transformation them in greater in quantitative correlation social group. According to the data of Department of medical statistics of Ministry of Health Protection of Ukraine their quantity is about 140 thousand (1,6% from the general quantity of children in a country), and according to the data of PMPK – more than 1 million persons (12,5%). Among them not less than 10% (it is more than 300 thousand) children live in rural areas.

The problem of education of rural children with the special educational necessities has not been analysed sufficiently in scientific psychologic-pedagogical literature. Also quality and quantitative data about functioning of special boarding schools in rural areas are presented not enough in domestic literature as well as the dates about the conditions of education of these children with children that develop normally at rural comprehensive schools in a mountainous region.

Domestic scientists indicate that the majority of rural children with the special educational necessities studies generally in comprehensive rural schools. It is predefined by some reasons, distinguished by Dmytrieva I.V. Among them are:

- lack of the adjusted infrastructure of psychologic-pedagogical assistance to different, in accordance with nosology, categories of preschool and school age children with psychophysical defects;
- low level of consciousness and responsibility of parents about education of their own children;
- low living conditions of a family;
- decrease in quantity of preschool establishments;
- aspiration of rural community on maintenance of rural school contingent, even due to maintenance of all categories of children as its students<sup>1</sup>.

A. Kolupayeva<sup>3</sup> indicates that some parents of children with the special educational necessities do not wish their children stay in day-and-night boarding-schools, which are often remote from home places of residence, and sometimes are in other regions.

Naturally, that in such education conditions schoolchildren with special educational necessities do not get the proper medical-psychological-pedagogical assistance, the issues of their socialization, adaptation, vocational orientation and others are problematic. The teachers of rural comprehensive schools are positively adjusted to co-education of children with special educational necessities and children with typical development, but teachers acknowledge that they do not have the appropriate knowledge for work with such children and are unable independently to master correction-compensatory technologies of their education.

A rural comprehensive school that combines general pedagogical and correction functions must provide for multi-structural content and many-leveled organization of educational process. Trying to become inclusive, schools must carefully study the methods of their activity. Structural and organizational changes at school will bring benefits to all children, but not only students with special educational necessities (Yorgenson, 1996; 1998; Kennedi and Fisher, 2001)<sup>2</sup>. A rural school gives an opportunity to gifted and talented students for effective studies (in an acceptable to them rate); to students, that master the education program in a rate slower than middle, to study according their possibilities; to the students with special educational problems in studies to get an effective help in the achievement of maximally possible for them successes. The teacher of rural school is unable substantially to change the structure and organization of educational establishment however the work in a class depends exactly on him. He must realize for this reason, in what method (way) it is possible to organize a pedagogical process in a class, where a child with special educational necessities studies. For this purpose the teaching staff of school should also pass corresponding studies on questions of pedagogical work with children with special educational necessities at a comprehensive school.

To find out how parents are informed about inclusive education we conducted the questionnaire of parents of 7-8 grades in one of the rural schools in a mountainous region. On a question if they know what means "inclusive education" - 55% parents answered 'yes'. The information about inclusion was obtained from the internet - 15% parents, read in a textbook - 5%, heard from friends and acquaintances - 20%, told by teachers and social pedagogue - 15%, and 45% parents heard about inclusion for the first time. The majority of parents consider that inclusive education is a good business (55%); other assert that it can negatively affect education of healthy children (10%); there can be a greater delay in development of children with special educational necessities (15%); these children as a result will not be able to continue their education (10%); all-round development of such children will be effective only in specialized schools (10%)<sup>3</sup>.

There was another question put to parents: "You are a student. A person with special necessities studies in your class. How will you deal with him"? Thoughts of parents were different: 90 % parents would like to help him as adults, 10% - it will depend on the situation; ignoring attitude toward children with special educational necessities was not shown. Practically all parents with certain suggestions support development of inclusive education at rural schools in a mountainous region.

Social teacher who works at rural school of a mountainous region, should conduct informatively-elucidative work among parents with the aim of support of vital functions of school, improvement of understanding and communication of all students of school, taking into account the special educational necessities of separate students, and also give an opportunity to the children with the special educational necessities to get such a social experience as well as their healthy friends.

Due to joint stay at school, co-education, common activity their health gets better, a positive self-appraisal grows a sense of difference and less worth is not developed, the syndrome of victim is not formed. And children without defects already since young age begin to understand the difficulties of people with limited functional possibilities, they become sensible to the necessities of other people, charitable, more tolerant to human differences, they acquire a confidence, that everybody can overcome obstacles and achieve a success. Presence of a student with special necessities in the ordinary class becomes one of the favorable conditions of personality development of students of the same age.

Thus the decision of the marked questions needs the input of clearly reasonable and effective system of inclusive education of children with the special educational necessities at rural comprehensive school taking into account the features of socio-cultural environment of the country. Efforts of all participants of this integrally structured, many-leveled and multi-staged social-educational system must be directed on the realization of general pedagogical, correction-developing, prophylactic, healthy, rehabilitative, socializing tasks, and on the achievement of the results of integration and socialization of a child with special educational necessities.

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## TRAINING TEACHERS FOR THE ORGANIZATION OF THE EDUCATIONAL WORK IN THE MOUNTAINOUS ENVIRONMENT

TETIANA ZAVGORODNIA

**Abstract.** In the article, taking into account requirements to the teacher of higher educational establishment, contradictions which must be untied in the process of their professional preparation, the special accent is done on the ways of forming of the valued orientations, ideals of future teacher.

The basis of necessity of reformation the preparation of specialists of the different industries, selection of the basic requirements to the teacher of modern HEE some ways of upgrading open up them psychologo-pedagogical preparation.

Problems of forming for the junior schoolboys culture of the health, which level depends on the ecological culture are examined in the article. The important constituent of culture of the health of the child is the level of her knowledge about an environment, formed of responsible attitude toward it, ability of it to keep and rationally use it in the everyday life.

**Keywords:** professional preparation, ecological culture, purpose-oriented organization.

Youth takes an important place in the structure of the society. This very layer of population is important because it is the source of replenishment of labor resources. Their aspiration for self-realization, open-mindedness for obtaining new knowledge and new experience opens a new social and professional perspective, which allows considering young generation as a strategically significant hope of the nation and state in all spheres of their existence. But all this, more or less, depends on self-determination of personality. We will observe the notion "self-determination" in the wide social-pedagogic context. It, according to the opinion of S.N. Chystiakova and N.F. Rodychev, does not limit person's orientation to the choice of the profession, but also includes his moral, personality aspects or competence, which allows "acting under social, economic and cultural conditions, which are changing..."<sup>2</sup>. On the whole, these authors define self-determination as "... a complicated dynamic process of forming by a personality a system of his/her own basic relations, key competences"<sup>2</sup>.

That is, they connect the notion "professional self-determination" and "personal self-determination", which, to our opinion, is both productive and objectively necessary, as far as professional self-determination is one of important indicators of personality, which eventuated in its integrity of its personal self-determination – rejection to work according to the model, image, instruction, i. e. stereotypically; desire to constant improvement, to do everything in their own way, aspiration for enrichment their activity, reach a creative level<sup>5</sup>.

It is possible to make this hope real under the conditions of development of the creative potential of a future specialist. It is demanded by a nowadays' stage of forming new external political and economic

realities of the society, a much more open informational exchange, broadening of international relations, activation of scientific exchange, which lead to the necessity of significant changes in the system of the modern education, which dictate fundamentally new tendencies of the development of the higher school.

To develop fundamentals of pedagogic creativity in future pedagogues, it is necessary, first of all, for the person to understand the content of this moral-ethic quality, its essence, indicators of manifestation, so that he/she could estimate critically the level of its completeness in him/herself and others. In order to determine the level of understanding the category "pedagogic creativity" by future pedagogues, we conducted an experiment using different methods of psychological-pedagogic researches. 270 part time students participated in this experiment. They were finishing their 3<sup>rd</sup> year of studies, i. e. they have unfinished higher education and work at different types of educational institutions. The obtained data attract attention and demand raising university teachers' attention to broadening students' knowledge about creativity in the pedagogical process. Thereby, completing the sentence "a creative pedagogue is..." the respondents answered: "a person with rich imagination, knowledgeable in different fields of art" (Iryna, Lviv school), "a person who can find an approach to children with the help of interesting lessons, games, uses visual aids at the lessons, observation..." (Lesia, Tysmenytsia school), "which gives advice in any situation" (Lesia, Yakubiv junior school), "a talented person, who can teach children a certain activity" (Olga, Lytvyniv school), "a person, gifted by God, who knows methods, forms, principles of education, loves children and can find approach to everyone" (Oksana, Ugryniv school), "a person, knowledgeable in different fields of art, can creatively work with children, think creatively" (Ivanna, Lviv school) etc. As we can see, those answers prevail, which, first of all, reduced notion "creativity in the pedagogic process" to elementary demands to the teacher; second of all, those, which reduced interpretation of this definition to mastering some kind of art; and the third category of students (almost one third of the questioned) didn't give the answers at all. But one should mention, that almost no respondent came close the interpretation of the pedagogic creativity as "an original and highly effective teacher's approach to the learning-teaching tasks, enrichment of theory and practice of education and learning"<sup>3</sup>.

As the confirmation of this conclusion, there are the respondents' reflections on the topic "Am I a creative person". Virtually all participants, who were doing the creative task, gave positive answers, but none could substantiate them or give arguments with the particular examples. The most popular were the answers like: "it is expressed in ability to draw, sing, and conduct interesting lessons, educational events", or "in the interesting lessons conducting", "I can help children make scenery for performances", or "I like working with kids, they are very interesting" and so on. We obtained even more warning data while discussing the topic "How are pedagogic creativities of a separate teacher and the whole staff correlated?" 90% of its participants didn't understand the question and didn't activate their participation in it even after the explanation of its content. There are a lot of reasons for these data. And first of all, it is due to the lack of attention while forming an efficient teacher during teaching-educational process in a higher educational institution, the teacher, who would meet the demands to the new generation of youth's mentors, the absence of integral process of their training. The empirical data confirm this conclusion. We obtained these data during conversations with the students and conducting surveys. So, only half of the interviewed could remember the surnames of the pedagogues, who possess the qualities of pedagogic creativity; only 40% named new pedagogic technologies, without revealing their content; almost every fifth student mentioned a work of fiction or other printed material where we can find information about pedagogic creativity. And that is higher educational institutions have got the tasks of eliminating such blanks. And it is possible to solve this problem by complex and pedagogically appropriate usage of new pedagogic technologies of teaching psychological-pedagogic and general subjects. It will help develop students' creative potential and, to some extent, upgrade the level of training of future pedagogues in general.

Usage of new technologies in teaching-educational process of higher educational institutions opens great opportunities in forming creativity of students – future pedagogues.

According to the belief of the famous researcher of problems of new pedagogic technologies V.P. Bezpalko, technology is an art. If the art is based on intuition, then technology is based on science. Everything starts with art and finishes with technology, in order to start everything from the very beginning<sup>1</sup>.

Taking into consideration that, on one hand, future pedagogues feel the greatest difficulties while organizing educational work with pupils, and, on the other hand, they do not know educational technologies well enough (none of 104 interrogated students of the third year of studies named precisely any educational technology), the objective of the article is revealing some aspects of introducing students with educational technologies.

The educational process technology is a complex of methodological and organizational directives, which define the selection, combining and order, in which the educational instruments are used. It determines the strategy, tactics and organization of the educational process<sup>1</sup>.

Modern technologies of the educational process must have personality oriented directedness, which would presuppose, according to its purpose, forming and development personal values, among which O. Vyshnevskiy highlights creativity as such trait of character, which "impacts the process of activity and its results"<sup>6</sup>.

The educational process technology defines the system of organization of educational activity through different instruments, algorithms, structures, taking into consideration each separate personality. Their complex and interdependent usage must be scientifically substantiated and methodologically coordinated. As the experience of organization of educational work of the university graduates with schoolchildren shows, those students, who use educational technologies, achieve the best results. But the conducted research (questionnaire polling, conversations, involving students in the organizing different educational exercises, educational projects etc.) witnessed, that they are not always considered by universities as an important requirement of the effective educational work. Unfortunately, the practice of working at secondary educational institutions shows that only a small percentage of teachers constantly use pedagogic technologies in their teaching-educational activity. The obstacles for introducing educational technologies were: the insufficient level of competence in theoretical foundations, skills for realization of diagnostics of the educational process etc.

That is why it is necessary to eliminate this gap by reinforcing attention to the students' preparation for this work, and in this way changing the existing stereotypes about organization of educational work of university teachers. With this aim, many higher educational institutions of Ukraine introduced learning courses "Modern technologies of the educational process" (Mykolayiv state university) or special courses "Educational technologies" (Ternopil national V. Gnatiuk university and Prykarpattia national V. Stefanyk university).

Educational technologies in the modern pedagogic science, where the main tendencies of the development of systems of education and educational technologies in the world pedagogic practice, their role in the pedagogic process of the higher school; the history of development of pedagogic technologies, their classification; different kinds of technologies (general pedagogic, subject, innovational, educational, social educational, technologies of author's institutions, management of secondary educational institutions, organization of successful activity). Special attention in the system of pedagogic technologies is paid to educational technologies (upbringing). Notably, such issues are considered: the characteristics of components of educational technologies; designing new technologies in pedagogic theory and practice; pedagogic diagnostics as an important stage in realization educational technologies and requirements for the upgrading efficiency of the professional training of future teachers-tutors; the technology of the collective creative education; training teachers-tutors for introduction technologies of education; social-educational technologies and their up-bringing, "School is the center of up-bringing in the social environment", social-pedagogic complexes, labour and professional up-bringing and education, work with difficult children).

A part of the curriculum is presenting students with new technologies, which will be of assistance for future pedagogues, and specialists in general, their personal professional growth. It concerns, first of all, the technology "Organization of successful activity", which is considered in the historical aspect

and presupposes mastering skills of this activity, also getting methods of eliminating obstacles, which are encountered, forming image of successful activity, and technology of the pedagogue's self-development. Speaking about the latter, its studying presupposes considering conceptual issues of the process of self-development, its characteristics, striving for self-perfection, self-development as a leading requirement during introducing new educational technologies, theoretical and practical readiness for the pedagogic activity; the structure of teacher's innovative activity.

It is important to underline teaching and educational technologies of children with problems (the main factors of emergence children's deviations, reasons, which predetermine deviant behavior, typification of children with problems, social-pedagogic features, which define groups of problematic children, use of social-educational technologies for managing children's deviations, models of differentiation and individualization of studying; technologies of compensated studying) and work with difficult children (peculiarities of difficult children; prevention and coping with difficult education as an integral process; a model of correction deviant behavior; forming positive I-conception; using purpose-oriented programs; involving in a positive activity, influence on the emotional sphere, establishment of personal contact with a child; methods of influence on aggressive children etc.).

For example, during conducting classes in a special course in Ternopil national pedagogic Volodymyr Gnatiuk University (professor – Doctor of Pedagogy O. A. Yankovych) a system of creative tasks is used (1. Prepare for the discussion of problems: What is the concept of pedagogue's creativity? 2. Prove, taking for example the school you finished or described ones in the fiction literature, periodical press, mass media, the information which you read on the Internet sites etc. "Is creative influence on the pupil's personality and mutual creativity with him possible without constant pursuit and introduction of the new into the practice of the whole pedagogic staff?").

Involving pupils into doing different individual learning-researching tasks (ILRT) deserves also attention. They are performed by schoolchildren out of class and are complete theoretical and practical works within the frame of the course curriculum, and is done on the basis of knowledge and skills, obtained in the process of lectures, practical and laboratory classes.

A student receives a topic and performs ILRT from one module only. During performing an individual task it is necessary to foresee the possibilities of its practical application in the learning-educational process of school.

Student's individual task must possess the elements of scientific investigations. One should use methods of scientific research while doing this task: questionnaire polling, experiment, etc.

At large, the effectiveness of an educational technology is achieved through the organization of the undivided activity-educational process according to the demands of education conceptions, scientific recommendations and real-life needs:

- Social-value, purpose-oriented and content directedness of education, its optimal organization within a productive model, technology algorithm;
- Providing positive motivation in the teaching-educational process, revealing and realization of essential potential of every pupil;
- Achieving consolidation of the class members, agreement in the family, which give integrity to a pupil as the subject of life and activity;
- Tutor's personal attitude to fulfilling working duties on the highly professional, creative level;
- Thorough provision of the educational process.

The criteria of the effectiveness of educational technologies are as follows:

- Reaching educational objectives, connected with the integral forming of a personality, staff consolidation, which is expressed in the moral-psychological condition and results of studies;
- Correspondence of educational activity to the objective laws of up-bringing, legal standards, fulfilled tasks and children's demands;
- The level of efficiency and the art of the class tutor in the educational activity, his personal role in the managing the complete activity-educational process, in solving practical tasks and specific problems<sup>4</sup>.

Thereby, mastering different technologies of organizing pedagogic creativity is an important way of upgrading the effectiveness of students' preparation to the purpose-oriented organization of the educational work under the modern conditions of development of pedagogy.

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## Section B:

# AMERICA-EUROPE. ASPECTS OF EDUCATIONAL, SOCIAL, CULTURAL AND SPIRITUAL SPHERES OF SOCIETIES: SHARING EXPERIENCES

JANUSZ KORCZAK, ANTON MAKARENKO, OLEXANDR  
ZAHARENKO – KNIGHTS OF HUMANE PEDAGOGY

OLENA BIDA, LYUDMYLA PROKOPENKO

**Abstract.** History does not have so many knights of pedagogy, such Teachers whom thousands of students are grateful to, whose names are carved on the tables of human memory. Yanush Korczak and Oleksandr Zaharenko are among them, they were eager to do good to the people, they gave lives for the humanity, for the happiness of everybody. The course of life of two prominent Teachers is discussed in the article, the professional credos of prominent teachers-humanists are singled out. We cited a famous French writer-humanist Saint-Exupery in the epigraph.

In our opinion, his quotation is a professional credo of all famous teachers' humanists. Besides, these Fox's words (the character from "Little Prince") appear to be the combined motto of several teachers humanists, namely: a Polish educator Yanush Korczak who was announced an Educator of 1979 by UNESCO; a Ukrainian pedagogue Anton Makarenko, announced an Educator of 2008 by UNESCO; a prominent educator and a great teacher-humanist Olexandr Zaharenko, an academician from Sahnivka, a small village in Cherkasy region.

**Keywords:** humanists, educator, Cherkasy region.

*...Don't you forget:  
from now on you are responsible for  
those, whom you have tamed.  
Antoine de Saint-Exupery<sup>1</sup>*

Basic content statement. Both Anton Makarenko and Olexandr Zaharenko, as well as Yanush Korczak are the followers of the best traditions in their own countries – Ukraine and Poland. We are greatly convinced that they carried out their missions on Earth: they lead their lives full of sympathy for the destinies of their pupils, for the peace in the native land, their motherland, also with great talents of righteousness and bound by the truth, self-sacrifice and a deep conviction that "a person should have beautiful both a soul and clothes as well as thoughts", strongly believing that a teacher can't live without giving his heart to the pupils.

It's a pity we don't know which books Yanush Korchak kept on his desk, but we did witness the books kept on Olexandr Zaharenko's desk where among the books by A. Makarenko, V. Suhomlynskyi, M. Pyrohov, K. Ushynskyi we saw Ya. Korchak's books.

Yanush Korchak was convinced that it is impossible to make the world happy without creating a fair school.

Olexandr Zaharenko's belief is well illustrated by the thesis: "If there is a school, there will be a village and a state".

Although Yanush Korchak is the best representative of Polish elite of the end of the 19<sup>th</sup> – mid 20<sup>th</sup> century whereas Anton Makarenko and Olexandr Zaharenko represent the soviet intelligentsia of the end of the 20<sup>th</sup> – the beginning of the 21<sup>st</sup> century, their pedagogic ideas and methods of their realization, the success of their activity and their beliefs had much in common in terms of the content.

The first thing to be stressed is their conviction that the reforms in adults' life should be started with children's souls, wise constructing of their lives and defending them from evil, envy, the feeling of inequality; to see and to find the springs of the Pure, the Kind and the Light in children's souls, but to seek with one's heart, not with one's eyes, looking into child's eyes, as eyes "are often blind, especially adults' eyes". In "Rules of Life" Yanush Korchak cited Goethe: "If a person's eye were not so similar to the sun, it wouldn't see the sun in the sky" and added "so, whose eyes are as similar to the sun as the child's?"<sup>3,p.481</sup>. Both A. Makarenko and O. Zaharenko, as well as Ya. Korchak were dreamers themselves and considered it impossible to bring up a true person with the qualities that would make him as well as people surrounding him happy without a feeling, namely a dream.

"A dream is a fairy tale...develops into a programme, which is serious, strict, which demands and binds... becomes an oath at the banner of life,"<sup>3,p.499</sup> – Polish educator spoke. Practically all his stories illustrate vividly the meaning of a dream in destitute children's lives. Those children created the community "KHU" – "Knights of Honour Union", the members of which "are prohibited to lie, treat the animals cruelly, smoke, mock at the young, but are obliged to defend the small children and to help them..."<sup>3,p.431</sup>, "...everybody should believe that he has a chance to turn over a new leaf, that he has merits alongside drawbacks"<sup>3,p.490</sup>.

By showing the true lifetimes of his characters in his story "Slava" Yanush Korchak demonstrates how the dream is realized, how difficult it is to overcome obstacles in order to reach the desired goal. Having a dream to become a doctor, Vladek finally became a famous hospital orderly, the best one.

Olek became a trade union organizer, "his dream came true: he became a real commander. Although his army isn't armed with bayonets or cannons, it is numerous, strong and courageous"; Manya, who could tell interesting stories, express the thoughts in her own way and compose verses since childhood, "...works at a carpet factory, and her diaries are published in the newspaper. As they will not publish any rubbish in the newspaper...".

In the letter to his childhood friends Vladek wrote: "I didn't become a doctor. I'm a hospital orderly, but a famous one... As you see, my dear friends, I'm also famous... I wonder how every dream comes true in our life!"<sup>3,p.442</sup>.

Olexandr Antonovych Zaharenko has created the conditions for the children to grow their dreams, not Manilov's type, but the true dreams, possible to be realized, which realization would bring joy and satisfaction both to the dreamer and the surrounding people. The famous educator even formulated one of the conceptual ideas of his work – the pedagogy of a particular dream: "A school is a small state. It can't exist without an idea, a concept which involves and captures the children, teachers and parents. The idea is always continuous. It always exists and is peculiar to everybody. When the idea disappears and a new one doesn't come, poor be that establishment, school, state which undergoes degradation, which ceases to develop. It is useless to live there, as there is no progress but boredom. The idea should be absolutely specific, clear to every person..."<sup>7</sup>.

Practically all the school-leavers of Olexandr Antonovych's school became the ones they were dreaming of. The 4-volumed "Encyclopedia of school kin (autobiographic data, memoirs, reflections)"<sup>2,p.867</sup> contains the letters of almost all the school-leavers (over 2 thousand).

It is due to the pedagogically reasonable formulation of a specific dream, that the teachers' community managed to organize the life of children and their parents in such a way that the dream "gradually overwhelmed all the pupils and was a frequent topic of discussion during the school parents' meeting..."<sup>2,p.39</sup>. The school has got several new constructions: a planetarium, a fountain "Kolosok", a 25-metres-long swimming pool and a nice gymnasium, the Well of Conscience, a library with Internet access and literature presented in 20 foreign languages, a village-school museum, also they grew a dendropark and a rose-garden "Memory plot". The school-leavers who dreamt of becoming artists presented the sculptures and monuments to the school. The experience of building the school museum proved that the school community together with the existing leaders is able to fulfill hard but useful for further development tasks..."<sup>2,p.38</sup>. Kosoborodov Volodymyr, a village dweller and father of school pupils writes "...there will be a lot of memorable dates in the school history..., every event ...the result of combined creative efforts of teachers and pupils, which united their souls and hearts longing to fulfill their dream"<sup>2,p.45</sup>. Here is one more extract from the book "Storks over Sahnivka": "Former school-leaver of Sahnivska secondary school Katya Taran worked at aregional radio station (by the way, at school she dreamt of becoming a reporter – O.B., L.P.). She settled the microphone and asked Olexandr Antonovich: - Tell us a few words about the results and prospects of school work. What do you dream of? – Our results are not kept in granary or warehouse, - started Olexandr Antonovych with a smile as if not noticing the microphone. – The results may not be seen or held in one's hands, they are in our pupils. So, Katya, you graduated from the University, I often hear your voice over the radio and I'm proud of you, I'm really glad. Sometimes I may be ashamed of someone. As for the prospects, we (I mean the school community) have both close and distant ones, - Zaharenko held on his reflections. – Both teachers and pupils are great dreamers.

– What do you dream of?

– I even happen to dream of a trifle, – he gave a smile. – Dream of convenient desks, for example... The latter is not a trifle, by the way... The school has even more serious problems. – It's high time to create new textbooks, adopt syllabuses to some extent..."<sup>5</sup>.

Another similar aspect in the views and activity of Anton Makarenko, Olexandr Zaharenko and Yanush Korczak is their attitude to mutual understanding between a teacher and his pupils as it is of great, basic importance. In the introduction to "Rules of life" (pedagogics for children and adults), giving grounds of the title of his work, Korczak writes: "We, children, have a lot of troubles because we don't know the right way to live. Sometimes grown-ups explain calmly but most of the times they get angry. But it is so unpleasant when somebody gets angry. It's difficult to understand, impossible to ask and different contradicting thoughts pop into the head"<sup>3,p.445</sup>. "Don't oppress the children" – this motto makes up the ground of Korczak's pedagogy. He took part in all children's activities even in taking the duty or cleaning the lavatory. He tried to make the situation that the equality, mutual help and understanding should never be violated. Very often the educator reflects on the problem how not to break the line between the equality, kindness on the one hand and permissiveness, familiarity on the other, how to follow Anton Semenovych Makarenko's statement "the more a person is respected, the more demands you have to him". In the mentioned above book "Rules of life" Korczak wrote: "I often thought what it means "to be kind". I think that a kind person is the one who realizes to full extent what another person feels. ... If someone tortures a frog or a fly, a kind person would react: – What would you feel if you are treated the same way?"; "...I realized that it is of no use to race to rescue..."; "I realized that involuntary concession would do no good both at home and at school as they are short-term. Then the situation would get even worse..."; "I realized that it is better not to interfere at all than judge without having any ideas about the roots of the quarrels"<sup>3,p.448-449,476</sup>.

Olexandr Antonovych advised his colleagues and the parents "to become a real connoisseur of children's souls, a real educator, a real authority, don't get restricted by the boundaries of the lessons. Spend as much time as possible with pupils, make their out-of-school life interesting and meaningful. Then you will achieve success, you will derive real pleasure from teaching work"<sup>8</sup>; "Dear mothers and fathers, grandmas and grandpas, scientists and post-graduates, ministers and academicians. Every citizen. Keep holding your child's hand as long as you can... Make this day the most desirable to a

child, so that when falling asleep he might say: "What a wonderful day it was!" Do so – and you will see that childhood happiness is not in expensive toys, sweets or fashionable clothes but in communication with native dear people, having common games, occupation, creative activities, in the wish to show the child's skills, agility, pride for his kin, school, village"<sup>4</sup>.

The citations are too long, but we would like the reader himself to feel the spirit of Great Educators, the spirit of the time they lived and did good to the people; that humanism and wisdom they possessed do not have time or territory limits.

They were sure that in spite of all the life troubles and restrictions, Good exceeds Evil thousands times, that being kind is the most difficult thing, that a person should have a special talent, boundless tolerance and patience, sacrifice for the sake of charity and other people's peace. Those were the things they proved by their lifetime and professional deeds. Like Korchak, Olexandr Zaharenko created children's republic: the first one did it in the orphan asylum in ghetto; another one did it in brigade village far from civilization and cultural centres. There was no tyranny, violence, unlimited power as their schools were based on cooperation and mutual respect. According to the regulations both teachers and pupils were equal and realized that they need each other, that the main laws of life should be the laws of justice, morality and humanism.

These educators – a Pole and Ukrainians – managed to attain such success due to the fact that they had such great predecessors, educators-humanists as Yan Amos Komenskyi, Hryhoriy Skovoroda, Iohann Pestalotsi, Jan-Jak Russo, Pamfil Yurkevych, Kostyantyn Ushynskyy, Lev Tolstoy and others.

History does not have so many knights of pedagogy, such Teachers whom thousands of students are grateful to, whose names are carved on the tables of human memory. Yanush Korchak, Anton Makarenko and Oleksandr Zaharenko are among them. They were eager to do good to the people, they gave lives for the humanity, for the happiness of everybody.

We would like to finish this article using Sergiy Yesenin's line of verse "To Pushkin":

"I'm standing like in front of Eucharist,  
Responding to myself:  
I'd better die from blissfulness,  
Obtaining such a fate..."<sup>6</sup>.

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## THE SOCIAL EXCLUSION AS A PROBLEM OF SELF-REALIZATION OF THE ELDERLY

OLESYA KOROPETSKA

**Abstract.** The article presents the problem of social exclusion, which in the context of such challenges of global society as poverty, inequality, migration, aging of population, has become one of the most urgent in different countries and continents. It is actual both, for the residents of the USA and for the citizens of Ukraine. While living in different countries, we are the residents of our common "house"- Earth and many problems of modern global world make us more close to each other than we even can think. Among them - a problem of social exclusion and aging of population, which destroys the democratic and human rights both of the inhabitants of Appalachians and the hutsuls, living in Carpathian Mountains in Ukraine. The social, cultural and behavioral aspects of the problem of exclusion and aging of population are analyzed in the article. Peculiarities of aging, cognitive and emotional state of personalities in the period of aging, the personality's attitude towards aging and social exclusion reflect the feelings and experience of people and show that they are similar as for residents of Appalachian region and for hutsuls of Carpathian mountains. In the article it is stressed that social exclusion is dangerous for people of all ages, especially for people from families, for residents of mountain regions, for orphans and disabled. Not having sufficient capacity to manage the situation, they all feel powerless and unable to manage their life. That is why most countries of the world pay great attention to overcome social exclusion. And since the second half of the 90-th the fight with social exclusion is an integral part not only of the EU's and of the USA's social policy, but it also has become an important direction of the social work in Ukraine.

**Keywords:** social exclusion, aging, self-realization.

Initially the concept of "social exclusion" emerged in the late of the twentieth century during the study of such social phenomena as poverty, marginalization, deprivation and others. It was introduced by a French governor Rene Lenoir to describe the limitation or deprivation of rights in civil law, such as restricting access to institutions of social integration, especially to the labor market and to the social services, access to education and the right to work.

This term is - the postmodern equivalent of poverty - a condition where the minority find themselves marginalized from society. In the result of it, the new form of social stratification has appeared, namely, the previous vertical class stratification gradually was changed into the new one, horizontal or social, which has divided people into two groups: "insiders" and "outsiders" that reflected the marginalization of population, related with limited access to societal institutions.

So, the static concept of "poverty" was replaced by a new dynamic category of "social exclusion".

An important contribution to understanding of this concept made P. Abrahamson, R. Atkinson, F. Borodkin, T. Baraulyna, K. Duffy, J. Friedman, Ch. Gore, B. Jordan, A. de Haan, J. Hobearft, D. Hom'en, S.J. Houf, Maxwell, S. Pauham, A. Power, J. Percy-Smith G. Rodgers, A. Sen, V.R. Schmidt, P. Townsend, W. Wilson, M. Wolf, L. Zvaak and others.

Nowadays the term of "social exclusion" is used, when talking about the limitations, connected with people, deprived in their social rights in different reasons: destruction of social ties, curtailment of social space, reduced social capital, the problem of trust in the relationship with society, loss of activity, the problem of self-realization.

So the concept of social exclusion is seen as notion, covering a remarkably wide range of economic and social problems. Among them the problems which are connected not only with the material but also nonmaterial dimensions. First of all it concerns of mentally and physically handicapped, suicidal people, aged invalids, abused children, substance abusers, delinquents, single parents, multi-problem households, marginal asocial persons and other social "misfits"<sup>6</sup>.

According to G. Rum, the coordinator of one of the European's programs of fighting with social exclusion, "individuals suffer from social exclusion, when: 1) are at a disadvantage in terms of education, training, employment, housing, financial resources etc. and 2) their chances of getting access to basic social institutions, distributing these life chances are significantly lower than in the general population, and 3) similar restrictions last for a long time<sup>8</sup>.

Peter Townsend, a British sociologist and the author of the concept of relative poverty, who studied the conditions of life of the poorest and most handicapped members of the society stressed, that individuals, families and groups in the population can refer to be in poverty when they lack the resources to obtain the type of diet, participate in the activities and have the living conditions and the amenities which are customary, or at least widely encouraged or approved in the societies to which they belong. Their resources are so seriously below those commanded by the average family that they are in effect excluded from the ordinary living patterns, customs, and activities<sup>10</sup>.

Hilary Silver noted, that the man who identifies himself to mainstream must have means of livelihood, permanent work, income, property, land housing, certain consumption, education, cultural capital, citizenship in and respect for<sup>9</sup>.

A. Giddens noted that exclusion is not a gradation of inequality, but it is a mechanism that is moving groups of people away from the main social stream. Giddens points to two main forms of social exclusion, manifested in today's society. The first form is located on the top of the social hierarchy, and is connected with the voluntary self-exclusion of elite. The second - extreme form of the "victims of structuration", - centered at the bottom of the hierarchy, which is the result of structural and cultural changes in society and in the opinion of Giddens, threatens the social space and solidarity<sup>2</sup>.

Regarding to this, it should be said, that an active discussion among scientists on this topic is still continuing, in particular, whether to treat a group of "marginalized and excluded" people as real subjects of integration in public "mainstream" or consider them as just subjects of a specific policy, management and control of the authorities as deprived on their own territories.

Social exclusion (exclusion) can be characterized as bilateral process, which is connected with:

1. The state's attitude towards disadvantaged groups, who have experienced a sharp decline in the level of material security and social status;

2. Group's behavior, aimed at identification with the poor, the recognition of the economic dependence and consolidation on survival strategy.

Deep processes that give rise to social exclusion are connected with individual's socialization, especially, at early stages. It is assumed that an unsuccessful socialization is one of the most important causes of social exclusion.

In fact, the process of socialization is deeply individual and flows throughout a person's life in the relationship of complex factors, determined by objective and subjective conditions, depending on internal sources and external environment.

The socialization process consists of two components: *the first* - a content (meaningful) component and *the second* - functional component. The content (meaningful) component of the process of socialization includes:

- the formation of professional skills, knowledge and skills;
- formation of a system of regulation - substantially human behavior;
- formation of a system of values and its regulatory, legal, ethical, social, political, beliefs and perceptions, values and attitudes etc;
- the formation of self-regulation, the ability to self-evaluation, self-criticism;
- the formation of emotional and volitional personality traits.

The functional aspect of socialization includes the internal and external regulators of human behavior. External control system - is the general social determinants and social institutions, which are the carriers of the external system of social norms - political, legal, ethical, social, collective, value-regulatory submissions, which acting as regulators of human behavior.

External regulation, in turn, in the course of socialization gradually transforms into a system of internal control of human behavior. The structure of socialization can identify a number of social and psychological mechanisms: adaptation, cognition, imitation, cooperation, suggestion, facilitation, inhibition, empathy, of expectations, identification. The effect of these mechanisms is determined by many factors, such as society and the processes taking place in it, as well as various groups and social institutions (family, labor groups, the social environment, the media).

Just these phenomena, which actualize the formation of personality in a dynamic social life, fixing out not only a passive acceptance of the environment, but reflecting the personality's activity in application of the transformative experience, her mobilization in choosing of her own strategy for self-building, self-organization and self-realization within the structure of the model of society.

The given analysis of social exclusion allows concluding that most of the researchers took into account at least two important moments: first - lack of resources, and second - absence of "normal", i.e. of acceptable way of life. It means that the exclusion should interpret as negative deviation from social norm, which can be determined by different factors, as individual, so social.

Referring to the notion of social "norm", we apply to the position of I. Gouf, who proposed the differentiation of people's needs, which he divided into *universal, basic, intermediate and societal*. *Basic needs* - physical health and autonomy, and at the same time they can be interpreted as *universal conditions* for successful social participation. *Health* in this context can be interpreted in two ways: as the absence of specific diseases or deeper - as survival. *Autonomy* - *the ability to initiate action, formulating of goals and beliefs, which are vital attributes of human existence*. Intermediate needs include the following: adequate nutrition, adequate housing, conditions of work, that are not harmful to health, the environment without causing harm, adequate medical care, safe childhood, meaningful relationship in the primary medium, physical security, economic security, the protection of motherhood and childhood, basic education. All these intermediate needs are called to maintain the health and autonomy of man and thus enable him to take an active part in social life. Satisfaction of intermediate needs should be guaranteed by the state through the social infrastructure, health care, labor rights, education and income support system, while the other socio-cultural needs can be met by the local community, but with obligatory state support<sup>4</sup>.

At the same time, social exclusion, can and should be controlled by means of social integration. So, the main task of state is to provide the inclusion of those, who appeared outside of society, to help them to be back to the active life, to save them and help to realize their potential ability.

The study of the phenomenon of «self-realization» refers to the first half of the XX century. In 1935, the terms "self-realization" and "self-actualization" were introduced into scientific using by neuro-psycho-physiologist K. Goldstein. In his work «The Organism» K. Goldstein described self-realization as a universal principle of life. Later the problem of self-realization was developed by A. Adler, G. Allport, Sh. Buhler, J. Kelly, K. Horney, A. Maslow, R. May, G. Murray, G. Murphy, C. Rogers, C.G. Jung and others. In the context of age, the problem of "self-realization" was studied by A. Maslow,

E. Erikson, K.A. Abulkhanova-Slavskaya, L.V. Prokhorova etc. Peculiarities of self-realization of seniors were investigated by N.M. Amosov, L.I. Antsyferova, R. Simonov, V.P. Kaznacheev etc.

In the most general sense, the notion of «self-realization» indicates the implementation of opportunities of development of «I». Quite often this term is used as a synonym for the words «self-development», «self-actualization», «self-fulfilment». All these words are very close in their meaning. They all were described by humanists as phenomenon, which indicate at: the realization by a personality's natural potential (K. Horney), a human desire for a total identification and development of one's opportunities and abilities (K. Rogers), a development of human potential as an opportunity to become what one can become, to live fully and to be full of sense of life (A. Maslow), achievement by a personality of integrity and unity by means individuation (C.G. Jung), a personality's innate desire to self-realization (Sh. Buhler).

In general the desire to realization of one's own "I", practically, by almost all authors was explained as the disclosure of latent potentialities of the individual. At the same time, no one of humanists didn't try to explain definitively such important basic methodological notions in self-realization's theory, as the nature of self-realization, motive forces and conditions of self-realization, determinants and significance of self-realization, which even today remain debatable, since modern scientists could not come to a common thought what self-realization is: a process, the result, an innate tendency, ultimate goal or something else<sup>5</sup>.

Up to the 90-th the Ukrainian and Russian psychologists considered the problem of self-realization in the context of psychology of self-determination, in particular, it was not interpreted as an independent brunch of psychological science, but as a structural component of psychology of "self-determination", the contents of which most fully was investigated through the concept of "personality", which studied in the plane of such notions as "self-cognition", "self-expression", "self-regulation" (K.A. Abulkhanova-Slavskaya, B.G. Anan'ev, L. Bozhovich, M.R. Ginsburg, G.S. Kostyuk, M.J. Boryshevskiy, S.D. Maksymenko etc)<sup>8</sup>.

From the 90-th of the XX<sup>th</sup> century there appeared a tendency to view self-realization as a separate subject of study. In current psychology the notion of "self-realization" is interpreted as a form, and as the result of the individual's activity (D.A. Leontiev), as realization of opportunities of "I" by means of efforts of personality and in collaboration of personality's with others (L.A. Korostyleva)<sup>5</sup> as a manifestation of human self, as a conscious purposeful process of opening and objectifying of essential powers of man (V.E. Galazhynsky), as the embodiment of man's potential in a variety spheres of practical activities: work, game, cognition, communication etc (Tytarenko T.M)

To our point of view, it is necessary to differentiate the notions of "self-actualization" and "self-realization". The first should be treated only as the innate tendency to development one's own potential (A. Maslow) and the second – as practical implementation of this tendency by every man in external practical activity.

A special place has the question of self-realization in ontogeny. The sequence of stages forms a temporal structure of personality's existence. Each stage represents a new level of development, which is complicated by the fact that many dimensions of personality's life's journey are interweaving by different lines of development, each of which has its own history<sup>7</sup>.

The development of man as an individual (psychophysiological development), as a personality (social development) and as a subject of activity (kognitive development) continues during the whole life, that ultimately forms a man as unique integrity – individuality (B.G. Anan'ev). These, combined, but at the same time different directions of personality's movement in her development, determine changes in a person's life path and its structures, determine the formation and self-determination of personality in each age period, influencing on the behavior and personal choices throughout her life path.

The problem of self-realization of old people was investigated by V.D. Alperovych, L. Antsyferova, Z.A. Butueva, A.L. Buryakovskyy, S.L. Frank, A. Krasnova, N.F. Shakhmatov, T. Tytarenko etc, who considered it in the context of the concepts of the way of life and the meaning of life<sup>3</sup>. Almost of all mentioned authors emphasized, that the list of human needs in old age, in most cases is the same as in

other age periods, but the structure and hierarchy of needs are changed, particularly, to the center of the motivational sphere are put forward such needs as creativity, self-realization, activation of life of old people, sense of community and, of course, healthcare.

The period of old age is the final stage of human life, it is important, that during this period a personality could feel, that her life still has a sense, which will help her to live actively and productively. It is well known that the idea of psychological age is relative, that the criteria of periodization age and life expectancy depend on the biological characteristics of the organism and social environmental factors.

Among social we separate such factors as: the character of work, level of provision of material goods and medical care, housing, the individual's attitude towards the society, objectivity and realism in assessing to the individual's capacity, the adequacy of the individual's choice of the social roles and one's place in society.

The biological factors include: endogenous (a set of internal resources of the human body: gender, heredity (genetic code), favorable or unfavorable inclinations) and exogenous (the conditions of the environment: natural and climat conditions of the environment, the environmental situation, the impact of solar radiation and so on).

There is no doubt that biological life is determined by its genetic constitution, but usually it is not fully realized because of the harmful effects of the environment. At the same time, biological life serves as a guide for the real sequel average life expectancy. The difference between these two values is the reserve, which can be realized by improving the conditions and life styles.

That's why, still nowadays psychologists, gerontologists, physicians can not determine when the period of aging begins. Most of all (B. Przhyhoda, E.B. Harlok, J. Birren, D.B. Bromley etc) consider, that it is – 60-65 years, but the others believe, that no one of calendar dates are unacceptable (I.B. Davydovskiy), because aging is enormously an individual process. The most important psychological factor of aging is the acceptance by a personality to be old (N.F. Shakhmatov).

One more important criteria, that indicates to the entry a man in the period of late maturity (age) is a social criterion, which is connected with the retirement of an official person.

However, different countries for different occupational groups, for men and women have different timescales retirement (55-65 years), so this criterion can not be taken as a basis for setting limits on which retirement occurs. Old age has no distinctly determined boundaries nor at early stage, neither at the final. It is a distinctly individual character.

Traditionally, period after 60 years was studied by herontology, because it was always considered as the time of aging, fading and retirement. At the same time it should be mentioned, that the period of late adulthood lasts rather long – from 60 to 75 years. A man in 60 years varies significantly from 75 years old person not only on the state of the health, but by the motivation, sense of life and self-realization. That's why, the researchers usually devide late adulthood in two stages: first stage – "early old age" or "the third age", which lasts from retirement to 70-75 years and the second - "old age", which comes only after 70 years. That is why, those, who hasn't reached 70 years, but preserved good health and are able to lead an active and independent life, to maintain oneself without assistance, should be considered as potential of productive part of retired seniors.

At the same time, it should be noted, that this period of ontogeny never was considered as a productive period in person's development. Most people, who after 60 are retired, consider their professional career completed. It is happen because of many reasons. One of them is the stereotypical attitude to this period of age and to a person, who has reached 60.

Psychologists agree that attitude to people of late adulthood is more depended not from biological aging, but from social and psychological factors, including widespread social stereotypes. Among the most common social stereotypes about seniors are: concervative, eccentric, marasmic, weirdy, though traditionally the old age always was associated with wisdom and experience.

Most authors (V.D. Alperovich, B.G. Annan, D.Y. Raigorodski, M.V. Ermolaeva, G.S. Suhobska etc) also note, that the popular stereotypes about passivity and conservatism of seniors empirically are not confirmed, that retirement should not lead to the cessation of professional activity and exclude seniors

from society. If the life of a personality was meaningful and creative, her progressive development in old age doesn't stop. Systematic long-scientific researches show that mental changes of seniors aren't of personal character. With the losing of physical strength, the elderly persons retain the ability to grow as a personality.

Victor Frankl has rightly pointed out, that the man, who spent a fruitful life, wouldn't become a decrepit old man, but rather, his mental and emotional qualities that are developed throughout the life, are saved despite of the fact, that his physical forces become weak<sup>1</sup>.

Eventually, modern society, which is undergoing a severe economic crisis, on the one hand, understanding the value of such an experience of seniors, is trying to use the practical knowledge and worldly wisdom of elderly people, but on the other - excludes them from the system of active social activities. But modern society, that considers itself civilized, has no right to ignore personal problems of the excluded from it old people.

Today there are several theories of age and aging that interpret the state, feelings, inner world of the elderly and their attitude towards the situation in society.

One of the most developed theories, explaining the situation of the excluded older people is the «the theory of separation», which first was described by J. Rosen and B. Nyuharten and later was supplemented by E. Cumming and W. Henry. The essence of the theory is that in old age a person changes the motivation, in particular, each person in this age is focused on her inner world, and her interest to communicative activity is decreased. Formally, loss of social ties begins with retirement and objectively is manifested in the fact that a person loses previous social roles, her income is reducing and she is going through loss of family or separation from family. Subjectively, a person feels unnecessary and focuses in her inner world. Distancing from society, according to the authors, is the most adaptive and successful mode of existence in old age. This theory reflects the view of aging as a period of involution, whereby man becomes unclaimed in society. Just this theory is called the "theory of liberation" (alienation) because the aging and retirement allegedly makes an elderly man "free" from all obligations to society. The most unfortunate of its that the representatives of this approach consider of the elderly man unnecessary in society and take it as a norm.

Quite opposite to the previous theory is - "the theory of activeness", which stresses that the natural desire of a man is the preservation of relationships with society, and the real reason of severance of the elderly with society is the society's refusal from collaboration with old people.

But in fact, as it is proved by the different researchers, the peculiarity of inner world of seniors is the parallel existence of two orientations: the first - desire for union, need to feel socially popular, meaningful and use full, the second - the desire for autonomy, peace, self-sufficiency.

However, people, who have retired and who doesn't consider themselves old, feel the need to work as well, as the people who did not enter the retirement age. Work gives meaning to life of an elderly person, promotes a positive self-perception, because even in retirement age people feel the need to continue activity. That brings them a sense of life satisfaction. The exclusion of the elderly from "mainstream" and of active social life by age is associated usually with the limitations of their social space and social activities.

Retirement means losing ties with the reference group, loss of the case, to which a personality devoted her entire life, loss of important and meaningful for her social role, compounded by the loss of social and psychological incentives, destruction of professional and interpersonal relationships. Disappointment and depression, doubt and indifference of surrounding people block actualization of potential experiences, prevents the accumulation of new achievements.

But, despite of the difficulties, connected with the losing of work, people can't get rid of their inner social nature, which manifests in the need to realize their "I" in the social activities and the need to be valued by the society for their activity. The conflict between personal desire to be active and the necessity to retire actualizes the problem of self-realization in the elderly and encourages the state to find the relevant system solutions for restoration of social activity of the retired, recovering of social capital and connections, which are basic conditions for self-realization. The peculiarities of social exclusion of seniors are that it is accompanied with ageism - the exclusion by age criterion, which can

affect everyone while achieving the elderly. Today it is difficult to find a job for a person, who has reached even 35 years, to say nothing about pensioners. That is because the professional experience today is valued less, than the modern education.

The great experience and ability to examine the life and events in it in different coordinate systems allows the elderly people find a new occupation, to try to realize themselves in a new work, take part in a new social or any other kind of activity and build a productive life after retirement. New cognitive formations and positive experience, that are inherent to the personality in late adulthood, such as dialectical thinking (K. Riegel), wisdom (E. Erickson, P. Baltes) indicate to a high level of integration and integrity of the individual's and their ability to fulfill complex kinds work with different level of intellectual tasks, to give useful advices on vital issues. But society treats the elderly as the objects of influence that require care and maintenance. The society does not want to see in senior people socially active business partners that seek to satisfy their life important needs through collaboration with various social institutions and organizations, to develop their skills and take responsibility for their actions and decisions.

The responsibility for a successful return of the excluded people to the social stream depends both as from society, so from the individual.

One of the ways of overcoming of social exclusion of seniors is education, which in the condition of the development of modern society, the blurring of boundaries between the generations, in the conditions of the rapid "aging" of knowledge and transformation of major social institutions has become one of the main social and personal needs, which demands integrity of personality and of society and leads to self-realization.

In general, self-realization is a purposeful activity of a personality aimed at the transformation of reality and herself through the recognition by others, in co-creation with others and society as a whole. Self-realization of the elderly persons assumes the maximum use of the accumulated experience and knowledge. Transforming activity involves moral and volitional effort aimed at the object, with a view to improve it. Self-realization of an elderly person can be committed in one or several areas at the same time. On this ground we can distinguish the following types of self-realization of the elderly people: the professional self-realization, spiritual self-realization, cognitive self-realization, creative self-realization, self-fulfillment in the family, self-realization in social activity, communicative self-realization. But the problem lies in the fact that the field of self-realization of an old man is limited due to social exclusion. That's why, we can select a number of types of social exclusion: social exclusion in the professional sphere, social exclusion in the material sphere, social exclusion in everyday life, social exclusion in the spiritual sphere, social exclusion in the field of education, social exclusion in the family, social exclusion in the public sphere and others. To overcome barriers, created by social exclusion, it is necessary to form the appropriate conditions that affect the self-realization of an elderly person. Among them should be taken into account the conditions, concerning the self-development of personality: 1) the integrity and personal development; 2) the purpose of life; 3) the value orientations; 3) adaptive capacity (resources); 4) social capital; 5) the one or some spheres of activity; 6) professional skills and competence; 7) capacity to self-education.

The excluded old personality will get a chance to come back to active life and realize herself and her potential during the elderly period of life if she try to continue her education and keep close to social and cultural life, to include in the process of informationalization and computerization, to develop her social networks, increase social capital, ultimately leading to self-realization. Education of elderly is a tool for the preservation and revitalization of self-realization. The idea of continuing education figures prominently in a number of progressive ideas of the XX century. Human and philosophical significance of this idea is great because its meaning is to provide everyone with the development, self-improvement, creative renewal, cognitive self-realization of lifelong learning, which means the active presence in the mainstream. Education in today's society is one of the four (together with income, power, and prestige) criteria of human capital.

At the same time, the problem of aging which worries not only economists, gerontologists, but also psychologists, because the older generation is very difficult to cope with the rapid growth of scientific

and technological progress. Especially, it touches the representatives of professions, whose work is connected with intellectual activity, whose knowledge needs to be updated because it does not meet the standards of our time. It is not easy for them to learn to work with computer and to keep up with technologization, informatization and computerization of the production process itself.

In addition, aging is accompanied by a variety of physical and psychological illnesses, which impose restrictions to the ability of a person of this age work productively and satisfy one's everyday needs.

That is why the main tasks, facing psychologists, heronto-psychologists, social psychologists, social workers are - to help seniors to adapt to age-related physical, physiological and social changes. First of all, to help them to form an adequate perception of their own age and aging, to develop the ability intelligently allocate the time and to use productively the years, which have remained, to form in oneself the ability of resisting to affective impoverishment, maintain the emotional flexibility, internal cohesion and meaningful perception of life, to develop the ability of resisting of the social stereotypes about older people, in particular, regarding of their physical, occupational and social activities, of their place in society, possibilities of their development and self-realization.

Self-realization is a way of man's existence. It never stops. Social and psychological development of man is not limited in any age period. Development is a continuous process. A man is realizing himself during the whole life.

One of the main factors, that keeps the progressive development of personality in old age is meaningful, creative life in all stages. The important factor for productive aging is - the ability of a personality to integrate her experience, its past, present and future, including the successful solving of regulatory management, life challenges and conflicts during the whole life. Late adulthood is not exception, but it has its specificity, which is connected with influence of age and retirement. One of the ways of overcoming the social exclusion of old people is self-education.

Social exclusion in old age is accompanied by ageism – the exclusion by age criterion. The main ways for self-realization in old age are: self-education in professional or social activities, especially in the University of the Third age, self-realization in family, in maintaining a healthy lifestyle, in the development of new forms of leisure and creative activity.

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## THEORETICAL TRAINING OF MODERN SCHOOL TEACHER IN POLAND AND UKRAINE

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**Abstract.** The article presents the humanization and democratization of the educational process of vocational and educational training teachers Ukraine, implementation of new educational technologies, finding the most optimal conceptual approaches to the development of national pedagogy cause growth of scientific and practical interest to study the experience of secondary and higher education, including the Republic of Poland. European requirements for teacher training, the quality of their professional qualifications and competencies, professional development of teachers - is the most pressing issue of training teachers in Europe. Polish scientists actively working on finding optimal ways of improving training of primary school teachers in higher education. The most important industrial and educational and developmental functions performed by primary school teacher in the Ukraine, is a professional and personal self-help that improve the professional competence and pedagogical skills through personal and professional self-development, creating conditions for self-development and self-disclosure by the child self-development technologies and techniques.

**Keywords:** teacher training, universities, schools, Poland, Ukraine.

One of the main factors of progress in education is the quality of teacher training. The increasing complexity of the tasks and functions of school teachers in accordance with the requirements of all sectors of education reform necessitated increasing demands for its vocational and educational training, contents, methods and means of formation of future teachers' high professional and special erudition.

Nowadays, there is an intensive search for the most appropriate contents and structure of vocational and educational training of teachers in different European countries. Radical changes, which the history education in Ukraine is now experiencing, require the review of the number of issues concerning the role of historical, psychological and pedagogical disciplines in higher education institutions which train future teachers.

The reform of education and training of teachers in Poland has been researched by many scientists, among them G. Kviatkovska, C. Kupisyevich, C. Pan, S. Levovitski, K. Deneka, M. Szymanski, J. Rutkoviak and others.

One cannot but mention the results of research work of Ukrainian scientists who are actively engaged in the problem of future teachers training: V.I. Bondar, A.J. Kapskey, O.V. Moroz, O.V. Kyrychuk, O.Ya. Savchenko.

Humanization and democratization of the educational process of teachers training in Ukraine, implementation of new educational technologies, finding the most optimal conceptual approaches to

the development of national pedagogy cause growth of scientific and practical interest to study the experience of secondary and higher education, including the Republic of Poland. The need to identify common approaches in the development of the national education system and reform of teacher training in higher educational institutions of Ukraine and Poland<sup>5</sup>.

In modern society education makes high demands on the teacher. This is due to new societal needs in the world of the early twenty-first century. One of the goals of global informatization of education is to prepare teachers who possess a high level of multimedia technologies, to use the latter in the educational process and education management and actively participate in the process of education informatization.

Analysis of the graduates' activity helped to identify the following conflicts between:

- traditional system of education, which is in deep crisis, and the new conditions of the global introduction of multimedia technology in all spheres of a modern man;
- requirements for pedagogical work which has to be individually creative and too formalized system of teacher training;
- rapid development of science and trends of transition to information society, which is clearly traceable now, aggravate the contradictions between the amount of information received by mankind and its assimilation capabilities. There is an urgent need for prospective teachers to master the multimedia technologies;
- inexhaustible didactic possibilities of global information network Internet and the low use of the latter in the training process of future teachers of primary school;
- rapid computerization of education in secondary schools and unreadiness of primary school teachers to use multimedia technology.

Low level of information culture of primary school teachers has led to the fact that the teacher is mostly just a consumer of readymade didactic products, not ready to create his own authors training and educational activities. Understanding the need for large-scale introduction of multimedia technologies in educational process in schools and universities has not yet found a complete application in practice. The use of multimedia technology in teaching is understood by many practitioners as a fragmented use in the study of certain subjects.

European requirements for teacher training, the quality of their professional qualifications and competencies, professional development of teachers - is the most pressing issue of training teachers in Europe. It is very difficult to create a universal, while effective for different countries, model of modern teacher and identify a set of necessary professional qualifications, skills and competencies, especially in dynamic changes in different spheres of social and cultural life of European society. The discussions on these issues provoked the research aimed at defining a set of professional skills necessary for the effective operation of Polish primary school teachers under the conditions of today's European integration and education reform, specifying conditions of their professional development.

Polish scientists are actively working on finding the most acceptable ways of improving training of primary school teachers in higher education. One of the ways for Polish researchers is the improvement of teacher education in shaping the professional competence of primary school teachers, giving preference to the most efficient implementation concepts and models of training teaching staff in the modern world. Ukraine needs intensive development of the process of informatization of education. For national education it is urgent to introduce the learning process of secondary and higher education new multimedia technologies, which are indispensable for scientific and technological progress. As one can see, training of primary school teachers by means of multimedia technologies is rather a pressing issue. It should be noted that Poland is ahead of Ukraine in many ways as for successful solution to this problem.

In connection with the European orientation of Ukraine in general and access to the European labor market in particular, the level of competitiveness of domestic higher education requires a more demanding attitude towards them, and this, in turn, leads to a deeper analysis of trends in European and global education. Under the provisions of the Bologna Process, the main directions to renovate the education are the quality of education, confidence building between business education, compliance

with European labor market mobility, increased social status and professionalism of educators, strengthening their state and public support. Therefore, special attention is paid to the professionalism of primary school educator: his professional knowledge, skills, teaching culture, personal and professional development and self-development.

The most important industrial, educational and developmental functions performed by primary school teacher in Ukraine are a professional and personal self-improvement that is development of professional competence and pedagogical skills through personal and professional self-improvement; creating conditions for self-development and self-disclosure of the child with the help of self-developing technologies and techniques.

The readiness of future primary school teacher in Ukraine is based on the psychological, pedagogical and subject training, which involves, first of all, formation of personality traits of future teachers.

According to N. Kozakova, an important part of training of primary school teachers is pedagogical practice which aims, on the one hand, at the consolidation and implementation under special circumstances of the subject knowledge acquired by the students, also psychological, pedagogical and methodological knowledge and skills needed for future professional activities at school, on the other hand – at creative development and self-development of future teachers, forming his professionally significant qualities and commitment to innovative teaching activities<sup>1</sup>.

L. Khomych singled out the factors that will contribute to the improvement of training primary school teachers, namely:

- Socio-economic, which are associated with changes in social consciousness and the emergence of new values in society, that means that most attention is paid to self-development, self-upbringing and self-education of future specialists;

- Practical, caused by socio-economic changes in our country and the emergence of new types of educational institutions. The latter need a teacher with a holistic view of professional activities. Therefore, future teachers must learn to act independently, learn the process of psycho-pedagogical training of special abilities and skills of interaction and communication;

- Theoretical factors arising not only from socio-economic, but also from practical changes in the development of education. In this regard, most of the educational institutions of Ukraine include integrated courses of psychological and educational research into the curriculum, and on this basis they organize the formation of professionally important qualities of future teachers, their professional identity and behavior, as well as contribute to the development of individuality of future primary school teacher<sup>2</sup>.

Professional activities of a modern teacher require a number of different capacities, among which the creative activity and innovation are of great importance. Modern education aims at changing the current educational practice and bringing it to public use. The transformations, taking place in modern society, change its expectations towards school.

The basis of the modern model of future teachers is the idea that in the European dimension a teacher must be creative, aimed at searching, initiative, active, open to innovation, should be a partner in a dialogue with the student.

Issues of teachers' self-assessment of their attitude towards innovation and creativity were also analyzed in the research. The results show that respondents largely differ by their creativity and ability to creative work. Mainly, the understanding of the phrase "a creative, open to change teacher" by different educators was investigated.

In the Polish scientific literature one can find a description of the phenomenon many-faceted studies of teacher and his profession. The research is being conducted, preferably within pedevtology - science about the teacher. However, the research, its analysis are the key aspects of teacher's work and are only marginally related to the professional activities of teachers at different steps of the educational process, particularly in preschools and elementary schools.

Theoretical training teachers of the modern school provides its successful practice. Practical commitment is evident in the external (subject) skills. These include organizational and communication

skills. In their turn, these skills are comprehensive, universal and basically involve formation of a number of other skills, such as classification, mobilization skills, information skills, developing skills, interpretation. Together with the given it is very important to possess different teaching techniques, own the ability to empathy, flexibility and dynamism.

The entire range of theoretical and practical commitment to the profession of the teacher is the basis of his various professional competence that is the system.

Model of contemporary teachers of elementary schools, including teacher professionogram (job description), also includes starting, basic and specific competences. Having noted the range of necessary competences for teachers of the modern school, we emphasize that with subject competency (which is part of the pedagogical skills), teachers should have pragmatic competencies to ensure quality and efficiency of the organization and planning of the educational process according to the peculiarities of child's development. While working with a young child creative competence is particularly important. At the same time, work in an elementary school also requires a broad range of competences in the field of cooperation not only with the pupil, but also with his family, with special institutions of society that is widely understood. In the kindergarten and elementary school a child acquires basic language, subject and generic skills, begin to learn foreign languages and so forth. He knows a lot. Along with him there must be a teacher who is capable to help and explain in any situation, teach a child to act in a certain way, including the use of a computer. Younger pupils do not always know how to build properly the relationships with classmates, teachers, and other environments. His language and system of communication is not formed. In this regard, the teacher must know the principles and conditionality of proper communication techniques, know nonverbal communication, possess a good command of speech culture.

The model structure of the modern school teacher involves together with the basic competencies, needed to the teacher of any specialization, a number of specific competencies that provide quality training and education of children. The list of competencies and skills that characterize teachers, one should point out also tutorial abilities that are especially important in the work with a small child, who grows dependent and often dependent from adult.

European requirements for the training of teachers, the quality of their professional qualifications and competencies, professional development of teachers - are the most urgent issues of teacher training in Europe. It is very difficult to create a universal, while effective for different countries, model of modern teachers and identify a set of necessary professional qualifications, skills and competencies, especially in dynamic changes in different spheres of social and cultural life of European society. These factors, discussions on this issue led to the beginning of the search and identifying a set of professional skills necessary for the effective operation of Polish teachers in today's European integration and education reform, specifying conditions of their professional development.

A modern teacher is showing pupils the experience modern ways of mastering knowledge, teaching methods and use of knowledge and becomes rather an organizer of the learning process than a bearer of knowledge.

Both in Poland and in other European countries and in the world the psychological trend in research of teacher's profession has deep traditions<sup>6</sup>. The first studies on the teacher (XIX and XX centuries), focused on finding the theoretical model of an ideal teacher.

A new dimension of educational functions and tasks is presented by J. Shempruh<sup>5</sup>. Author also includes the care for the cognitive capabilities of pupils, the development of their creative thinking, public patience, critical thinking and learning different ways of behavior in difficult situations. A modern school introduced new pedagogical functions for teachers related to their promotion through the ranks. These include: mentor to novice teachers (teacher - trainee), whose mission is to provide professional assistance to novice teachers; guidance of subject group/ association, the organization of the association and providing consultations; guidance of a group of kindergarteners, organizing some form of developing pedagogical competencies according to the priorities of the school and the like.

Current tasks assigned to the teacher, related to the reform of the Polish education, imply that:

- education and training should be an integral part of the school;

- such important elements as the transference of information, the development of skills and competencies, upbringing should be proportionally combined in schooling;
- a pupil is in the centre of school work. In this regard, the most important has to be his development, not curricular requirements of individual subjects;
- the school system, especially at the primary level should have integrative nature, that integrate different areas of knowledge;
- the school system should be homogeneous in nature, which is guaranteed by the state; this task is realized in granting autonomy to the school community: its director, teachers, parents and pupils;
- the school environment should create conditions for efficient cooperation of the teaching staff, ensure the educational conditions of the ideas and principles of developmental education.

The training of teachers, according to V. Okon<sup>4</sup>, is characterized by the following features:

- implementation of educational work by people with different levels of qualifications (higher education and vocational training). Candidates for the post of teachers often choose this profession by chance without an appropriate system of incentive, the result of failed exams to a different direction. Lack of professional identification is often a barrier to the development of relevant skills and professionalism of a man;
- schools often do not have good scientific and didactic base, professorial staff, relevant program;
- institutions that train primary school teachers often use ineffective methods and means of work, which do not correspond to modern requirements, needs and expectations of pupils. In universities the principle of treating students as subjects of study with their independence, enhancing their intellectual and creative potential of the relationship is often not honored;
- Pedagogy and Psychology are seen as a branch of instrumental knowledge, separately from the cultural and social context.

In this regard, the author emphasizes the need for modification of the existing model of teacher training. V. Okon<sup>4</sup> thus formulates the directions of proposed changes: making changes in the structure of training teachers, especially the selection of university teachers, appropriate selection of applicants for pedagogic institutions; training future teachers, based on the current corresponding to the appearance of Polish schools and educational reality, changing programs; providing institutions, teachers engaged in teaching with relevant research and experimental schools; collaboration with educational, cultural and other institutions interested in the appropriate level of qualifications of teachers.

Undoubtedly, the success of the modernization of education both in Poland and in Ukraine is largely dependent on the quality of training of teachers capable of intellectual and personal development of students as the basis for the successful functioning of a person under the conditions of permanent changes. Particular attention should be given to training teachers for the purposes of vocational education as changes in the economy, the progress of scientific and technological revolution, the process of European integration require the higher level of training the highly skilled workers.

One of the areas of training of primary school teachers is forming their technological competencies. In particular, L. Makarenko considers computer literacy as an element of training future elementary school teachers. The research, performed by L. Petukhova, is the first to give the scientifically grounded theoretical and methodological and conceptual bases of formation of technological competencies of primary school teachers in higher education; it introduced into scientific use the term “three subjective didactics” as a modern model of education, the essence and structure of the phenomenon “technological competence of future teachers of elementary school”. It is shown that the formation of technological competence of future teachers of primary school is effective under the condition of creating the information and communication teaching environment as an equal partner in the educational process. The essential characteristics of information-communication educational environment were found out. A didactic model of definite phenomenon on the material of the course “History of Pedagogics”, based on the integration of the traditional information and communication

forms and methods of teaching was introduced. The research defined organizational and pedagogical conditions (adaptation of the content of training of primary school teachers in accordance with modern requirements, efficient combination of traditional and computer technology education and promotion of educational activity of students; enhancing motivation and interest of students to acquire knowledge; the formation of professional skills through the development of creative thinking of students; involving them in productive research; the use of hypertext, multimedia and distance learning as a platform of building a modern computer-oriented teacher training system; taking into account the characteristics and aspirations of students focused on individual education programs; systematic and operational control and correction of student learning outcomes), evaluation criteria (amount of knowledge, practical skills, formation of motivation, reflection), components (motivation, semantic, procedural and active, reflexive) technological competencies of primary school teachers and the level of their formation (starter, basic, standardized, reproductive and research, productive) and also varieties of technological competencies (technological - collecting, technological - converting, technological - saving, technological - networking, technological - presenting)<sup>8</sup>.

Technological training of primary school teachers in the light of humanistic paradigm is to build humanistic orientation of educational activities. By the humanistic orientation we mean the unity of motivational values of an individual, based on the attitude to a man as to the highest value. Such orientation determines, stimulates all types and forms of relationships of the participants of educational process, the contents of the teacher's activity. Humanistic orientation of future primary school teacher is defined as a professional capacity, which is the basis of developing in children respect for others, responsibility, care, doing good.

The level of readiness of a teacher is revealed in the ability to structure their plan of actions, to guide the activities of students, suitability to apply the methods of training and education under certain circumstances, the ability to control the behavior and activity of students to find and contact the right tone in relations with them, the ability to make decisions instantly and find the most effective means of pedagogical influence on them.

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## COMPARATIVE CHARACTERISTICS OF TEACHING CHILDREN AND YOUTH IN UKRAINE AND JAPAN

TETIANA KUCHAI

**Abstract.** The article presents a comparative analysis, found similarities and differences in the development of student learning and teacher training at universities in Japan and Ukraine. The origins of Japanese economic miracle are particularly suited to the training and education of the younger generation, combining western trends with the traditional humanistic educational principles. The Japanese education system, like Ukrainian, has undergone transformation towards humanistic many difficulties due to historical conditions and characteristics of the national mentality. Comparative analysis of the education system in Japan and Ukraine showed similar approaches in the educational process in schools: the structure of schools (primary, basic, senior), the operation of private schools, although there is a difference in the period of training; the use of credit- modular technology that promotes democratization of education; organizational forms of the educational process for the preparation of teachers (lectures, seminars, practical and so on.); Graduate School offers training both competition and on contract basis in government educational institutions; there are private educational universities.

**Keywords:** education system in Japan and Ukraine, comparative analysis.

The strategy of Ukraine is aimed at developing the national education system and its adaptation to a market economy, transformation and integration into the European and world educational community. Therefore, as I. Gryschenko remarks the experience of developed countries in the modernization of education systems would be of primary importance for Ukrainian education system. We are interested in the development of the education system in Japan<sup>3</sup>.

The aim of the article is to provide comparative analysis and to identify similarities and differences in the development of student learning and teacher training at universities in Japan and Ukraine.

The problem of upbringing and education of children and youth in Ukraine and Japan was the subject of analysis for many educators and psychologists in different historical periods: I. Gryschenko, V. Yelmanova, O. Zheleznyak, S. Koretska, G. Kochkina, G. Mykaberydze, A. Ozerska, T. Pavlova, N. Pazyura, T.Sverdlova and others.

As noted by T. Sverdlova, the educational systems of the Far East are in a state of rapid development. They undergo significant evolutionary changes, similar to those of the education system in Ukraine. The best national achievements and most progressive international experience are successfully combined during such changes. As a result, the effectiveness of training is constantly increasing, while its humanistic orientation is becoming more expressive<sup>10,p.117</sup>.

Japanese education is unique and very peculiar phenomenon. Due to the unique historical and geographical conditions (insular position of the state, alternating periods of political openness and isolation, alternating influences of Eastern and Western culture), Japan gained special ability to accumulate the best achievements of other countries, to adapt them to their own conditions and to apply them in their own "Japan-like" form, that is in combination with their own cultural traditions. The origins of Japanese economic miracle lie mostly in a special attitude to teaching and upbringing of the younger generation, which combines western trends with the traditional humanistic educational principles<sup>11,p.5</sup>.

Despite a thorough study, some aspects of this issue, mainly identifying similar and different features in the development of student learning at school and teacher training needs further reflection.

Based on the analysis of scientific literature we defined and pointed out the specific features of the educational system in schools and universities of Japan and Ukraine.

The comparative analysis of the education system in Japan and Ukraine showed similar approaches in the educational process in schools:

- The structure of schools (primary, basic, senior), the operation of private schools, although there is a difference in the period of study;
- The use of credit- modular technology that promotes democratization of education; organizational forms of educational process in teacher training (lectures, seminars, workshops etc.);
- Higher educational establishments offer training both on a competitive and on a contract basis in state educational institutions; there are also private pedagogical higher educational institutions.

In the 20 -70s years of XX century Japanese educators got interested in Soviet education and found many similarities: class- lesson system, mandatory attendance, the number of pupils within a form (about 40 pupils), examinations , centralized school management, teacher - the center of the educational process, the lack of differentiation due to one's abilities. But the Soviet theory and learning experience inspired the Japanese to import those things which do not contradict their national educational traditions. Especially popular are the works of the Soviet educator, humanist V. Sukhomlynsky, they got really inspired by his ideas, celebration of beauty, ability to find flowers, leaves, butterfly special facets and educate students in the aesthetic and ethical preferences and values develop their emotional sphere, because the Japanese appreciate the respect to human rights, respect for parents, caring for nature<sup>11,p.128-129</sup>.

Very remotely internship program (temporary outplacement of students in the field related to the subject under study) can be compared with the lessons of socially useful labor in Soviet schools. But in Japan, this program brings student to the realities of the adult working lives and improves self-esteem. This is an important social experience for students who get new knowledge and moral identity formation occurs<sup>11</sup>.

We note as a positive fact that in Japan experience of other countries is extensively studied. Particular attention is drawn to the fact that new, borrowed from other countries, is used in experimental schools (carried out practical research on increasing activity and motivation of students).

On the basis of the American experience, using new forms and methods of training, focused on detailed observation of individual achievements of each student to meet their individual needs, adapting to the conditions of the education system<sup>11,p.188</sup>.

Studying the problem of building Ukrainian school, Ukrainian scientists S. Goncharenko, Yu. Maliovanyy consider it necessary to implement personalization in the learning process<sup>2</sup>.

Continuing the idea of these scholars, we point out that the trend of individualization is a powerful way of learning.

The Japanese education system, like the Ukrainian, has undergone transformation with many difficulties towards humanistic due to historical conditions and characteristics of the national mentality. In order to overcome the difficulties Japanese educators have implemented many reforms in elementary school, worthy of attention and further deeper studies that can resolve problems that arise.

An important part of training primary school teacher is the consideration of problems of training and education of students. As Davydov noted, in 1992 the Ministry of Education of Japan has

introduced an improved curriculum in all grades of primary school<sup>1,p.39</sup>. In legislative materials of the Ministry of Education the main improvements over which teachers have to work and developed guidelines for them are formulated. In particular:

- Child rearing should be directed to the formation of such qualities: skill introspection behavior, thoughts, capacity for independent decisions etc;
- To provide children the necessary knowledge, facilitating the manifestation of their identity, and differentiation programs of artistic inclinations, desires to educate themselves;
- The main form of training - organizing group activities for each student aware of their role;
- Teaching children - to perceive problems of their own and of others;
- Increasing interest in children to the culture and traditions of the native country and the culture of other countries<sup>13,p.30</sup>.

We believe that the introduction of an integrated course which, as noted by T. Sverdlova<sup>11</sup>, promotes the use of original ideas in each school to implement teaching methods that promote the development of students' thinking and ability to solve problem situations plays an important role in the future, because at the lessons of integrated course, different skills that will be useful in job search.

Through moral education, the school takes into account random factors with which children face every day, such as the Internet. In this case, the teacher has to predict the nature of their actions to neutralize or enhance it for educational purposes. This problem concerns educators in Japan, and Ukraine, as the content of information sites, without depriving their value as an important source of information, is often aggressive and broadcast communication culture and moral values far from those instilled in Japanese and Ukrainian schools where educational work efficiency gradually decreases. It should be added that in modern Japanese culture in the information space of the Internet is a collision of cultural values, which leads to loosening and blurring of national culture, and as a result to distortions in moral education<sup>4,p.139-140</sup>.

Researcher G. Mikaberidze notes such similar symptoms, both in Japan and Ukraine a pupil spent at least 2 hours on homework<sup>7,p.87</sup>.

I. Gryschenko said that time of teaching in all universities in Japan is standardized. Basic Course of Teachers Higher Education lasts for 4 years in all major areas of study and specialties. A bachelor's degree after the basic course is awarded - Gakushi. Graduates who showed the ability to research, can continue their studies for the master's degree (Shushi). It lasts 2 years. Degree of Doctor of Philosophy (Hakushi) provides 3 years doctoral studies for those with a master's degree and at least 5 years for a bachelor<sup>3</sup>. For standardization of the structure and course of study at universities in Japan for the preparation of teachers one can note their similarity to the structure in Ukraine.

The comparative analysis revealed features of the education of children and youth in Japan. In particular, preference is given to primary school moral education and organizing extracurricular activities. The tradition of priority role of education is supported by family.

The school curriculum includes three types of learning activities: academic subjects, moral education and extracurricular activities. It should be noted that the decree of Ministry of Education hakusyu - cedaw - ere emphasizes that moral education should be given adequate attention not only directly in the classroom, but also in all academic subjects and extracurricular activities. Lessons of moral education teachers give according to the developed recommendations based on state educational standards, readers for reading and other benefits. For teaching this subject teachers should develop curriculum for the entire school year. As to the content of moral education, it has four areas:

- attitude to oneself;
- attitude to other people, relationships with others;
- attitude to nature and the sublime (divine) principle;
- ratio within the group, within groups of people and the society as a whole<sup>4,p.114-116</sup>.

Direct content and form of lessons on the subject of education are determined by each prefecture. Number of hours can vary - from one to four per week<sup>4,p.120</sup>.

In elementary school lessons of morality are held once a week and are built according to the content of lessons on the subjects, extra-curricular classes are introduced to the program and, accordingly, to the schedule, from Grade 4 - is a specific feature of the curriculum of Japanese school<sup>4,p.145-146</sup>.

Man of traditional Oriental culture learns faster to be, than to know<sup>4,p.143</sup>.

Japan is a special "eastern" type of culture, which is characterized by the maintenance and preservation of cultural norms, values, customs, traditions, techniques and means of education. This distinguishes the "Eastern" culture from "Western" type, which is characterized by a change of paradigms thought of denying the value of the previous era and the nomination of its values and cultural norms that are oriented towards the younger generation<sup>4,p.9</sup>. As noted by G. Kochkina, in Japan moral culture is considered to be the part of culture and based on the traditions of recreation:

- paternalistic - moral education as a compulsory Respect for the Aged;
- the religious - moral education as maintaining the authority of faith;
- enlightenment - moral education as a result of the development of scientific knowledge;
- communitarian - moral education as a process of forming a sense of teamwork.

In the practice of the reproduction of culture, each of these traditions is organically connected with others. But in Western culture (including Ukraine) enlightenment tradition is considered to be the dominant way of broadcasting culture. In the countries of Eastern culture in the first place are the paternalistic and communitarian traditions - these societies related to "traditional", because the recovery process is the main activity, social structures, life deposits traditions (China, Japan, Vietnam, Korea and others). They change the process so slow that it seems to be static.

Western culture, in contrast, is characterized by the dominance of dynamic trends. Example of the "dynamic society" may be the country's Euro- American culture. In the value system of dynamic society occupies a special place rational knowledge and technological progress. However, in this case educational system in some ways is built on the dogmatic type and training people for future in accordance with the ideas of the past, i.e. the traditional culture samples<sup>4,p.32-34</sup>.

So one of the specific features of the education of children in Ukraine and Japan is that the advantage of elementary school in Japan is given to moral education and organizing extracurricular activities that the moral culture of Japan is based on the traditions of reproduction and broadcast dominant culture in the first place are the paternalistic and communitarian traditions.

We see the difference in the fact that Ukraine the central place in the educational process is the development of logical thinking, analysis, synthesis, conclusions; characteristic feature in Japan - is primarily imitate or copy<sup>4,p.138</sup>. All life of Japanese is determined by the prestigious institutions, starting with the selection of the kindergarten. All children learn to work on the limits of their capabilities, learn by heart a large amount of educational material, being constantly under the pressure of competition. Japanese educational system remains authoritarian, focused not on the individual personality but on the social order, which is a major problem in education in Japan. Unification, unity curriculum and educational orientation training up till now remained the defining characteristics of modern elementary and junior high schools in Japan. Today, scientists and practitioners vigorously debated issues of identity and abilities.

Until nowadays, in the Japanese language and in pedagogy erudition and abilities treated equate. And this is understandable, because the education system was focused on the development and education of artists, obedient functionaries. Today, the Japanese educational media highlights the existence of "urgent need for a creative person" and the need for an identification of gifted children at an early age.

For Japanese teacher all children are equal, none of them are weak and strong, but all are either lazy or diligent, what explains the lack of special programs for the gifted and underachieving children. There are no pupils staying for a second year in the same form, but there are "dzyuku" or "ebiko" - tutoring schools for such kids, which are quite popular in Japan. About 80% of children of primary school and 95% of secondary school attend in the evenings and on Sundays the "dzyuku" because the Japanese school does not guarantee their students the knowledge required for admission to universities and other educational institutions<sup>11,p.155</sup>.

Recently, Japanese scientists have spread among the theories about using computers to make certain adjustments in alertness of Japanese. This is due to the fact that there is a well-established idea of a bad Japanese ability to be creative. Experts say that creativity is an activity subject to the laws of analysis and synthesis, and logical processing of information - a prerequisite of this activity. Meanwhile, Japanese Professor Tsunoda said that the Japanese take the information coming from the external world, not as the Europeans: the Japanese language feature and function of emotions is based in the left hemisphere, and the Europeans have these functions different hemispheres (language - left and emotional - right). We can say that the Japanese analyze external information on the laws of nature. This largely explains the features of Japanese poetry and art. Moreover, according to Professor Tsunoda, an impact on the attitude of the Japanese to the analytic-synthetic activity is ideographic nature of Japanese writing.

One of the leaders of the research service company 'Sony' Makoto Kikuti, concluded that the student of Western culture during reading and writing focuses on logical characters. This behavior, according Kikuti, provides children the skills of logical thinking that unfolds sequentially. Japanese child takes entire structures characters (ideograms) and this is another system of mental activity. Creative thinking processes requires two mental operations - sukcesyv (sequential) and simultaneous (concurrent). The Japanese are developed only in recent. Communication with computers, according to scientists, will develop practically absent consistent system. Thus, the development of creative abilities using computers can be regarded as a specific method of Japanese education<sup>11,p.139</sup>.

It should be noted that the differentiation of schools in Japan is very slow, due to the fact that the transition to individualizing learning leads to a rejection of traditional forms and methods of teaching that were formed over centuries.

It should be noted that the differentiation of schools in Japan is very slow, due to the fact that the transition to a individualizing learning leads to a rejection of traditional forms and methods of teaching that were formed over centuries.

Contrast observed in the education system, particularly in terms of education. In Ukraine the system of education, which includes the following types of educational institutions, where teachers work:

- Kindergarten - 6 years;
- Elementary School - 4 years (grades 1-4);
- Primary school - 4 years (grades 5-8);
- High school - 3 years (grades 9-11);
- Colleges, educational institutions and universities.
- Gymnasiums, lyceums, colleges, private schools.

The education system in Japan is as follows: Primary School - 6 years, secondary education - 6 years, higher education - 4 years (bachelor) 2 years (Master) + 3 years (doctor). Six years of primary school education due to the fact that the Japanese language is an important part of education, and the education of the younger generation. To be able to write in Japanese, requires constant practice and accuracy. It is known that there are three Japanese alphabets. Besides Chinese characters "Kanji", which came to Japan in the VI century, there are two writing systems - "hiragana" and "katakana", each of which has 46 letters. "Kanji" is used to express not only words but whole concepts. At the end of primary school children should know about reading and writing about a thousand kanji 10.

As for the structure of higher education in Japan,- it is get at state, municipal and private universities and private sector of higher education dominates. Here is a brief description of some of the best universities in Japan.

University of Tokyo is a leading research university and one of Japan's most prestigious universities. In the ranking of the best universities in the world in 2009 according to the Times Higher Education it ranks 22nd, and Global universities ranking - 3rd place. University of Tokyo offers courses in almost all academic disciplines and conducts research across the spectrum of learning activities. Toke Dayhaku - 6 graduates won the Nobel Prize. It has 10 university departments, 11 research institutes, 11 post-graduate schools, 12 graduate schools.

All university facilities cover an area of 40 hectares. Tokyo University has cooperation agreements with over 200 institutions in 47 countries. Tokyo University is a member of several international organizations, including AEARU (Association of Research Universities of East Asia), APRU (Association of Pacific University) and IARU (International Alliance of Research Universities)<sup>12</sup>.

Kyoto University - the second largest university in Japan, leading in research. In the Academic Ranking of leading universities «Global universities ranking» Kyoto University ranks 11th and in the rating «Times Higher Education-GS Work! University Rankings» - 25<sup>th</sup>.

The National University of Japan consists of 16 high schools, 10 departments, 21 research and education center and 13 research institutes. Academic Exchange Programme is implemented with 23 countries. Kyoto University is a member of international associations, including AEARU (Association of Research Universities of East Asia), APRU (Pacific Association of Universities). Currently 5 Kyoto University graduates are Nobel Prize winners<sup>6</sup>.

The best private universities in Japan in the structure have primary, junior and senior high schools and even kindergartens. And if the applicant has successfully passed all the way from kindergarten to high school in a university system, he or she enters it without examination. Only when joining the best private university students in schools under the relevant quota, conduct competition "among the best of the best" to get a recommendation for university admission without examination, only by conducting interviews<sup>3</sup>.

Management of education system in Japan is on three levels - national, Prefectural and municipal. Overall responsibility lies on the Ministry of Education as a public national authority management, which promotes the spread of general education, led by the education department and public schools, is the educational and cultural activities. It also manages other education authorities, advises and helps them. The main functions of the Ministry of Education: 1. The development and implementation of core curriculum, education management and financing. 2. Development regulations of the educational process, approval of textbooks for elementary and high school. 3. Provide funding for local government, management education departments and prefectures help them. 4. Exercise its powers in respect of national universities, junior colleges, technical colleges and other institutions. 5. Approval of the discovery of new public and private universities and junior colleges. 6. Provide general oversight of private higher education institutions and providing them with financial assistance.

At the level of prefectures main body of the education department of education is of 5 members appointed by the governor of the prefecture and the nominations are approved at a meeting with the prefecture. Head of the Department directs and performs duties within his jurisdiction. The head is selected by the Department of Education and his candidacy is endorsed by Minister of Education.

The main functions of the department of education:

- Prefectural Administration schools (mostly implementation of long-term educational programs middle- aged and special), libraries, education centers and other educational institutions, physical education, organizing sports events.
- Personnel, including the hiring and firing of teachers of municipal elementary and junior high schools.
- Management of municipal departments of education, consulting and methodical work with them and help.

The municipal education departments consist of 3-5 members appointed by the mayor or commissioner nominated by the municipality and the municipal council approves. Head of the department is elected from among its members and approved by Prefectural Department of Education. The municipal education departments have the following functions:

- Management of municipal schools (mainly initial, middle and junior kindergartens) of working with the public, organizing various educational activities at the local level;
- Implementation of long-term educational programs, physical education and the organization of sporting events;
- Selection of textbooks for use in public primary and junior secondary schools;
- Consult on hiring and firing teachers of primary and junior secondary schools<sup>8,p.115-116</sup>.

In Ukraine, there are three levels of public administration education:

- Ministry of Education and Science of Ukraine - the highest level;
- Department of Education - Intermediate;
- Educational institutions where the educational activities take place - the third level.

Recently in Ukraine the network universities for teaching professions, educational and skill levels of higher pedagogical education changed.

Teacher training in Japan has two educational levels: bachelor - master, in Ukraine – three: bachelor - specialist - master. But recently in Ukraine universities go to a two-cycle training of teachers with higher education bachelor - master. This is diversification of educational levels by training profile<sup>5,p.236</sup>.

Comparative analysis of the education of children and youth in Ukraine and Japan made it possible to identify similar approaches in the educational process (accumulation finest achievements of other countries and put them into practice in conjunction with their own cultural traditions, the structure of schools and universities (to some extent) the use of credit- modular technology, organizational forms of educational process in the preparation of teachers (lectures, seminars, workshops), (the presence of different levels of training) and especially teacher training at universities in Japan, which are as follows: priority is given to primary school moral education and organizing extracurricular activities, maintaining and preserving cultural norms, values, customs, traditions and methods of development, imitation and copying - a characteristic feature of education in Japan, learning takes place on the edge of their capabilities; spreading theory of using computers to make adjustments in mental activity, in the development of creativity in Japanese, the dominance of the private nature of higher education, training of teaching staff in two educational levels: bachelor - master.

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## OPTIMIZATION DIADICAL RELATIONS AND INTERACTIONS IN THE SYSTEM "TEACHER-STUDENT"

TANITA LYURINA

**Abstract.** In the article there are presented the pedagogical terms of optimization of interpersonal relations of interactive co-operation in the system "teacher – student" during individual musical lessons in the process of preparation of future teachers to a development of creative potential of students.

**Keywords:** interpersonal relations, individual musical lessons, development of creative potential of students.

Socio-cultural condition of the fundamental changes that are presented in Ukraine nowadays puts forward a number of important issues including psychological and pedagogical ones. Among the latter there is the problem of optimizing interpersonal relationships and learning interactions in the system "teacher-student".

The new socio-political and economic situation in the country and new axiological priorities form a new mentality of the major part of the Ukrainian society, especially its youth. Naturally, this affects traditional pedagogy in all its aspects including interpersonal contact and interaction between those who studies and who teaches.

What are the key trends that are presented in this area today? Comparative analysis of comparable research data concerning teachers' behavior in different situations (including so-called conflicts), indicates a change (and often spontaneous change) of many teachers' behavioral strategies of certain stylistic metamorphosis in their activities. There is a notable departure from the teaching authoritarianism's theory and practice with using "enforcement techniques" in the emerging conflicts in the learning process and interpersonal contradictions. It becomes increasingly visible direction on the productive dialogue base with students at enhancing the level of personal activity level in interactive relationship with them in the field of music education. However, major scientific and theoretical studding shows that in music education these trends have not received yet. Perhaps for this reason the humanist's paradigm puts forward on the agenda of reforms known in Ukrainian society, that was the "de facto" inefficient and was used without full realization of its potential. Sometimes there could be presented just formal declaration of the neediness to target students for self-education and development of their ability to adapt to a new and unusual conditions of professional activity. Clearly there is a shortage of modern, theoretical and methodological based approaches in organization of educational work with students of different degrees and levels of talent. But what wasn't taken into

account in the mass practice of teaching real changes that are taking place today in the motivational field of targeting sphere of today's youth, its mental basis and its axiological priorities and attitudes.

The list of such deficiencies and "bottlenecks" could be extended. In sum on the one hand it can be argued that more clearly and vividly emerges today contradiction between life and teaching and educational realities and on the other hand there is the theoretical and methodological rationale for new, current pedagogical approaches and dispositions to work with students, especially in the field of music education. Hence we proved the relevance of the study. Particularly acute in the considered angle is perspective to optimize interpersonal, diadical (diadical - from the Latin "Dias", that means two are together) relationships and interactions in the system "teacher - student". Meanwhile this relationship in teaching art and creative professions where work is usually based on didactic "pair" contacts within individual lessons and where the individual direct interaction with the person that is extremely important and relevant. Only finely tuned interactive interpersonal relations and cooperation in this area can provide a productive combination of all aspects of educational activities including didactic, professionally-oriented, subject and information communication.

Analysis of recent research and publications in which were firstly discussed the ways and methods of solving issue and which are the base for the authors to show that the relationship between the subjects of teaching and educational process still considered largely in one group with the paradigm that dominated in the previous decade – authoritarian and command-administrative pedagogy. It had to be quite objective reasons as are known that were determinate by terms of space and time, and therefore does not require further clarification and comments. Moreover, the emphasis was mainly on the analysis of class teachers` relationship, a group with a team of students; were targeted as in other words that was about social and pedagogical aspects of the problem. As for the practicing diadical professionally-oriented contact during training, they paid much less attention to it.

In analyzing the research of problem development we should take into account the fact that the reference to interpersonal issues were not considered as "pair" interaction (in those rare cases where it took place in the scientific and pedagogical studies) and as a rule or specific and typological features of a particular type of educational activity.

However the last one is known for quite a significant role by practical teachers. It's quite clear that they are felt in the classroom of artistic and creative activities, the creative nature of which offer special, innovative forms and methods of communication between teacher and student. The terminology associated with the above issues, including the key and the basic concept of "teacher talk", was introduced into scientific and educational life of approximately the mid 70's (A. N. Leontiev, B. Kang Kalyk etc).

But a bit more later, the problem of pedagogical communication in its various manifestations began to attract the attention of an increasing number of researchers (A. Moskalenko, G. A. Nagorna, G. Sagach et al.). Fundamentally important things were proposed by Boris Lomov, he proposed interpretation of communication as a subject -subject interaction. The essential role is played by the works of Myasishcheva who have expressed in teacher`s communicating its cognitive and behavioral components. Further large number of works, which analyzed the various phenomena of social perception, resulting in communication and interpersonal communication (G. Andreev, S. Dashkova etc). Also there were studied the effect of interpersonal communication and interaction in the human psyche, character and outlook foundations, emotionally neediness field (V. Barabanschykov, V. Barskogo Semychenko B. et al.).

In general stream of research problems, which it is organically inscribed in recent years, work was carried out by L. Sukhova, B. Crete, A. Rudnytska teachers and other musicians that discovered the way of solving issues related somehow to increased learning efficiency with the creation of optimal emotional background and professional understanding of music lessons. In the course of these studies were examined the factors of contributing to constructive interaction between teacher and student in the course of solving a variety of artistic and creative tasks - or, conversely, those prevent this interaction complicating it. Building on the foundation of papers that have scientific, universal meaning (J. Bech, H. Kostiuk, B. Lomov, S. Maksymenko, S. Rubinstein et al.). Researchers usually took

musicians task of identifying the special nature of interpersonal contacts and interactions within so-called "pedagogy of art" - and in some cases demanded quite tangible positive results.

At the same time, emphasizing is the importance of the experts contribution in the issues under consideration and it should be noted that a number of important issues still actually were related with that - and especially one that concerns the direct interaction of the main "actors" of modern (we emphasize this point) training and education and educational process - interaction, which determines the specific conditionality and communication of different training operations, serving as an integrating factor and promotes the formation of a variety of psychological and educational institutions. This indicates is certainty reasonable by Laudis's opinion and other professionals exposed to it, "the process of students' learning are still there in the system of interaction between subject and object and are not disclosed as a process of interpersonal interaction. Thus, the study of the cognitive development of the student breaks from studying its development as a person and an artificial gap remains between the processes of assimilation and education<sup>5</sup>.

In view of the above it can be stated that nowadays it is not illuminated the entire complex of colorful variety of interpersonal relationships and interactions between teachers and pupils with modern youth, that were found in age, characterological and other aspects of this relationship. It is not analyzed the inherent internal contradictions, and are not disclosed by the nature of this psychological phenomenon as complex of interpersonal and professional compatibility of the teacher and the student, that plays a crucial role in all kinds of learning activities and especially in the "music pedagogy", are not defined tasks and functions of the teacher - facilitator (consultant, advisor) in the classroom artistic creative practice, not refined pedagogical disposition of this rather specific and not traditional domestic role of teacher education. There are reasons to believe that this is not yet convincing definition of such categories as "subject-object-subject" interaction in the training process of artistic and creative activities; lacks clarity in breeding at the theoretical level concepts such as understanding - interdependence - interaction, which is by no means synonymous, as is proved by daily practice in higher education. In most educational research contacts between business education and training process are considered most at "teacher- student team". As a result, this form of work as individual classes when teachers talk "one on one" two people - a form that has, as noted, of particular importance in the study of artistic and aesthetic disciplines cycle (music, painting, sculpture, part theater) - This form does not go beyond empirical fact, does not rise to the level of deep and intensive theoretical generalizations. (Some exceptions in the form of books and papers of prominent artists - is a special genre and language in this case is not about him)<sup>1,3</sup>.

The purpose of the article is to disclose pedagogical conditions optimization interpersonal interactivity in the "teacher- student" for individual music lessons in preparing future teachers to develop the creative potential of students.

The new socio-political and socio-cultural situation in Ukraine at the beginning of the XXI century has influenced on special studies on the inner world of today's youth while the whole complex relationship between teacher and student.

Phenomenology of modern youth is poorly understood by psychological and pedagogical sciences. However, there is sufficient reason to believe that today's young people are less amenable to authoritarian pedagogical influences and that they are less prone to passive and unsubstantiated making facilities, directions.

Compared to previous generations of students the current generation is more independent in their views, positions and relationships. This requires teachers' changes from the traditional behavioral paradigms, not only by pushing for humanization and democratization of the learning process (which is usually observed in pedagogical studies), but also by suggesting use in the classroom over a large and psychologically rich range of interpersonal relationships. Teachers' willingness and ability to justify, argue their position to prove the validity of this or that point of view, to show tolerance and to find the best approach to this particular student.

In view of the above we should admit that there is imposed reflection that is nothing else, but desire from the first one significant adjustment usual manner of behavior in the classroom, that becomes

natural for teacher-student interactions. In particular, greater flexibility and diversity in the selection of forms and methods of training, suggesting a more complex psychological nuances of the communication process as a complex multifaceted process of establishing and developing contacts among participants of educational process caused by the needs of the common activity that involves the exchange of information development of a common strategy interaction, perception and understanding of the participants in the interaction. This complex multifunction process occurs in stages: the initial idea - the initial verbal identification - the understanding of the listener - feedback.

The structure of interpersonal relations diadial complex and diverse, incorporates various substructures, blocks and components. It is noteworthy that human qualities and properties are thus proper professional features: a clear distinction between the first and second in a holistic educational process sometimes very difficult. Educators must realize that his personal and personal, human "options" are directly related to the profession, creating a more or less favorable basis for its holding.

Correction of personal and characterological qualities and characteristics is important. These qualities are: work on yourself to styling their relationships with others, work to make this style more refined and subtly differentiated - fundamentally important requirement of the teacher profession in general and in particular, teachers and musicians are responsible for quality signature of individual learning in the classroom. Individual and group learning have their own specific characteristics. It is possible to successfully manifest itself in one form of educational activities (e.g, frontal communication with students) and less effectively in another (for example, during individual sessions).

Today is needed psychologization interpersonal relationships, placing increased demands on the teacher in the "subject-object-subject" interaction. Interacting with the teacher, the student is "both a subject (a full personality), and the object to which the intended pedagogical impact"<sup>5,p.313</sup>.

To study the entire student comes not just through his mind, but also through his ability and talent. Every teacher wants it or not is also an educator. Going to be an opportunity of personal development of students, not just obtaining knowledge of the specialty. In the communication process the special role it plays as "a measure of individual and cultural, their generic nature"<sup>2,p.27</sup>.

The process of interaction involves the phenomenon of perception and communication. Without an understanding of these processes, considering them in the didactic process (which in itself provides a natural interaction between teacher and student) is virtually impossible effectively to work during the lesson. These relationships should know a teacher, as a teacher because he speaks from the perspective of an adult.

It is reasonable compliance with the interaction between teacher and student: each partner knowingly transmitting and receiving certain behavior (selecting, host) behavior of another. Thus, the process of communication is mutual partners (a modified behavior is the behavior of the other and vice versa).

In terms of individual forms of employment are assumed individually-oriented view of teaching activities. As each student musician at first has some natural talent and is a unique personality, subject-subject interaction within diadial communication virtually eliminate any pedagogical disposition. That disposition of teacher is about a priority of certain types of learning activities.

Interaction as a joint process of teaching and learning are updated by a factor of interpersonal compatibility between teacher and student. In individual sessions when interacting face-to-face two partners, this fact is of particular importance. Compatibility with individual learning music expresses itself: a) in harmony with motivational more needed aspirations and qualities of both partners in the process (interests, tastes, inclinations, axiological orientations etc); B) in coincidence or proximity of individual parameters of character (temperament, properties of higher nervous activity).

Forms of interaction between teacher and student are: spontaneity student, coordinated student activity and teacher, coordinated the activities of the student and teacher, teacher domination.

Coordinated activities of student and teacher interaction is characterized by this type when entering teacher and student dialogue and cooperation is the dominant student. Educator, going with him to the active contact, taking into account their interests, abilities, needs, expectations, and according to them revise action or its proposal accepts the offer student. This together with the student

teacher creates a context for their actions, together formulate the problem together seek measures to implement them jointly overcome the difficulties. Action program created during joint actions student and teacher, who both have the opportunity to develop their various powers to extend the feeling, increase self-esteem. Their own activity affects the activity of the partner, simulating it. The teacher comes into contact with an active student with his own program, which is then adapted to the needs, expectations and interests of his partner in joint actions.

Effective teacher - is a kind of "mirror" which can be called a sense of what he says, adequately describes emotions. This is not only heard, but understood<sup>4,6</sup>.

In the various educational and pedagogical situations of interpersonal compatibility factor of teacher and student can act either in its positive values, promoting the efficiency of the educational process or alternatively by obtaining a negative value. Hence - more or less satisfaction in the course of study of each of the subjects of the process.

For students of high natural talent is needed not just "individual approach": in these cases requires flexible, changeable strategy of interpersonal relationships, that needs a special sensory (sensitivity) in communication.

As talented people because of their natural physiological characteristics often are capricious, changeable in their moods and emotional states also they are sometimes difficult to communicate, compromise, prone to negative reactions neurotic characteristics etc., insofar teacher working with gifted student, had to exercise the utmost compassion and sensitivity in communication, using extremely varied and contrasting palette on the structure of interpersonal relationships. The main problem lies in the fact that: a) restricting student creativity, artistic manifestations of intuition, anticipation, various heuristic processes celebrated talent in the music business, and b) without creating a serious and persistent conflict in the classroom, c) flexible alternating promotion of criticism, varying patterns of pedagogical behavior - it's both a parallel teaching and educational tasks to maintain credibility teacher lead the students into the mainstream of professionalism, instill his ability to organize their work efficiently.

#### Conclusions.

1. The optimization problem of interpersonal relationships and interactions of the teacher at the center of attention today Ukrainian science and practice.

2. Consideration of the key structural components that are relevant to the nature and character of music training suggests that priority among them ( bearing in mind the specific processes of interpersonal communication and communication ) - should be made by the following components : a) interactivity, and b) changing functional role of interactions between teacher and student, contrasted one-dimensional and limited in its potential authoritarian teaching style installation) the principle of dialoguing learning process, the relevance of which is due to special circumstances peculiar to employment in music and performing classes. In the complex relationship also affects the position, which is a teacher in connection with cognitive search student's actions.

3. Optimization of interpersonal (diadial) relationships and interactions in the "teacher-student" system should always be in sight of the first one. These relationships and interactions should be interpreted: a) a condition characterized at the moment and b) as a process that requires constant adjustment and "fix" to prevent possible complications and difficulties in) as the object of regular forecasting activities of the teacher. The dominance of the teacher is manifested not only in the playlist objectives, working methods, but also in the development program, the choice of measures and methods in the educational process, including in what and activities to promote student who has a "handwriting", ideas and creativity.

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## THE MAIN CONDITIONS OF FORMING UKRAINIAN DIASPORA IN THE USA

OKSANA NYCH

**Abstract.** The historical and political aspects of the Ukrainian Diaspora forming are depicted in the article. The main attention is paid to the four waves of the Ukrainian immigration. The author analyzes the reasons of Ukrainian migration and shows the historical and political conditions of its formation.

**Keywords:** Ukrainian Diaspora, immigration.

The Ukrainian Diaspora is a global community with unique culture phenomena. That's why the research of the Ukrainian Diaspora history and place and in social, economic and political meanings has strategic importance for the independent Ukraine.

According to the relations with the Ukrainian immigrant communities the state immigration policy is based on such regulatory and legal statements as Ukrainian constitution, the decree of the president of Ukraine "Ukrainians abroad" from 24 September 2001; the law of Ukraine "Ukrainian foreign status" adopted by Verkhovna Rada on 4 March 2004. Besides the law of Ukraine "The conception of national politics as for the Ukrainians" and "The conception of state national politics" is completed.

The base analysis showed that in the end of the nineteenth century the mass emigration of the people from Ukraine abroad started. There are four emigration waves.

The first of fourth phases of the mass immigration began in the past decade of the nineteenth century and lasted until the World War First. The massive labour migration to the USA in 1877, to Brazil – in 1880, to Canada – from 1891, to Siberia – after the revolution 1905–1907 and also to Argentina, Australia, New Zealand, Hawaiian Islands started. This emigration has been caused by the influence of a government policy of populating unsettled territories, agricultural resettlement, the economic and political oppressions under Dual and Russian Monarchy<sup>8</sup>.

Mainly emigrants were illiterate and they didn't know how to read. Hence they were national consciousness and religious people.

So, in response to the growing size of the immigration the question about preparing Ukrainian teachers expedience in the new settlements arose. This problem was very essential because the homeland has faced with the shortages of qualified teachers who could have taught the children in Ukrainian language and literature, the Ukrainian history.

Namely the revival of the connections with people who moved abroad was the first immigration wave. Longing after home was very deep. And immigrants were interested in the information about Ukraine and Ukrainians.

The vast majority in Ukrainian connections development with the Ukrainians abroad belongs to the church. The life of Ukrainian community was influenced by the different religious trends such as Orthodox believers and members of Uniats.

There was the lack of priests and the metropolitan Andrii Sheptytskyi sent to Canada three Ukrainian clergymen who were honored with the Order of St. Basil the Great. In 1910 he went for two months trip by himself to Canada and the promise was given to the followers to improve the divine service<sup>5</sup>.

Immigrants struggled to keep their national originality, cultural and life features. There are scientific evidences that Ukrainian names for the lands such as Kyiv, Galych, Karpaty, Kolomyia, Sirko, Khmelnytskyi, Prut, Sich, Kozak and so on were used by immigrants<sup>4</sup>.

There were a lot of Ukrainian schools called after T. Shevchenko, M.Lysenko, I.Franko in Canadian provinces. In 1907 the first Ukrainian-language newspaper "Red Flag" was soon found in Canada. Since 1910 Ukrainian teachers have been publishing periodical newspaper "Ukrainian voice" in Winnipeg. The Orthodox and Greek-Catholic churches, the reading halls were created everywhere. Many different organizations and languages schools were formed at that time.

Rather much Ukrainian Diaspora cultural and educational workers became famous at that time. The Ukrainian and bilingual schools were formed by them and they took care of immigrants' children education. Canadian authority has supported our immigrants there and the Ukrainian-Canadian schools were formed and had worked till 1914.

The World war first broke out in 1914 and Ukrainian immigrants have lost their ties with homeland. The immigration process was ceased.

Thus the first Ukrainian settlers became the founder of the numerous Ukrainian Diaspora abroad. They showed the waves and possibilities of going abroad and surviving on the foreign land. They proved the power of Ukrainian people national originality and became the basis on which the Ukrainian Diaspora new waves rushed afterwards.

The second wave immigration occurred between the Second World War and First World War in twentieth century. This immigration wave took place for political and socio-economical reasons. In general the majority of Ukrainians migrated who fought against the Soviet Power and supported the Central Rada, Directory, the Getmanat. It was small and large landowners, sellers, officers, clergymen, intelligentsia, soldiers and kozaks. The people migrated to Poland, Czechoslovakia, Austria, Romania, Bulgaria, Germany, France, the USA and Canada<sup>3</sup>.

Europe hosted the largest number of immigrants approximately 80 000 people, the rest migrated to the USA, Canada, and the less part of them to the North America and Australia. In general it was the young well-educated people who belonged to intelligentsia. Altogether it caused the formation very dynamic structure in the Diaspora from the sportive life to the literary society and publishing. Partially active Ukrainian community covered the previous new immigrant generation. Ukrainian Orthodox and Greek Catholic churches with their metropolitans, eparchies, archbishops, seminaries had a great influence there too.

Ukrainian immigration filled up with new arrivals. Nevertheless in the end of twentieth till the beginning of thirties of the twentieth century the immigration flow almost ceased. Stalinist policy made immigration more difficult. It was very hard to find out any information about Ukrainians abroad and it was impossible to know about real situation in Ukraine.

At the same time from Western Ukraine, especially after joining to Poland in 1921, the immigration stream became stronger. The real source of supply of workers to the international market was not only Eastern Galicina and Northern Bukovina but Volyn, which was joined to Russian Empire before.

On the Ukrainian lands which were controlled by Poland living standards have decreased and tough and social and economic situations have forced some Ukrainians to find money for living. Due to it had become difficult to find work. National and religious oppression joined socio-economical one. People were forced to learn polish language, and at the same time Ukrainian language felled in decay. The polonization effect started<sup>7</sup>.

I would like to emphasize such phenomenon as reimmigration in the second immigration wave. The thing was that the big hope came to the immigrants and they believed that the Soviet Power can build honest and social society. So, at the beginning of twenties of the twentieth century the reimmigration started to Ukraine. Especially we could notice it from France to the USA. However, the Soviet Power fulminated the communities and Ukrainians were subject to repression.

Many second-wave immigrants were educated and had participated in well-educated people. It was the main help to adjust themselves for the new living and working conditions and also for taking part in active public life. In interwar period Ukrainians moved abroad mostly because of the politic reason. Staying there they wanted to help for their native state. But the Second World War broke their dreams<sup>1</sup>.

The third wave of immigration has been caused by political reasons and lasted from 1947 till 1953. During that time more than 37000 people migrated from Ukraine to Canada and 180000 – to the USA. The Ukrainian upper classes were, moreover, anxious to bring themselves in line politically, socially, culturally and religiously from Ukraine to Diaspora.

The idea about independent Ukraine and establishing of Ukrainian sovereign state joined those immigrants. They was opposed to making Russian as a state language, consolidating the Ukrainian language and culture, and also protesting against imprisonment and physical destruction of the Ukrainian dissidents.

Thus, Ukrainian political immigration wave joined well-educated and conscious people who even today have been helping for their native country<sup>5</sup>.

The fourth wave or so-called “zarotitchanska” began in 1980. Streams of immigrants took their leave of Ukraine as a result the economic developments.

The scientists accent that unemployment was made intentionally, especially in western Ukraine. As a result approximately seven-eight million people left to Europe, the USA and Russia for temporary work. It is very important to notice that immigration flow from Ukraine to some countries (especially to Canada and the USA) is changed qualitatively: the main number is a high-educated intelligentsia and it helps them to find a good job abroad easily<sup>2</sup>.

The analysis results showed that the fourth immigration wave is much more different from the previous third ones. The new immigrant trying to be integrated in foreign society couldn't find the common language with old immigration representatives. Many of them still had soviet point of view and their spoken language was Russian. The fourth immigration wave stressed old Ukrainian Diaspora because they didn't expect so indifferent attitude to Ukrainian language, culture and traditions.

Besides, current reasons of Ukrainian people immigration differ from the reasons that used to be. Previous generation left their motherland which stayed under the rule of foreigners, now Ukrainian people have their own state. The state is very interested in qualified, hard-working, patriotic stuff, but It can not find the appropriate application. So Ukrainian immigration fourth wave mostly repeats the first “zarobitchanska” wave. However, unlike the first wave, sometimes 90 per cent of the Ukrainian women are eager to support their family.

The main purpose of immigration is to make a start-up capital for running their own business in Ukraine and to provide their children with good and modern education. Being limited in everything there they bring up a new educated generation in Ukraine. So, not thinking about fourth massive immigration wave, after coming back these people build a modern society.

Recently, we can watch so called multiplied effect (the whole families and even settlements are leaving their own country). But not everyone wants to stay abroad. According to the research 25 per cent of any labour immigration is unreturned.

The intellectual category immigrants are distinguished among the Diaspora. They are contractually employed in the universities, scientific laboratories, research centres and so on. Having the great opportunities for intellectual development, they usually hide the interesting and potential ideas in order to realize it in Ukraine. After some years abroad they bring a new intellectual product, a new knowledge and technology and also a new working morality which objects the slovenly and idleness to Ukraine.

The students stream migration is one of the main components of Ukrainian migration. These are young people who in future will bring prestige to their country. Also they have opportunities to compare their life abroad and in their own country, to evaluate objectively the actual advantages and disadvantages of Ukraine. They have already won grants and earned money for studying. This generation doesn't fear the unknown and advance greatly in their knowledge.

The Ministry of Labour has issued the decrees facilitating the immigrant's right to work abroad. The work placement agreement was signed with many countries among them Poland, Lithuania, Latvia, Slovakia and also Greece and Portugal.

The fourth wave immigration it was objective process not only because of economical conditions, but also because of the moving from one country to another was the standards of civilized life. In spite of all misunderstanding between generations, there was the beginning of what has come to be known as a new public and social life belongs to the new wave representatives. A lot of new immigrants work in the branches of education, culture, religion, sport and business. Their contribution not only makes stronger Ukrainians Diaspora but guarantees the future in twentieth century<sup>1</sup>.

According to the research of the director of the Ukrainian Diaspora institute, from 16 till 20 millions Ukrainians make the history of our foreign Ukrainian formation.

According to the 2000 census, 900 000 residents of the USA considers themselves to be Ukrainian ancestry. However, some American demographers consider that the real number of Ukrainians in the USA is from one and a half till two million people.

Comparing with another world Diaspora, Ukrainian communities have the largest quantity of public associations. The Ukrainian World Congress is the international Ukrainian organization, which consists of 50 big organizations and their members from more than 30 states. All associations include 20-30 per cent from all Ukrainian communities.

Ukrainian Diaspora in America is organized pretty much. Since 1893 the oldest weekly newspaper „Svoboda” has been publishing. Nowadays numerous the Ukrainian mass medias, the publishing houses, museums, the archives, the churches, Ukrainian schools are working in the USA.

In 1915 the Ukrainian federation in America was formed which was received by the American president in 1916. There are some famous Ukrainian organizations there such as “the Ukrainian National Association”, “the Ukrainian Congress Committee of America”, “the United Ukrainian American Relief Committee”, “the Shevchenko Scientific Society in America”, “the Ukrainian Free Academy of Sciences” and also youth, veterans, professional organizations.

In 1962 Shevchenko's monument was opened in the capital of the USA in the city Washington. The president D. Eisenhower unveiled the monument. Such universities as Harvard University, University of Pennsylvania, University of California, University of Illinois have Ukrainian departments and 20 colleges. There is Ukrainian Language Association in Chicago.

So, immigration history shows that formation of Ukrainian Diaspora has been formed for a long time and has been caused by economical and political conditions. But, in spite of difficult living conditions, staying in countries with well-developed economic, Diaspora could save the national culture, language and traditions.

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## THE PEDAGOGICAL POTENTIAL OF CULTURAL-EDUCATIONAL PRESCHOOL ENVIRONMENT IN THE INTER-ETHNIC TOLERANCE UPBRINGING PROCESS

KATERINA ROMANIUK

**Abstract.** In the article the author focuses attention on the need of early education of inter-ethnic tolerance and anticipates increasing of the efficiency of the process by the pedagogical potential of cultural-educational environment of preschool. Author investigates the Ukrainian and foreign scientific approaches of the interpretation the concept "cultural-educational environment" and identifies its major components. The paper accented that preschool educational space helps to upbringing foremost ethnic-cultural competence of preschoolers and then nurture respect and friendliness to other nationalities.

Author outlines a significant role of the organization and specific filling with different objects in the preschool playing area, proposes the ways to model it.

**Keywords:** inter-ethnic tolerance, cultural-educational environment, preschool educational space.

Modern psycho-pedagogical science has identified the environmental approach in the forming of the educational process as relevant and necessary, according to the demands of a new society. Globalization processes leveling the "framework" of universal and national, but opportunities of properly organized cultural-educational environment can distinguish between these concepts in the minds of the growing generation. Unfortunately, these educational opportunities have not been studied at the relevant level and require further theoretical and practical researches. We have reason to assert the impact of ethnic-pedagogical and cultural environment for the formation of one of such personal qualities as inter-ethnic tolerance.

There is no doubt that XXI century's personality cannot exist without possessing the inter-ethnic tolerance worldview, the culture of international communication. For example, the problem of tolerance in American educational institutions investigate J. Banks, J. Cummins, L. Derman-Sparks, F. Wardle, D. Williams. Ukrainian scientists (N. Terenteva, V. Zaritska) and Russian (V. Kukushyn, T. Poshtarova), consider that inter-ethnic tolerance, ethnic-cultural competence should be brought-up in the early stages of a person's life. On the other hand, Ukrainian scientists O. Griva, N. Yaksa find modern educational environment as multicultural and investigate the tolerance of young people in the modern conditions. Modeling of the cultural-educational environment in accordance with relevant requirements of harmonious development and individual formation needs to be justified, first of all, on the theoretical level. The essence of the pedagogical potential of the cultural-educational environment in the educational institutions can be found in the following current researches. So, the contents of

definitions “educational environment”, “educational space”, their conceptual framework, common and distinctive features, can be found in the scientific works of G. Belenkaja, O. Budnik, V. Kirichenko, G. Kovhanych, R. Malynoshevsky, J. Manuilov and others. The environmental approach is reflected in the studies of L. Derman-Sparks (“such environmental organization to prevent bias against other children”), K. Krutiy (“the phenomenon of childhood preschool education space”), N. Lysenko (“ethnic space”, “subject-gaming environment of preschool”). Russian scientist V. Kukushyn considers the educational environment should be favorable to every personality, regardless of their ethnic, religious or ethnic belonging. As we can see, the researchers are unanimous, confirming the influence of the cultural-educational environment on the growing generation. Therefore, the main goal of the article is to open the pedagogical potential of the cultural-educational environment of the inter-ethnic tolerance upbringing for the preschool age children.

American researcher Lily Wong Fillmore provides into problem of early learning children the fundamental values of coexistence in a multicultural and multilingual society. Scientists believes, that young generation should understand that the people surround them, have different origin, but they are more similar than different<sup>5</sup>. According to O. Griva’s scientific research, social factors of tolerance is personal (gender, age, ethnicity, religion, health level, traits of character and psychological characteristics), social conditions (family, religious community, kindergarten, school, reference group, media, the Internet), social circumstances (crisis conditions, features of regional economy, globalization). The personality formation of the inter-ethnic tolerance is performed due to the cultural and social identity, the features of awareness of the multicultural environment, development of the social interaction skills (N. Terentjeva)<sup>8</sup>. However, the leading role in the structure of personality belongs to the ethnic-cultural competence embodied in the knowledge of a person’s own ethnicity, the knowledge of the historical destiny of the nation or ethnic group and its cultural heritage. T. Poshtareva adds to the list above that the study of different cultures and their possibility for the comfortable coexistence in the multiethnic environment, the widening of the world outlook, acquiring of mutual understanding by peoples<sup>7</sup>.

Obviously, the impact of various factors on the inter-ethnic tolerance of personality formation is huge. One of them is the influence of the ethnic-cultural educational environment, which effective design can move the solution of the educational problems to a new level. G. Belenka defines the cultural environment as a complex interaction of different cultures, values, psychology, through which the social-group synthesis is close to enriching the spiritual world of the future generation. Scientist considers the educational environment as a complex of modeled special conditions for learning and personal development, the realization of its potential possibilities in the chosen field of activity.

N. Lysenko underlines, that the education of the preschool age children largely depends on the proper organization of the preschool ethnic space. Basic scientist’s attention is concentrated on the following principles:

- nationality (it involves the national education, mastering the native language, formation of the national consciousness, upbringing of the respect for ethnic and cultural heritage);
- cultural relevance (ensuring organic connection with the nation’s history, cultural and household traditions, the continuity of generations);
- the process of ethnic awareness (feeling the contents of education with the national sense for upbringing of self identity)<sup>6</sup>.

Important thing for the cultural-educational environment of preschool institutions has its aesthetics. The teachers care about the organization of the cultural-educational environment, especially about its material basis. It is well known, that in the early childhood the importance of upbringing is connected with children’s objects-developing space. The same is applied to the inter-ethnic tolerance and ethnic-cultural competence. Toys, books, equipment, furniture, TMT (computers, televisions, recorders etc.), methodical literature for teachers which are available in group rooms can directly or indirectly contribute to the ethnic education and the inter-ethnic tolerance. In practice, regardless of the location of the preschool institution, each group should have a national area with a variety of different material. Naturally children are characterized by genuine interest and curiosity and they ask questions which

extend their world outlook and make their knowledge more profound. We propose to work with the following topics in the national areas: "Family. Generation"; "Homeland"; "State symbols of Ukraine"; "Folk symbols of Ukraine"; "Life in Ukraine"; "Decorative and applied arts and crafts of Ukraine" and many other. In our opinion, these areas should not only provide aesthetic environment favorable for the creativity and inspiration of children, but also encourage them to create national products and objects with their own hands. Remembering the experience of foreign countries which can successfully raise ethnic tolerance in the children of all ages, we take into account the following recommendations of American researcher L. Derman-Sparks<sup>4</sup> how to model the tolerant cultural-educational environment:

1) visual / aesthetic impact (filling with pictures of children, their families, which indicate their ethnic or racial origin, providing illustrations and images not only of ethnic minorities, whose members are in the group, but which exist in society in general, presenting to children works of art made by artists of different ethnic origin and objects created by their own children);

2) toys and materials for playing and education (discussing the children's family origin, talking of major ethnic or racial groups, getting acquainted with region or society in general, the presence of dolls that serve as a prototype of people of all colors and different ethnic groups (dolls dressed in national costumes) which are close in their appearance to the real people);

3) books (most books should be devoted to modern life of people of different ethnic / racial groups – their work, daily life, current issues, the presence of different written notes in the foreign languages);

4) equipped area for role playing (includes items that reflect the cultural diversity: different devices for cooking, clothes for celebrating various events, personal children's stuff etc.);

5) language (create the ability for children to hear and learn different languages; using alphabets, pictures, posters, audio tapes in various languages);

6) music (melodies of different cultures can be used as accompaniment for driving, dancing, singing; listening to music and lullabies)<sup>3</sup>.

Research of the following Ukrainian scientists such as O. Budnik, V. Kirichenko, G. Kovhanych convince that the cultural-educational environment should be modeled and created by pedagogues. For instance, Ukrainian researcher O. Budnik is confident that the most important things in this process are the following: maximum concentration on the natural abilities of children; certain attention to their ethno-psychological and individual characteristics; special orientation on the study of the actual historical experience to promote the appropriate level of the civic and social culture; focusing on the principles of democracy in the organization of the educational activities on the national basis; the combination of the national and family traditions, customs, rituals and it will fill the living space of a growing personality with ethnic spirituality<sup>1</sup>. In addition to thoughts above, American researcher Jim Cummins adds, that multilingual educational environment requires an enhanced pedagogical management, to direct its positive effect on the linguistic and intellectual development of children. An explorer convinced, that cultural and lingual experience is fundamental for personality's future accomplishment. Young generation of pedagogues should provide favorable conditions for their students to acquire and absorb the progressive pedagogical ideas of the European nations and peoples<sup>2</sup>.

Hence, personality qualities as tolerance, inter-ethnic tolerance, ethno-cultural competence, humanism are rather complex and require a focused pedagogical influence. One of supplement instrumentality in the process of upbringing such necessary characteristics is pedagogical potential of cultural-educational environment. It helps every person not only understand her own origins, but also helps understand multicultural diverse around. The pedagogues should resist formation children's stereotypes about other people. The point is that unity of mental and material aspects of cultural-educational environment should educate children by humanism, compassion, tolerance, empathy and multicultural worldview. Common efforts of teachers and children to design the cultural-educational space can create innovative field urging to the emergence of new interpersonal relationships, friendly atmosphere, inspiration, creativity and tolerance.

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## NATIVE LANGUAGE EDUCATION IN UKRAINE AND THE UKRAINIAN DIASPORA: COMPARATIVE ANALYSIS AT THE TURN OF THE CENTURY

SVITLANA ROMANIUK

**Abstract.** The trends of development of native language education of Ukrainians living in Ukraine, the USA and Canada have been analyzed. They are stipulated by globalization as well as integration processes on a global scale in the end of the 20<sup>th</sup> and at the beginning of the 21<sup>st</sup> centuries. Their dependence on state language and language education policies in Ukraine have been grounded together with national consciousness of the Ukrainians whereas the western diaspora dependence on external (language policy in the country of residence, assimilation, assistance from Ukrainian part) and internal factors (national consciousness of Ukrainians in the diaspora, their integration into different society, functioning of native language education, public organizations) have also been reasoned.

The functioning of institutions in the USA and Canada have been studied (parents/family – kindergartens – Ukrainian Studies Schools and Courses at Universities). Where the subjects in Ukrainian Language and Systems of State Educational Institutions for young generations of the American and Canadian Ukrainians are being taught.

The following key trends of native language education have been distinguished: bilingualism (Russian-Ukrainian languages in Ukraine which, in general, has a negative impact on the status of national language. English-Ukrainian languages in the USA and Canada which is an essential part of the integration of national minorities representatives into the societies of these countries); reduction of Ukrainian language speakers in the USA and Canada as well as in Ukraine; state assistance in language teaching for ethnic communities/minorities in Ukraine and separate Canadian provinces; seeking for efficient means and methods of teaching native language in polytechnic / multilingual environments such as mountainous regions of the USA, Canada and Ukraine.

The conclusion is that despite of assimilation and migration processes in the diaspora and Ukraine, the need of Ukrainian language learning is growing. This is particularly connected with the fourth emigration wave of Ukrainians who are willing to study their own language and obtain appropriate education.

**Keywords:** native language education, state language, bilingualism.

Globalization and integration worldwide processes and fundamental political and socio-economic changes in Europe have intensified emigration and led to the emergence of so-called fourth wave of emigration in Ukraine (as an independent state). Unlike the previous three waves, it has become of a multi-vector nature and was focused on almost all continents of our planet. This is why nearly 20

million people of Ukrainian descent now live beyond Ukraine. The largest and most influential Ukrainian ethnic groups are located in the USA and Canada. Each of them now has over one million members of Ukrainian ethnicity. In the process of their formation / consolidation and life support for over a century, the important role was played by the national system of education. It was the factor that helped immigrants organize themselves, save the native language in multilingual environment as the most important sign of the ethnic group to ensure its assimilation of the younger generations. However, assimilation processes, aspirations of a significant part of Ukrainians, especially from the fourth wave of emigration, to integrate into American and Canadian society, led to new trends in native language education of representatives of Ukrainian diaspora groups. An active catalyst of which, apart from internal factors, have also been language policy and language education of independent Ukrainian state.

The study of documentary sources and scientific literature on the given topic, shows that this ethno-lingo and didactic phenomenon, despite its importance, has not attracted enough attention of local researchers. And despite the fact that the development of Ukrainian language in the diaspora is not just a part of the history of the national language but a significant ethno-cultural and sociolinguistic resource that certainly deserves a thorough study and use of native language education of the Ukrainians as a school of survival and self-awareness. However, in the context of the research interests the following scholars: B. Azhniuk, M. Vivcharyk, Yu. Zhluktenko, I. Lopushynskyy, I. Rusnak, M. Stepanenko, H. Filipchuk and others have addressed to the analysis of certain aspects of the problem.

The objective of this article is to analyze the features of native language development of education of Ukrainians in the USA, Canada and Ukraine at the turn of the century, in particular its functioning in the mountainous regions.

Historical experience shows that the development of linguistic education in any country depends on a number of factors. The leading among them are the language policy of the state in general and language policy of education in particular. Laws governing the use of languages in the United States appeared in the second half of the 19<sup>th</sup> century and were usually not prohibitive but permissive. However, with the massive influx of immigrants, increasing of their role in public life, and especially the revival of ethnic consciousness of linguistic and cultural minorities in the mid-60s of last century, has spread the ideology of "melting pot". Which declared that the culture of a new type, based on the best traditions brought into it by the various nations, including Ukrainians, who started settling on American territory from the 2<sup>nd</sup> half of the 19<sup>th</sup> century is being formed in America. Today, Ukrainians and Ukrainian Americans (over 90%) are concentrated mainly in New York, Philadelphia, Chicago, Pittsburg, Detroit, Cleveland and other cities. They occupy the 21<sup>st</sup> place among ethnic groups of the multinational state. When residing in the U.S. the Ukrainian diaspora, despite the fact that many politicians of the country prefer monolingualism to bilingualism<sup>6</sup>, established a system of education which includes parents / family - kindergartens / - Ukrainian Studies Schools / Parish Schools - Ukrainian Studies in universities. A number of university centers (Harvard, Illinois, New York etc.) now offer an opportunity to get a specialist degree in Ukrainian language.

A system of national education of Ukrainian Canadians also has similar traditional Western Ukrainian diaspora structure. In addition, they have the opportunity to learn the Ukrainian language in public schools, what, in fact, nearly 10 thousand students do. Ukrainistics also being taught at 12 universities in Canada. These achievements were made possible due to the support of ethnic community and officially proclaimed the policy of multiculturalism in 1981, and hence multilingualism. The community has been actively engaged in the problems of native language education of the younger generations since the late 19<sup>th</sup> century when the first bilingual schools were established there. However, the typical factor that negatively affects the mastery of Ukrainian language in the United States and Canada, is the lack of natural native language environment that enables the child to absorb Ukrainian language from an early childhood. The same factor is the large number of mixed families, where the vast majority does not speak Ukrainian. Eventually, this led to what is now only 20-25 % of Canadian Ukrainians speak Ukrainian, who are mostly older people from the first or second generation. The

third, fourth and fifth generations speak English, but remember their Ukrainian descent. Less than half of Ukrainian Canadians go to the Ukrainian churches. The conclusion might be the following that, eventually, Ukrainians will completely dissolve in anglo-franco speaking Canada. However, along with the assimilation process the revival of national life still goes on, which was given a significant boost by the independence of Ukraine. In particular, a powerful catalyst, in this process, was the adoption by Ukraine of a number of documents and actions taken which contributed to the expansion of relations with the diaspora and mainland Ukraine, particularly in the field of native language education. Finally, Ukraine as well as Canada and the United States is a country of multi-ethnic composition of the population. Its territory, according to the National Census of 2001, has 48.2 million people. Among them 37.5 million (77.8 %) are ethnic Ukrainians, which make the key entity of the state formation and constitute its national majority. The number of members of other ethnic communities is 10.7 million (22.2 %) among which are indigenous peoples, minorities and ethnic groups.

Indigenous people are those who originated in modern Ukraine and have no state formations abroad. They are the Crimean Tatars (248.2 thousand people), and the two ancient communities: Karaites (1196 people) and Krymchaks (406 people). Ukraine, for all of them, is a historical homeland. The share of indigenous people in the population of Ukraine is 0.5 %, while the population of the Crimea, where the majority of its representatives live, is 12.3%.

Among the minorities, Russians significantly stand out due to historical circumstances and number 8.3 million people (17.3% of the population and 77.9% of non-Ukrainians)<sup>5</sup> for the year of 2001.

Ukraine as a poly-ethnic country declared language policy as one of the top national priorities. Its strategic objective is to ensure strict observance of constitutional guarantees for the development and functioning of Ukrainian language as the state language in all spheres of public life and free development, and use and protection of minority languages in Ukraine.

The ability to meet the educational needs is an important factor that affects social well-being of citizens, ensures the preservation of their ethnic identity. Considering the specific ethnic composition of the state, polyethnicity in particular, a purposeful search of regional special features in the development and implementation of national language policy and the education system is being carried out. Note that Ukrainian citizen can pursue the linguistic degree in the public educational institutions, which include pre-schools (kindergartens, kindergartens-complexes), secondary school and higher education institutions of different levels of accreditation. The distinguishing feature of the national education system in Ukraine is the existence of an extensive network of public secondary schools (or classes) of minority languages (Russian, Hungarian, Romanian, Polish, Moldavian, Crimean Tatar). According to Article 10 of the Constitution of Ukraine the network is formed in accordance with the educational demands and national composition of the population. The legislative base of Ukraine creates more favorable conditions for the study of native languages of national minorities in schools, whereas in the U.S. and Canada the Ukrainians do not have the same opportunity. Nevertheless, ethnic Ukrainians in Ukraine face more difficulties than English-speaking Americans and Canadians. But their native Ukrainian language having received the status of the state language of a titular nation is still not consolidated in it. This is due to the fact that Ukraine, unlike the U.S. and Canada, "does not present a coherent conception of the language policy", the basis of which in sovereign states "at all times have been and remains today the idea of national unity"<sup>1</sup>.

Because of this, according to the index of preserving the nationality by the language, the Ukrainians occupy the 5<sup>th</sup> place in their country (after the Russians, Hungarians, Crimean Tatars, Romanians). At the same time, the language factor can not be overestimated in terms of the formation of national identity. A person who does not belong to a specific socio-ethnic community according to national basis, but is in its cultural sphere, inevitably acquires psychological and behavioral traits that gradually converge him or her to social and ethnic community, and still distinguish from their origin.

Since language is the most significant and most obvious form of representation of culture, it should be seen as a powerful factor both in Ukraine and in the diaspora, in the terms of national identity and consolidation. In this context searching for effective forms, methods and means to ensure national language education for Ukrainians wherever they live, becomes of a crucial importance.

If we analyze current approaches to linguistic education in Ukraine and the Ukrainian diaspora, one can clearly notice the following key trends. First. As a leading educational practice a focus is laid on bilingualism - Russian-Ukrainian in Ukraine and English-Ukrainian in Canada and the United States. Attitude of researches of linguodidactics to this phenomenon is ambiguous. But if the living conditions of Ukrainians in English-speaking society in the U.S. and Canada, with English as an official / state language where mastering of it is the key to the success and integration into the environment of the country of residence by the native speakers, then these conditions in Ukraine, have very different character. They reduce the social status of the state language, giving it a secondary role, negatively affecting the formation of national consciousness and identity of the Ukrainian people. Finally, these data can be confirmed by the last census in Ukraine (2001).

The Ukrainian language is a mother tongue for 67.5% of the population, including 85% of ethnic Ukrainians, 4% of Russians and 11% of other ethnic communities. However, for 29.6% of the population, including 15% of the Ukrainians, 96% of the Russians and 31% of other communities their native is Russian language. Only 57% of non-Ukrainians (except Russians) consider their native language to be the one spoken by the nation.

But for the urban population, which plays a leading role in the political and cultural processes, this ratio is somewhat different. The Ukrainian is native only for 58.5 % of urban residents, among them 78% of the Ukrainians, 3.5% the Russians and 12.5 % of other ethnic communities, the Russian as native is for 39.5 % among them nearly 22% of the Ukrainians, 96.5 % of the Russians and 44 % of other ethnic communities. Only 43.5 % of non-Ukrainians residents, (except Russians) consider the native language to be the one spoken by their own people.

It is worth mentioning that almost all citizens of Ukraine are fluent in Russian and at least understand the Ukrainian.

The idea that bilingualism is harmful for learning Ukrainian language as native has been spread among the modern Ukrainian linguists and lingo didactic researchers both in Ukraine and in the diaspora. Because it reduces the number of its speakers and discards its position in the public life of the country and in the diaspora - in the life of the ethnic community.

How do the researchers of lingo didactic in diaspora see the way out of this situation? We believe that a systematic approach to solve this problem, offers V. Holubnychy. Considering ethnocultural processes among Ukrainian communities, the scientist has come to a convincing conclusion that "the following process of formation and education of an individual, in terms of emigration, should be considered ideal:

1. Speaking Ukrainian language in childhood and a family; teaching English alphabet and written language for school preparation in the Ukrainian.

2. Along with English primary school, bringing up in Plast, teaching reading and writing in Parish Sunday School.

3. At the same time Secondary English-speaking school together with enrollment for Ukrainian studies courses or schools and participation in sports and youth organizations.

4. College, University, Higher Education. This process of education can be considered as a possible and reasonable prerequisite and almost complete guarantee against assimilation"<sup>3</sup>.

Modern scholars, have taken into account the experience of development of the Ukrainian language in multi-ethnic countries and stated that (and we share that opinion), bilingualism of Ukrainians outside Ukraine is not only desirable but even obligatory. They have to know the language of their new home so that to be a citizens enjoying full rights. However, they need to know their own language in order not to lose ties with their nation. Ukrainian group living in any country as a national minority, usually has to be bilingual: on the one hand, it must learn the language of the state in which they live, on the other hand, this language group is to preserve their native language as the greatest evidence of nationality. For example, representatives from national groups in the U.S. and Canada, such as Ukrainians, Poles, Czechs, Germans and others all are bilingual, while the English-speaking population of these countries only speaks their own language, except, perhaps, for another foreign language (Spanish, French, occasionally Russian etc)<sup>4</sup>. It should be noted that in modern native

language education of Canadian Ukrainians bilingual public schools that operate in the provinces of Alberta, Manitoba, Saskatchewan and others play important role. However, the learning of Ukrainian language in public schools of each province, according to the present legislation in the system of education, has certain organizational as well as methodical features.

Thus, pursuing the multiculturalism policy of 1971, the Government of Alberta introduced a Ukrainian bilingual school program that envisaged "partially extended language teaching" (teaching Ukrainian language as a specific discipline and other subjects: social studies, music, art etc) and learning the Ukrainian as a second language. Extended learning program in Alberta has three types, which differ from each other by the amount of hours spent on learning a second language, and the grade which is being taught. The full day program of second language classes take up 80% to 100% of the school day. The equal number of half-day program classes are taught in a second language as well as in English. The program in Pre School or first grade, is a program of early language teaching. If it is introduced in grades 4-5 or 6, it is called the mid level learning program. Late language teaching program begins in Secondary School (grades 7-12).

Let us emphasize that the Ukrainian Bilingual Program in Alberta is a part of the early language teaching program. This helps the students of Ukrainian-English language classes to formally (in Ukrainian language subjects), and incidentally master the language. Since the following subjects of Social Studies, Art, Physical Education, Health, Drama are taught in the Ukrainian. Preparation of relevant training and educational materials for Ukrainian Bilingual Program are provided by Language Programs Department of Alberta Ministry of Education together with the Ukrainian Language Education Centre (MKUM), which was founded in 1987 at the Canadian Institute of Ukrainian Studies, University of Alberta.

This experience of native language education for minority is used in Ukraine, where their educational institutions are supported by the state budget. We believe that this experience is not common and therefore is worth of being followed.

Another typical tendency for native language education of Ukrainians (and not only) is searching for effective ways of implementing the program requirements of language learning. As it is known, the core of the initial stage of language learning is appropriate mastering of reading and writing programs, which is the basis for further language development of a child. Underestimating of this aspect causes chronic immaturity of appropriate skills. That can become an obvious obstacle in the way of the full development of an individual. However, the requirements in communicative language acquisition dictates the suitability and optimality of contextual and situational approach to the formation of educational content, in which the ability of the four types of communicative act - listening, speaking, reading and writing - are formed by thematically related materials. This approach to language acquisition will give the teacher an opportunity to create a reliable communicatively oriented motivation and semantic basis for the development of communicative act of students.

Analysis of native language education of Ukrainians in the diaspora and Ukraine gives reason to believe that today the most appropriate approach is that where native language has the most honorable and most prestigious position in education and linguistic fields. Along with their Ukrainian native language other languages should also be taught. At first it's necessary to go to a model that says "native language is far cognate or non-cognate foreign language". And at the advanced stage of the linguistic formation students can learn any language. The guarantee to authentic language training of students is about a focus on the communicative approach and the implementation of its cultural and problem searching crucial principles.

Native language education of Ukrainians has another kind of feature. If the Ukrainian school for children is the first step to future education and profession, then the Ukrainian school abroad is more of a religious school that helps students maintain their ethnicity, the main indicator of which is the language. The uniqueness of Ukrainian schools is their flexibility to adapt to environmental changes. School always meet the needs of students and understand the circumstances of each. At the same time it promotes the dissemination of information about Ukraine not only among the people of Ukrainian origin, but also among other nationalities.

Native language education organization in the mountainous regions of the United States, Canada and Ukraine deserves special attention. Distance from the cultural and educational centers and complex climatic conditions, and the dispersion of student contingent encourages teachers to use modern methods of linguistic education that help shape them as modern Ukrainian individual. For this purpose distance learning is widely used. Multimedia, interactive learning methods (group learning, frontal teaching, game based learning, discussion based learning etc.) are used during lessons at school.

Charter schools, that become more popular in the United States, can be an effective form of mastering Ukrainian language. So far as they meet the requirements of the society and provide quality education, especially since the Ukrainian government which has already established institutions that can help with Ukrainian Education Abroad<sup>6</sup>.

The analysis of native language education of Ukrainians in western diaspora and Ukraine shows that there are common and different processes due to the state language policy and language policy in education as well as in the terms of functioning of educational institutions. Despite of the decline in birthrate among the Ukrainian diaspora, assimilation and migration, reducing of students' number in schools as well as Ukrainian studies schools, the need for them does not decrease. It is evidenced by the creation of new Ukrainian schools in the U.S. and Canada. The proof of this are thousands of Ukrainian Americans and Canadians who take a long way to give their children the opportunity to learn Ukrainian language and receive Ukrainian education.

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## ANALYSIS OF THE FORMS OF WORK AS FOR OVERCOMING DEADAPTATION MANIFESTATIONS OF THE FUTURE EDUCATORS IN HIGHER EDUCATIONAL ESTABLISHMENT

LARISA ZDANEVYCH

**Abstract.** The author reveals theoretical approaches to the problem, interprets the views of other researchers. The problem of higher educational establishment deadadaptation is cleared up in the article, interpretation of the phenomenon of teenagers' deadadaptation in different spheres of psychological-pedagogical science is given. At the modern stage deadadaptation is understood as a totality of features and manifestations, which affirm inconsistency of a person's interaction with his or her environment. And as deadadaptation ruins the results, which were achieved in the process of adaptation, it is necessary in the first place to found out the essence of this phenomenon. Literature analysis and practical experience of work in the pedagogical university allow us to determine some characteristics of social status of a student of the first years of study. The analysis of different forms of pedagogical work as foe the overcoming of deadadaptation manifestations of the future educators in higher educational establishment is done. The author analyses the questionering conducted at the faculty of pre-school education, which allows to affirm that at the beginning of study students overcome educational difficulties and aren't very thoughtful as for the perspectives of their future professional activity. In this period great responsibility is on the academic group supervisors. To prevent the manifestations of deadadaptation the supervisors should should create psychological comfort in the group for the students – desirable for students state, affirming harmony in the inner, psychological and social life. To avoid the manifestations of deadadaptation of the students-freshmen and in order to accelerate their adaptation, we have created the program for special course for the teachers and supervisors of academic groups.

**Keywords:** teenagers' deadadaptation, future educators, psychological comfort.

Interpretation of the phenomenon of teenagers' deadadaptation in different spheres of psychological-pedagogical science provides for covering these sides of the mentioned process, which form the subject of the proper branches and the role, which is assigned to the scientific comprehension and management of this process. The problem of higher educational establishment deadadaptation is extremely topical, because the difficulties in teaching and upbringing of teenagers offer the challenge before the society. Age of adolescence is called turning age, because in this period the transition from childhood to maturity takes place. Difficulties of age of adolescence are explained by the fact that this period is connected not only with the remote rebuilding of anatomico-physiological peculiarities of the organism, but also with the essential changes in psychological, physical and moral development<sup>4</sup>.

In psychological-pedagogical and medical literature the problem of "adaptation-deadaptation" has been studied at different levels: from the determination of the content of the notions

(Yu. Aleksandrovskiy, F. Berezin and others) to the detection of forces of deadaptation, which determine such processes (S. Rubinshtein, M. Ratter, V. Semychenko and others). A number of works is dedicated to the study of peculiarities of adaptation and deadaptation of children of different age (L. Zakutskaya, O. Novykova, P. Prosetskiy). The forces of children's deadaptation were studied by O. Bodelan, G. Burmenska, L. Liders and others; diagnostic aspects of the problem of pre-school deadaptation were investigated by N. Luskanova; manifestations of deadaptation, caused by accentuation of personality traits – by V. Kagan, O. Lichko; neurotic reactions of manifestation of psychological deadaptation – by Yu. Aleksandrovskiy; the influence of sudden change of the “situation of social development”, necessity of reconstruction of the modus of adaptive behavior, which was formed – by L. Vygotskiy; influence of deadaptation of a pedagogue to the students' adaptation – O. Ponomariova, O. Solodukhova.

Aim of the article is to make analysis of different forms of pedagogical work as for overcoming manifestations of deadaptation of the future teachers in higher educational establishment.

At the modern stage deadaptation is understood as a totality of features and manifestations, which affirm inconsistency of a person's interaction with his or her environment. And as deadaptation ruins the results, which were achieved in the process of adaptation, it is necessary in the first place to find out the essence of this phenomenon. Complicacy of study of the problem is stipulated by the absence of unity in the interpretation of the notion “adaptation”. In the widest sense adaptation is determined as the process of “entering” of an individual into the integral system of social relations and connections. Simple adjustment is substituted for the active regulation of the process of interaction with the surrounding. At the social level adaptation becomes of double-sided character: on one side it includes the substitution of adapting subject, that is adjusting to the demands of the environment, and on the other side it provides for the active change of environment by the subject depending on the inner determination<sup>2,6</sup>.

It should be mentioned that the problems of transition, entering of a personality into the new social environment can't be called sufficiently studied. We have to certify that research of such periods is directed mostly to determination of psycho-physiological and age aspects of students' adaptation to the new for them organization of educational work. Entering to the higher educational establishment is a strong stressful experience, which must be softened. According to American researchers, such state can be compared to emotional experience of an adult in the situation of divorce. It is easy to understand because the usual stereotype of the future student is disturbed. One more fact of psychology damaging is parting with mother and other close people, with whom the future student has been constantly communicating (entrants from the other city or town).

In higher pedagogical educational establishment adaptation is connected with the inclusion of the students – former university entrants into the new conditions of living. Moreover the notion “students' adaptation” is of particular character and means first of all adjustment of a personality, personal qualities and properties to the specific conditions of the given pedagogical higher educational establishment.

In our opinion adaptation to the conditions of living, study, leisure in higher educational establishment is, undoubtedly, connected with the sudden change of social status of a personality, although less essentially, than in case of adjustment to the new conditions of work. It is rather complicated process, which is not only (and not so much) adjustment of a personality to the new conditions of pedagogical higher educational establishment as to the temporary specific phenomenon, but acquisition by a personality new social status – status of a student.

The notion of social status is in dissoluble connected with separation of specific features of students, in particular, students-freshmen, which determine social status and psychology of this special group. S.M. Godnyk mentions principle difference in the notions “student” in sociological and psychological-pedagogical literature: “A student for sociologist is a representative of a certain social group, for a pedagogue – it is object (subject) of educational process of the higher educational establishment, first of all of a specific year of study”. That is why a teacher of a university must know not only general characteristics of a student, but also peculiarities of his or her social state at each year of study<sup>3</sup>.

Literature analysis and practical experience of work in the pedagogical university allow us to determine some characteristics of social status of a student of the first years of study. The gist of such status can be considered in mastering the norms and functions of the future professional activity. Different features of social status can be: realization of the new merit in his or her social position, raised feeling of own dignity, ("I'm not a schoolboy any more, but I'm a student"); striving to consolidate in this new position; striving to the first success, which confirms new, higher position; interest and diligence in performing educational and other work in pedagogical higher educational establishment; diversity of educational and out-of-class interests.

Students-freshmen, who yesterday felt much attention and care of their school teachers, feel discomfort under the conditions of pedagogical university. New conditions of their activity in pedagogical university – it is absolutely new system of relations, where the necessity of individual regulation of their behavior, availability of those degrees of freedom in organization of their lessons and mode of life, which were unavailable for them before, appears on the foreground.

During their adaptation the students have to master the skills of educational and scientific information in new for them environment. Reorganization of educational activity of a student begins. The forms of educational process organization change, as well as the ways of educational subjects study and the system of control.

The questioning conducted by us at the faculty of pre-school education allows to affirm that at the beginning of study students overcome educational difficulties and aren't very thoughtful as for the perspectives of their future professional activity. That's why the students should be incited to work on themselves, to analyze their activity in the university, and to form the necessity for individual work, skills of self-regulation of their activity. To achieve this we should redirect educational process of the university, paying special attention to the personality of a student<sup>1,3</sup>.

In this period great responsibility is on the academic group supervisors. To prevent the manifestations of deadaptation the supervisors should create psychological comfort in the group for the students – desirable for students state, affirming harmony in the inner, psychological and social life. The student feels comfort, when he or she satisfies the basic needs, when the people around express their benevolence, when he or she is satisfied with the results of the activity.

For the normal adjustment to the new conditions of vital functions, the student must get free from worries, anxiety, distrust, fear; master the means of organizing friendly relations with the group mates and teachers.

In order to achieve this aim the group supervisors should: orient themselves in the problems of adaptation, deadaptation; study real needs of the students; have calling to pedagogical work; conduct confidential conversations with the students, which allow the students to express their worries, and later – to overcome them.

It is reasonable to ask students about their mood, the reasons of offences and discontent; to conduct individual conversations with their parents with the aim to learn the families better; to organize upbringing activity, in the process of which to correct students' behavior, namely to consolidate self-confidence of the students, ability to behave naturally among other people; to train manifestations of students' will in different situations of life, to approve for attempt to overcome the obstacle, to favor preserving their self-respect, to develop the qualities necessary for survival; to conduct questionings, verification of students' feelings; to test the students with the aim to study personal peculiarities of students.

To avoid the manifestations of deadaptation of the students-freshmen and in order to accelerate their adaptation, we have created the program for special course for the teachers and supervisors of academic groups.

The special course reveals basic scientific notions, principles, methods of studying children, peculiarities of deadaptation manifestation at different age periods of a child's development. Important place is given to the content of work on prevention deadaptation, ways of pedagogical influence to the personality of a student.

Different forms of teaching are expected during the course: lectures and practical classes, different exercises are used, tasks solving, preparing summaries. Topics of the lessons: pedagogical deadadaptation as a social and psychological-pedagogical problem; peculiarities of deadadaptation manifestations of students-freshmen of pedagogical universities; principles and methods of studying children and teenagers; diagnostics of social environment and peculiarities of a student-freshman; content of work on prevention and overcoming deadadaptation among young people; pedagogical correction of behavior deviation of deadadapted students-freshmen; individual approach in the work with deadadapted students.

The course ends with the test, where the students are offered to present their own programs on adaptation and methods of work with deadadapted students. The program consists of 26 academic hours, among them 16 hours are lectures, 10 hours are practical, test is 4 hours per group.

When studying the problem of deadadaptation, we affirm that young people under pressure of some unfavorable influences lose their ability to fulfil normal kinds of activity, they are often in the state of teenage crisis, have little knowledge of the world which can lead to deadadaptation.

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## CONCEPTUAL APPROACHES TO THE EDUCATION OF LIFE-MEANINGFUL VALUES OF TEENAGERS AND EARLY ADOLESCENCE IN UKRAINE

KATHERINA ZHURBA

**Abstract.** The article presents the conceptual approaches to the upbringing in the education of life-meaningful values of teenagers and early adolescence in Ukraine. The definition of life-meaningful values has been given up. The major problems and contradictions in the upbringing of the Ukrainian children were paid attention to. The dependence of the result of upbringing, from the desire and the participation of all actors: children, parents, teachers is pointed out. Conceptual approaches to education of life values meaning are analyzed on the methodological, theoretical and practical levels. The aspects of the previous researches have been underlined. In this context, a systematic approach determines the integrity of the educational process in primary and high school. Synergetic approach combines the organization and self-organization of the growing personality. Humanistic approach recognizes each child's highest value at school, family, and society. Personal-centered approach provides individual attention to him, to free choice of that or other life-meaningful values. Activity approach provides practice and deed activity of children and shows how the value of the meaning of life affects the behavior of the individual. The theoretical level of substantiation of the concept of education of children of teenagers and early youth gives ability to define key points and concepts. Practical level implies the corresponding experimental activity, the determination of appropriate pedagogical conditions, the selection of content, forms and methods of education of teenagers and early adolescence. Conceptual approaches offer the opportunity to develop a modern system of education of the values of the meaning of life of teenagers and early adolescence in Ukraine. Implementation of conceptual approaches aimed at qualitative changes in the education of life-meaningful values among of teenagers and early adolescence.

**Keywords:** life-meaningful values, teenagers, educational process.

The problem of upbringing of life-meaningful values of teenagers and children in early adolescence is steadily growing at the present stage of development of Ukrainian society. This is due to their age specifics, the desire to better understand themselves, their capabilities, and the need for self-assertion and self-realization.

„As a teenager happens mastering the inner world and the emergence of life plan, as defined system device, which was first recognized by teenagers. In this period, the preconditions of formation of ideas about the meaning of life are being created. The accumulation of experience and the development of the processes of reflection contributes to the formation of teenagers' need in the relation between the concepts of „past“, „present“, „future“, in the formulation and solution the tasks of the

separation of the concepts of „life” and „meaning of life”, understanding the meaning of life and awareness of their life”<sup>2</sup>.

In early youth, children actively acquire social and ethical experience, tends to be more self-reliance and independence from the adults, trying to find their place in society. They are excited to think about what they are, what can achieve, what place can take in life and society. This will depend on their life plans and the ways of their implementation. Proof of that can be the opinion of the famous Ukrainian psychologist I. D. Bekh, who wrote: „Early youth tends to increase self-awareness. It is person’s awareness of qualities and capabilities, the need for a report on his actions, views about place in life, awareness of himself as individual. In connection with this is the interest to moral issues and happiness and duties, personal and social relations between people, love and friendship. In this aspect we can speak about the development of moral consciousness in the senior school age”<sup>1</sup>.

In contrast to the knowledge that a person receives in finished form, semantically-life values he should equip himself, so in his upbringing is important that at all stages of moral growth of Ukrainian teenagers, young men and girls learn to live in harmony with themselves and the world, would produce moral principles and rules, which would help them in life, would become their values, personal achievements.

However, today the standardization of the educational process is obvious in the Ukrainian school practice, the tendency to use authoritarian methods of education is observed, the philosophy and ideology of education requires changes that would appeal to the interests of an individual, its urgent problems, senses of existence, life-meaningful values.

Semantically-life values are an important component of the moral consciousness of the Ukrainian teenagers and early adolescence, which determines their attitude to themselves, people, society and characterizes their moral needs for love, kindness, freedom, justice, and respect the dignity, their implementation in behaviour and work. While the education of life-meaningful values is the result of interaction of all participants of educational process, purposeful activity aimed at the formation of humanistic thinking, awareness of the importance of life-meaningful values in their own lives, the formation of moral character, the development of emotional introspection and reflection, the ability to freedom in choice, readiness for self-realization.

Analysis of the status of upbringing of life-meaningful values of the schoolchildren of the secondary and senior school testifies the constant attention of scientists of different industries to the problem of morality on the methodological, theoretical and practical levels.

On the methodological level, the problem of meaning of life and the values is reflected in the works of ancient philosophers (Aristotle, Plato, Seneca, Socrates), the middle ages (Thomas Aquinas, Pierre Abelard), Renaissance (Erasmus Of Rotterdam, Michel Montaigne), Education (W. Hegel, I. Kant, J.J. Rousseau); representatives of idealist philosophy (D.Hume); ekzystentsionalizm (N. Berdyaev, Camus, V. Soloviev, M. Heidegger, Jaspers), phenomenology (E. Husserl); personalism (E. Mounier, J. Lacroix); intuitional (J. Moore), neofreydizm (E. Fromm, Jung); Ukrainian philosophers (M. Kovalinsky, H. Skovoroda). Problems of ethics and morality were studied by modern philosophers (N. Bagdasar’Jan, N. Golik, A. Huseynov, I. Iljaeva, E. Zolotuhina-Abolina, V. Lozovoy, O. Nazarenko, V. Razin, M. Toftool).

The formation of moral consciousness and senses of existence of the individual has been the object of study of native (I. Bekh, L. Vygotsky, V. Efroimson, S. Rubinstein, P. Jacobson, S. Jacobson) and foreign psychologists (James F.T. Bugental, Lawrence Kohlberg, Abraham Maslow, Carl Ransom Rogers, Viktor Frankl).

A significant contribution in the study of certain aspects of parenting the children’s life-meaningful values is made by Sh. Amonashvili, A. Savchenko, Ev. Subbotsky, L. Khoruzha substantiated humanistic approach to life-meaningful values - V. Kirichok, K. Chorna, whom indicate a relationship of humanistic ethics with life guiding values. Problems of life-meaningful values revealed V. Belousova, T. Humennikova in Ukraine, L. Kuzmina, A. Shemshurina, N. Schurkova in Russia.

Analysis of the practice of upbringing of life-meaningful values of the schoolchildren of the secondary and senior school certifies the existence of certain contradictions of this process between:

- the public interest in a moral personality, capable to self-focusing on the semantically-life values and lack of development of theoretical foundations of education of life-meaningful values of the schoolchildren of primary and high school;
- the objective need for such upbringing and non-use of potential opportunities of the extracurricular school activities;
- the social importance of the upbringing of life-meaningful values among teenagers and early adolescence and not engineered content of the forms and methods of such education;
- personal formation and age crises.

The solution of these contradictions depends on the active participation and the desire of all subjects of educational process, to who are children, parents and teachers. Such education requires systematic and purposeful activities of all subjects in the educational process.

The concept of upbringing of the meaning of life of teenagers and early adolescence is substantiated on the methodological, theoretical and practical levels.

Fundamental general scientific basis of research is provided by methodological level and identifies approaches (systemic and synergetic, humanistic, person-oriented activity) to study the problems of upbringing of life-meaningful values of the schoolchildren of the secondary school.

System approach determines the integrity of the upbringing al process in secondary and high school through the development and implementation of pedagogical system of upbringing of life-meaningful values among the pupils of 5-11 grades, combining conceptual provisions, structural components, diagnostic tools, pedagogical conditions, contents, forms and methods of education of life-meaningful values of the schoolchildren of the secondary school.

Synergetic approach recognizes an individual's ability to self-development and creation of their own life-meaningful values not only under the influence of teachers, parents, and internal potential, desire to improve. Synergetics approach synthesizes processes of the organization and self-organization, education and self-education, which corresponds to the desire of teenagers and high school students to be subjects and partners in the educational process of actively participate in self-made process. The usage of synergetic approach is based on improvisation and intuition teachers able to respond to the psychological state and the needs of pupils and can offer ways to solve their problems in life or suggest an alternative solution.

Humanistic approach ensures each child's highest value and prioritizing the interests, rights, as a goal, not as a mean, the development of his abilities and inclinations, creating conditions for the implementation of his intrinsic power, self-development and self-education.

Humanistic approach involves a combination of interests of the individual, society, state, nation, and the focusing on self-education of the humanist ideal through the ascent to yourself the best.

Humanistic approach is also realized through the creation of an appropriate educational environment, the defining characteristic of which is the belief in the ability of the child, the interest to its fate and future, directed on satisfaction of moral needs of teenagers and high school students in communication and understanding, which would contribute to their self-determination and self-realization.

On this basis, the humanization of the educational environment will be implemented through the incarnation and the determination of the relationship of the teacher and the students of 5-11 grades in the context of subject-subject relations, creation of conditions for self-realization and effective interaction through love, trust, respect for personal dignity, readiness to help. Personal-centered approach is based on the synthesis of established psychological and pedagogical science of mechanisms of functioning and development of the personality of pupils' primary and high school and opens laws of moral formation of a child's personality in ontogenesis, which concern to personal transformations related to the upbringing of life-meaningful values of the schoolchildren of the secondary school.

Personal-centered approach ensures the individual's right to a choice of those or other life-meaningful values, development of the private valuable position, and the possibility of their realization through the overcoming of disharmony in life and moral experience, behavior, communication and activities.

Personal-centered approach focuses attention of the teacher on the child's personality, his own moral experience, the internal world that promotes disclosing of creative potential of pupils, their best moral qualities, asserts the freedom of moral choice.

Semantically-life values are realized in the activity and moral experience of the individual. The usage of the activity approach encourages students to self-searching and developing their own life-meaningful values and objectives and the desire to bring them to life. The activity approach attaches children to social experience, human culture in formulating their own life-meaningful values of the growing personality.

Upbringing reaches the goal in that case when directs the activities of the individual on the cognition and transformation of the world and himself. Thus, the activity is a universal, all-embracing phenomenon in the life of personality, which is determined by their ideological consciousness. The unity of consciousness and activity is the basic principle of moral development. That is, the organic unity of the person and its activity is fundamental for the method of education of the provisions of personality development is the development of its activities. On the basis of this action is the manifestation of human activity that determines its impact on themselves and other people, the environment, society and others. Activity is the sum of the individual actions are characterized as appropriate. A man does what he wants to do in that case when it has certain semantically-life values, the meaning of life, when he seeks to achieve a particular goal. Activity is always motivated and full of a variety of views both the actions and the actions of others, which is reflected in the reflection, which is an important component of moral behavior, which allows not only to understand and be aware of their own actions, but also overestimate semantically-life values and patterns of behavior that allows to rise children to a qualitatively new level in their development.

The theoretical level of substantiation of the concept of education of children of teenage and early adolescence predetermines the system of initial provisions and concepts that form the basis of the understanding of life-meaningful values. On this level the analysis, synthesis and generalization of the experimental facts there are carried out.

Practical level of the concept provides for the experimental approbation of pedagogical system of education of life-meaningful values of the schoolchildren of the secondary school. Functioning of educational system implemented in accordance with its substantial and methodological support.

Application of these pedagogical approaches provides an opportunity to present the education of life-meaning values of children of teenage and early adolescence as a system of scientifically pedagogical actions and activities in the educational process of secondary and senior school. Implementation of the concept is directed on qualitative changes in the approaches of education of life-meaningful values of the schoolchildren of the secondary school.

Thus upbringing life-meaningful values among of teenagers and early adolescence in Ukraine will be effective, if carried out in accordance with the conceptual approaches, pedagogical conditions, contents, forms and methods of upbringing of life-meaningful values of the schoolchildren of the primary school at the experiences of previous studies, the experience of the developed countries, the involvement of all subjects of educational process, the use of innovative techniques and technologies will help to teenagers and high school students to understand themselves better, determine the life-meaningful values and realize themselves in life.

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## PECULIARITIES OF UNSOCIAL BEHAVIOR OF YOUNG PEOPLE OF UKRAINE IN THE XX<sup>TH</sup> CENTURY: HISTORICAL ASPECT

ROKSOLYANA ZOZULYAK-SLUCHYK, ULYANA KETSYK

**Abstract.** The article deals with the problem of unsocial behavior of young people in Ukraine in the XX<sup>th</sup> century. At that time Ukraine was in the structure of former Soviet Union (1917-1991). In Soviet times the theory of unsocial phenomena could not freely develop because the unsocial phenomena were considered as an acquisition of capitalist society. For a long time researches about alcoholism, drug addiction, criminality, sexual demoralization, and others were closed and their results were not presented for a public discussion. Nevertheless certain traditions in research of the separate phenomena of un sociality were successfully formed in pre-soviet times. First of all it concerns the researches of suicides, criminality and alcoholism. The views of scientists on reasons of unsocial behavior in Ukraine in the XX<sup>th</sup> century are analyzed by authors in this paper.

**Keywords:** unsocial behavior, deviation, social interaction, youth.

In the process of difficult political and socio-economic transformations Ukraine has faced the chain of problems conditioned by degradation of public morality, among them: the priority of material and devaluation of spiritual values, the lack of mercy and mutual respect, the display of indifference and aggressiveness, the cult of money, force and power in relations between people. Social difficulties and miscalculations in moral education caused the development of certain negative phenomena: drug addiction, alcoholism, sexual demoralization, criminality and others. Thus research of unsocial behavior of young people during the XX<sup>th</sup> century as pre-conditions of modern situation in a youth environment acquires the actuality at present.

It is known that Ukraine was in the structure of the Soviet Union during 1917-1991. So in this context we will make an analysis.

Among the Ukrainian specialists-researchers of different aspects of unsocial phenomena are: O. Balakireva (alcohol and smoking among young people, problems of drug addiction, HIV/ AIDS and prostitution); Ye. Golovakha, N. Panina (problems of social pathology); A. Atoyan, V. Mandybura, O. Zlobina (theory and history of deviantology, problems of social adaptation); S. Oksamytna, V. Khmelko (social exclusion); I. Rushchenko (criminality).

The aim of the article is to analyze the views of scientists on reasons of unsocial behavior in Ukraine in the XX<sup>th</sup> century.

In Soviet times the theory of unsocial phenomena could not freely develop because the unsocial phenomena were considered as an acquisition of capitalist society. The study of some unsocial phenomena was superficial, it was only came to clinical and criminology researches; theoretical and

methodological bases of the phenomenon "unsociality" were not investigated. For a long time such researches were closed, and their results were not presented for a public discussion. Hushing up of problems of unsocial behavior, the fight against bourgeois ideology, the long isolation from foreign developments in this field resulted in very low interest of soviet researchers to unsocial behavior and social control, and those little numerous researches, that were conducted, often presented chaotic, sometimes contradictory and fragmentary knowledge<sup>3</sup>.

Nevertheless certain traditions in research of the separate phenomena of unsociality were successfully formed in pre-soviet times. First of all it concerns the researches of suicides, criminality and alcoholism. For instance, interest in the study of suicides in Ukraine was shown already in the end XIX - at the beginning XX century because of increasing spreading of this phenomenon. Bases of suicidology were developed by scientific works of doctors-psychiatrists, statisticians, lawyers, teachers, among them are V. Bekhterev, G. Gordon, S. Novoselsky, S. Korsakov, I. Pavlov, P. Rozanov, I. Sikorsky, O. Ostrohorsky and others. Most of them followed the psychiatric or psychological approach to understanding of reasons of suicides. For instance, G. I. Gordon explained suicide as violation of life instinct and awakening of a craving for death. According to his opinion, everybody can become a suicide. Craving for death awakes at certain conditions, when under the effect of unfavorable life circumstances, grief and disappointments inclination to suicide changes itself from hidden state to active one<sup>3</sup>. In I. Pavlov's opinion the reason of suicides is the loss of goal achievement instinct: «if a man will have a goal that it is needed to achieve he never will be disappointed in life, all his life will not be long enough for the achievement of those aims that he will put before him»<sup>8</sup>.

At the same time considerable attention was paid to socio-economic factors as pre-conditions of forming of suicides. As early as 1902 professor M. Obolonsky, analyzing suicides in Kyiv, came to the conclusion that inclination to suicide is the result of interaction of two reasons: sickness and instability of mental activity and social conditions. Therefore the duty of family, society and state is to pay attention to physical and moral development of young generation; school education should develop independent mental activity, give knowledge that would be utilized in the fight for existence<sup>7</sup>.

Scientists I. Sikorsky and V. Bekhterev also attached great importance to peculiarities of family and school education. I. Sikorsky searched reasons of suicides in the defects of moral development of personality, in «moral infection», and connected unfavorable tendencies of suicides with the crisis of morality and loss of sense of life<sup>2</sup>.

S. Korsakov explained suicide as the lack of normal human desire to save the life. To his mind, suicide is the display of psychical instability and mental disorder; but at the same time he acknowledged existence of socio-economic factors of suicides<sup>5</sup>. In S. Korsakov's opinion the reasons of suicides are decline the role of family, destruction and violation of its internal harmony; strained fight for existence, but futility and uselessness of this fight; unemployment and poverties that predetermine the feeling of helplessness; and also the phenomenon of imitation under the effect of films and literature widespread among young people. To his mind pre-conditions of suicides are also baseless pessimism, amorality, ambitious egoism and drunkenness which are widespread in society<sup>4</sup>.

S. Pervushyn in the report «Experience of theory of mass alcoholism in connection with the theory of mass necessities», prepared in 1911 for Commission on alcoholism problems, noted that principal social reason of alcoholism was not so much poverty as special state that accompanied it, namely absolute uncertainty in tomorrow's day. The feeling of helplessness induces persons to search artificial stimulators and breaks saving attitude toward present money<sup>9</sup>. Alcoholism is a social evil that to a great extent resulted by social reasons, and that is why it must be corrected with social events. S. Pervushyn's measures for the fight against alcoholism as mass phenomenon do not lose the actuality even today.

S. Pervushyn offers three basic ways of social influence. Firstly, in basis of the fight against proletarian alcoholism, i. e. alcoholism of socially miserable classes, must be guarantee policy of legal and economic minimum, that he understood as the improvement of material and social situation, in particular, through the guarantees of the personal freedom, decline of taxes, unemployment insurance of workers, development of cooperative stores and others. Secondly, the fight against petty bourgeois alcoholism should be realized through the regulation policy of alcohol production and sale, namely:

limit of alcohol production, reduction the quantity of establishments for alcohol sale, reorientation on producing and sale of alcoholic drinks with less concentration of alcohol, reduction of taxes on nonalcoholic drinks sale. Thirdly, the fight against everyday (domestic) alcoholism should be realized through the certain cultural policy, namely: elucidative antialcoholic activity and organizing of cultural leisure. In his conclusion S. Pervushyn emphasizes that social policy, in wide understanding, must be complemented by propaganda for sober way of life and people's interest to its spreading. But attaining success in this heavy business is possible only then when «population will not be the passive object of social legislation, but will become an active element of this fight»<sup>9</sup>.

In Soviet time in the 1920s expansion and extension of researches about unsocial phenomena took place due to successful activity of department of moral statistics of CSU of the USSR, headed by M. Hernet. However since the end of the 1920s - beginning 1930s such researches have been stopped, and corresponding statistics actually was inaccessible till the end of the 1980s. It is known, that in Soviet society a normal healthy man could not commit suicide, so the problem of suicides was considered so far as the problem of mentally sick people. Soviet ideologists asserted that pre-conditions for alcoholism, prostitution, drug addiction and other disorders were absent in socialistic society. As a result, repressive approach to alcohol problem was dominated: public censure, labor re-educating and force treatment. Actually, stagnation in the theoretical study of any unsocial phenomena in scientific sociological sphere lasted in the USSR till the end of the 1960s, after then gradual renewal of such kind researches began. The All-union scientific-methodical suicidologic center was opened. In the 1980s the leader of this center A. Abramova worked out and presented the conception, according to which suicide is the consequence of social-psychological disadaptation of personality in the conditions of microsocial conflict that is experienced by a person<sup>6</sup>. The scientist rightly asserts and proves that most suicides are not mentally sick people. The statement about the dominant role of social-psychological disadaptation of personality that arises up under the effect of different psycho-traumatic and stress factors, in genesis of suicidal behavior became initial theoretical pre-condition in research and practice activity of the Federal scientific-methodical center of suicidology in Moscow. One of famous sociologists in deviantology Ya. Hilinsky notes that in the 1980s there were centers of sociological researches of deviant behavior in the Soviet Union<sup>3</sup>. Owing to works of many scientists, in particular sociologists and criminologists, there were developed the bases (principles) of modern sociology of deviant behavior and social control, within which present separate branches are developed: suicidology (sociology of suicides), criminology (sociology of murders), addictology (sociology of chemical dependence) and others.

The conducted analysis does not present all theoretical directions investigated by scientists, however it testifies to irrefutable advancement on the way to cognition of such a complicated and multiaspect social phenomenon as unsocial phenomena. The unsocial phenomena are the object of intersubject theoretical analysis which consists of many research approaches. During the forming of modern system of pedagogical knowledge concerning the unsocial phenomena a transition took place from consideration of deviation as pathology of individual behavior to the analysis of mass phenomena of unsociality in the context of contradictions of social interaction and peculiarities of social structures.

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## THE DEVELOPMENT AND FORMATION OF THE INSTITUTION OF A SCHOOL COUNSELOR IN AMERICAN HIGH SCHOOLS IN THE PROCESS OF CAREER DEVELOPMENT OF STUDENTS

TETYANA HURMAN

**Abstract.** The article focuses on the development and formation of the institution of a school counselor during the process of career development of students. The transformation of terms “vocational guidance” and “career counseling” is being investigated. The preparation of school counselors in higher education establishments of the USA is in the focus. The article analyzes some programs, national standards and some models. They outline accurately the duties and functions of school counselors. It is characterized the main principles of the activity of school counselors. The main directions of their work, the distribution of their time are shown, which prove the necessity and effectiveness of their activity.

**Keywords:** school counselor, career counseling, vocational guidance, standards, USA.

Rapid changes of political and economic realities, orientation of society to European values and standards caused the necessity to reform a comprehensive school aiming at upgrading of students preparation for future labor activity. Today we have an urgent necessity to solve a task for increasing opportunities of a competence-based choice of future career promoting the development of capacities and skills and self-realization.

The preparation of students for career self-determination which is regarded in the USA today in the structure of the notion “career development” has passed a complex, evolutionary way, caused by the changes in social and economic system of the society organization, education and the development of psychology and theory of education itself.

The theoretical base of career choice is numerous theories of career choice and development, the core of which is determined by two philosophic approaches – positivism and constructivism.

“There is no part of life where the need for guidance is more emphatic than in the transition from school to work. The building of a career is quite as difficult a problem as the building of a house, yet few ever sit down with a pencil and paper, with expert information and counsel, to plan a working career and deal with the problem of building a house, taking the advice of an architect to help them”, - Frank Parsons stated, the founder of vocational guidance, emphasizing the importance of the profession of a counselor<sup>7,p.8</sup>.

At the beginning of the previous century the functions of counselors were performed by school teachers, who had no appropriate professional expertise and were not released from their main duties.

J. Brewer stated: "... in most schools two or more teachers are allowed part-time for counseling individuals, but there seems to be no committee of cooperation between the several schools, and no attempt to supervise the work. It is well done or indifferently done, apparently according to the interest and enthusiasm of the individual principal or counselor"<sup>6,p.2</sup>.

The absence of a generally accepted theory of career development and centralized programs of career development caused problems dealing with content, forms and methods of activity of school counselors, and, consequently, influenced negatively on its effectiveness.

This problem was highlighted by G. Myers in 1923: "A tendency dangerous to the cause of vocational guidance is the tendency to load the vocational counselor with so many duties foreign to the office that little real counseling can be done. The principal, and often the counselor himself, has a very indefinite idea of the proper duties of this office. The counselor's time is more free from definite assignments with groups or classes of pupils than is that of the ordinary teacher. It is perfectly natural, therefore, for the principal to assign one administrative duty after another to the counselor until he becomes practically assistant principal, with little time for the real work of a counselor... a centralized, unified program of vocational guidance for the entire school of a city is essential to the most effective work"<sup>6,p.3</sup>.

In spite of the above stated problems after the Second World War vocational guidance in schools became a part of educational process and was performed by school counselors with appropriate professional expertise.

There were 4000 counselors in American schools in 1945. After the War a set of laws was issued aiming at increasing the effectiveness of career development programs for American comprehensive school students.

At the beginning of the 60s of the previous century there were about 400 colleges and universities which prepared school counselors.

From the 1960s such a psychological and educational approach as "developmental guidance" became widespread in American schools, due to which career development was regarded as a part of general and comprehensive development of a personality.

In 1988 the first edition of N. Gysbers and P. Henderson's book "Developing and Managing Your School Guidance Program" was published by the American Association for Counseling and Development (now the American Counseling Association).

In 1997 American School Counselor Association published the National Standards for School Counseling Programs <sup>10</sup>. The content of standards focuses on three aspects of a personality development: academic, career, personal/ social. The standards are regarded as a necessary element for provision of quality and effectiveness of school counseling programs, an inalienable component of a school activity that promotes equal access, universality, systemacy for all students and also define specific knowledge, attitudes and skills students should obtain. Standards within the academic, career and personal / social development domains are specified by certain competencies that promote the level or rate of performance the student will achieve during all his studying in school (standard A – elementary school, standard B – middle school, standard C – high school).

Domain	Standard level	Goal
Academic development	Standard A	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
	Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
	Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.

Domain	Standard level	Goal
Career development	Standard A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
	Standard B	Students will employ strategies to achieve future career goals with success and satisfaction.
	Standard C	Students will understand the relationship between personal qualities, education, training and the world of work.
Personal/Social development	Standard A	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
	Standard B	Students will make decisions, set goals and take necessary action to achieve goals.
	Standard C	Students will understand safety and survival skills.

Tab. 1. ASCA National Standards for Students

According to the definition of American School Counselor Association school counselors are “qualified and certified specialists in the field of human relations who hold a graduate degree giving them the right to work in school and educational establishments”<sup>2</sup>.

For certification of a counselor it is necessary to complete 2 years of full-time Master’s experience in two main majors in psychology and behavioral science, theories and technologies of consulting and social science. The time necessary for learning these subjects varies from  $\frac{1}{3}$  till  $\frac{1}{2}$  from the general number of hours required for certification. A counselor should pass such subjects as philosophy of education, theory of education, anthropology, acmeology, methodology of research work, ethics and legislation in counseling, practical experience (not less than  $\frac{1}{4}$  from the general number of hours) and highly specific optional courses (no more than  $\frac{1}{4}$  from the general number of hours).

The certification of a graduate on the position of a counselor takes place only after the completion of all courses and the issue of the letter of recommendation from university. Besides, there is a tough demand for all the courses to be conducted by specialists in the given subject-matter.

After certification a counselor should pass in addition licensing, the peculiarities of which are defined at a state level. Each state has a licensing committee which is guided by the federal and local legislation in the field of counseling. In some states it may be required from an applicant to have more hours of practical experience and probation time, in another – completion of extra specialized courses. Besides, license is valid for some years and should be renewed periodically. For this it is required the confirmation of lifelong learning experience from a counselor, who should attend seminars, institutes of professional development, thematic conferences for the participation in them he receives scores, certain number of which is necessary for the renewal of license.

In 2003 American Association of School Counselors worked out the National Model for School Counseling Programs. The model integrated the results of work of N. Gysbers, P. Henderson, C. Johnson and Sh. Johnson and connected their approach with the national standards and the initiative to reform programs of school counseling.

The main authors of this document are Judy Bowers and Trish Hatch. The model became the base for design, development, implementation and assessment of comprehensive, developmental, systematic program of school counseling. The model regards the program as an integral component of the academic mission of a school, ensures equitable access to the school counseling program for all students provided by a state-credentialed school counselor, identifies the knowledge and skills all students might acquire as a result of the K-12 school counseling program and ensures the school counseling program is comprehensive in design and delivered in a systematic fashion to all students.

The model supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, career and personal / social development.

The model is built using the system of standards (the term "standard" is often used synonymously with such terms as "goal", "result", "task", "aspiration") including the content standards in the domains of academic, career and personal/social development, the standards for school counseling programs, ethic standards for school counselors. According to the above mentioned model a school counselor performs different roles:

Counselor Role	Category of Development		
	Academic	Career	Personal
<b>Leader</b>	Starting new programs to help all students do better in school.	Starting new programs to help all students obtain knowledge about college or careers.	Starting new programs to help all students with any personal problems that can interfere with doing well in school.
<b>Advocate</b>	Encouraging all students to select classes that will challenge them.	Helping all students make contacts with local business people to develop their understanding of different careers.	Bringing specialists from the community into the school to help students who are having personal problems that interfere with their school work.
<b>Collaborator</b>	Working with teachers, principals, and parents to help all students do well in school.	Bringing local business people to help all students learn more about jobs and careers.	Talking with teachers or parents about personal problems that students are unable to solve on their own.
<b>Coordinator</b>	Providing all students with a safe place to talk about problems with academics.	Assisting all students in choosing college or career paths that are right for them.	Providing all students with a safe place to talk about personal problems.
<b>Data Utilizer</b>	Gathering information on student academic progress to make sure that all students are selecting challenging classes.	Gathering information on students who need after school jobs and finding ways to get these students part-time work.	Gathering information on all students who are having personal problems to make sure they get the help they need.

*Tab. 2. Three Categories of Development, Five School Counselor Roles, and Corresponding Functions*

The table presents the roles and functions which are performed by a school counselor in an educational establishment, that gives him not only a possibility to optimize an educational process with other subjects of this process, but to provide a link with a real world, future prospects of students. A school counselor expands the possibilities of career development of students and creates the conditions for their self-realization.

A school counselor in his work is guided by the following principles:

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status.

2. Each person has the right to self-direction and self-development.
3. Each person has the right of choice and the responsibility for goals reached.

4. Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all the laws, policies and ethical standards pertaining to confidentiality<sup>9,p.121</sup>. As Shephard Johnson states: "... the new millennium affords transformative opportunities for school counselors to refine their professional identity as highly trained practitioners whose goal is to facilitate all students to become effective learners through provision of a contemporary integrated school counseling program that promotes the achievement of developmentally based competencies across academic, career and personal/social domains"<sup>7,p.6</sup>.

The rough distribution of total school counselor time is given in Tab. 3.

<b>Delivery system component</b>	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
Guidance Curriculum	35-45 %	25-35 %	15-25 %
Individual Student Planning	5-10 %	15-25 %	25-35 %
Responsive Services	30-40 %	30-40 %	25-35 %
System Support	10-15 %	10-15 %	15-20 %

Tab. 3. *Distribution of Total School Counselor Time*

As you can see from the table the activity of a school counselor is effective enough, as it encompasses different activities taking into account the age peculiarities of students, focusing on their needs and interests. If in an elementary school students mostly acquire the knowledge about different professions at their lessons and are involved in various activities, in a high school the focus is on individual work. It reveals special attention to an independent choice of high school students, understanding of their problems and psychological support.

The problem of preparation of a student for career self-determination has always been in the center of attention. It may be proved by different legislative acts aiming at the improvement of this preparation, its organizational, professional and financial support. The organizational body, which performs this activity in school is a school system "guidance".

One of the central figures in the process of career development in a school environment is the figure of a school counselor, whose functions and role have been changing during the whole period of existence of this profession. A school counselor should have special preparation and be licensed (certified) in accordance with requirements of each state separately. The activity of a school counselor is regulated by ethical standards for his activity and other regulatory acts.

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## Welcome to Cooperation!

Dear teachers and tutors, organizers and heads of educational institutions, scientists-teachers and researchers in Ukraine and other countries, studying the person, her life and development. Mountains, no matter in what country they are, make approximately identical influence on their inhabitants. Mountain landscapes and special climatic conditions determine specificity of ability to live and life-support, traditions and customs, ways of managing and children's education.

Influence of the environment (mountains, woods, steppes of a region) almost is not taken into consideration at the organization of educational process. Very often those who carries out this process, do not know themselves all features of forming influence of the natural conditions on the making and development of the human person.

The regional project "Highland school. Condition. Problems. Prospects of development" is developed by the group of scientists of the Vasyl Stefanyk Precarpathian National University (Ukraine).

The purposes of the project are as follows:

- studying influence of the mountain environment on development, training and education of pupils;
- research of the contents, forms and methods of use by teachers and tutors of features of the mountain environment aimed at increasing of the efficiency of educational process;
- summarizing of the results of studying influence of the mountain environment on development of pupils, acquiring scientific knowledge, determining the laws of the person's formation in specific conditions of the mountains;
- preparation of offers and recommendations about taking into account features of the mountain environment for teachers, tutors, organizers and heads of educational institutions of different levels.

Will you acquaint yourself with our "Project", "Approximate subjects of scientific researches", which contains this edition, consider social - economic and cultural-historical conditions and features of your country and make common exploration of this insufficiently studied problem?

The comparative analysis of different directions of scientific studying of the defined problems will enable not only to share experience of taking into account influences of the natural conditions on education and development of children, but also will define certain laws of teaching and educational work in conditions of the mountain region.

It will be possible to exchange the results of the researches of scientists in Ukraine and other countries not only by means of scientific publications, but also during their discussion at the international seminars, symposiums and conferences.

Naturalists of the European highland countries have already united in researches of the problem of preservation and constant development of mountains (the Alpine and Carpathian conventions etc). The National Committees of Mountains are founded in 78 countries of the world.

Scientists - teachers, psychologists, physicians, sociologists, and ethnologists should also unite for studying problems of interaction of the nature and the person, influence of the nature on development of the person as the most value of the state and society.

We invite you to scientific cooperation.

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## RESEARCH PROJECT

### “MOUNTAIN AREA SCHOOLS. CONDITION, PROBLEMS, PROSPECTS OF DEVELOPMENT”

**Executive Body** – Vasyl Stefanyk Precarpathian National University.

**Project Initiator** – Khrushch Vasyl, Candidate of Science (PhD in Education), Professor, Head of the Department of Theory and Methods of Primary Education.

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#### **1. ANNOTATION**

Life in thinly populated regions, in areas and houses considerably remote from schools, household peculiarities, landscape and natural features of the mountains, risks caused by floods, snowstorms, windstorms, lack of good roads, etc. not only contribute to forming highlanders' peculiar character and world outlook but also have a great impact on the functioning of mountain area schools.

Work with a teaching staff that is not numerous and often isolated, deprivation of everyday communication with colleagues, insufficient professional, political, social and economic awareness, and in many cases struggle for existence alongside with other factors lead to the rapid “aging” of teachers and to gradual reduction of their professional and social activity.

Most mountainous regions of the Ukrainian Carpathians are depressive in terms of the population employment and household monofunctionality, and are characterized by complicated demographic processes.

The quality of the population in mountain areas is rapidly lowering. The mountains inevitably affect children and pupils' life activity, mentality and world outlook.

In the XXI century it is necessary to increase information awareness, availability of scientific, technical, cultural sources and benefits of civilization for every child living in the mountain area. Due to modern information systems the realization of this task is becoming quite feasible.

#### **2. THE AIMS AND OBJECTIVES OF THE PROJECT**

On the basis of the analysis of the social, economic and geoethnological conditions as well as the organizational and pedagogical peculiarities of the functioning of mountain area schools:

- to ascertain the specific character of teaching, bringing up and development of pupils in the highlands;

- to provide a scientific substantiation of the principles, content, forms and methods of work of mountain area schools;

- to work out a system of recommendations and measures to make their work more effective.

The primary objectives are:

- to improve the educational standards of schools in mountain areas, to provide teachers with opportunities for professional development by using new information technologies such as the Internet, on-line education;

- to study the geopsychic and geoethnological peculiarities of highlanders, their customs, traditions, rites and their impact on pupils' development and education;

- to orient pupils towards natural sciences, foreign languages; to engage them in acquiring skills in applied folk arts and crafts;

- to investigate the peculiarities of the content, the forms and methods of training teachers, educators, psychologists, social workers at universities for working in mountain area schools;

- to work out proposals for improving the work of mountain area schools especially in terms of revealing talents, orienting pupils towards taking natural sciences, foreign languages at an advanced level, acquiring skills in applied folk arts and crafts and to present these proposals for consideration by central and local education authorities, heads of educational institutions;

- to conduct a comparative analysis of the scientific conceptions, approaches, findings and practical experience concerning the work of mountain area schools in Ukraine, in Europe and in the world; to join the efforts of European scientists and scientists all over the world to investigate the problems of mountain area schools.

Vasyl Stefanyk Precarpathian National University could become such a unifying scientific centre.

### 3. BACKGROUND INFORMATION

Nowadays there are 697 secondary schools in Ivano-Frankivsk region, including 225 schools situated in mountain areas. Many mountain area schools are attended by a small number of pupils and have classes grouping pupils of different age, which complicates the teaching process and results in poor academic performance.

Now thousands of pupils and hundreds of teachers live in the mountains facing such problems as a severe and changeable climate, low temperatures, a low amount of oxygen in the air, worse soil, smaller areas of arable land, shorter vegetative periods, etc. All these factors inevitably cause the problems which never arise in lowland region schools, especially in towns and cities.

Slow social development of highland village communities greatly influences the working conditions in mountain area schools. In the mountains the contact of highlanders with wild nature has always been close. This cannot but affect the work of schools and pupils' development and education.

The unified standardized school system doesn't take into consideration either ethnological or geopsychological peculiarities of people's life.

As a result there have arisen a number of problems which hinder the development of both schools and children. The problems are as follows:

- The monofunctional development of highland villages makes it difficult for school-leavers to choose a profession and find employment.

- The backwardness of highland villages, poor labour market, little interest of state and private organizations in the polyfunctional development of highland villages produce a negative effect on schools and their pupils.

- The unsatisfactory sanitary conditions in most mountain area schools (it is cold in schools, and consequently the low quality of education process during 3-4 months in autumn and winter is observed).

- Most teachers are not fully employed (from 6 to 10-15 lessons of the weekly workload).

- Boarding schools do not function. Children have to cover 5-7 kilometres daily to get to school.

- The school curricula lack flexibility. The working conditions of mountain area schools are ignored, which results in poor career counselling of the pupils and their bad preparation for higher education.

- The problem is further aggravated by the fact that parents often migrate in search of seasonal work.

– There are neither strategies for developing rural areas nor concrete plans of varying social and professional activities in mountain area schools. Lack of cooperation between village authorities and schools hampers the development of the latter.

#### **4. PROJECT IDEAS AND HYPOTHESES**

It is intended that the principles of school work in certain mountain areas will be determined, studied, analyzed and generalized.

Mountain communities though not advanced in terms of technologies have preserved their cultural wealth and rich original traditions which must be combined with innovative content, forms and methods of activity.

The researchers will try to go deeply into the real process of balancing of technological rationality and cultural wealth, which has not been lost yet, modern pragmatism and romanticism of mountain communities, coming enterprise and mountain-dwellers' love of nature.

The work of mountain area schools, natural development of the children, their education and upbringing take place in a special mental and ecological environment, which, due to rapid technological progress, has been lost by those who live in cities and industrial areas, with their alienation from nature, constant stresses, chronic fatigue and artificial environment.

Life values of mountain-dwellers, their mental health, optimism, cultural potential, their own system of life support under difficult geographical conditions – all these factors cannot but influence the outlook and world view of their children, the work of teachers and schools.

We theoretically assume that the research of the given problem will help to understand what the coming generations lose, what national, ethnic, life values are lost on the way to mass culture and high standards of consumption, which is not always justified and rationally organized.

The balancing of natural and ethnical elements on the one hand and progressive and innovative ones on the other hand with the help of modern information technologies which are available to the pupils of mountain area schools now and which will be made more available in future is the way of harmless intertwining of natural elements with scientific, technological and social progress. We can witness harmonious mutual enrichment of education, science, culture due to sound life potential of mountain-dwellers, and at the same time their development, successful activity and prosperity owing to scientific and social progress.

It is necessary that school, education and science should be involved in the development of the Carpathian region. Mountain areas should be provided with achievements of modern science and high technologies, and not destroyed by powerful industry which is sure to upset social, natural and ecological balance.

#### **5. PROJECT EXPECTED RESULTS, THEIR CORRESPONDENCE WITH THE WORLD STANDARDS**

We expect the following results:

- publication of the monograph "Mountain Area Schools in Ukraine (Their Condition, Problems, Development Prospects)";
- preparing scientific recommendations and suggestions for the state administration of education and institutions of local governing concerning the problem of further development of mountain area schools, including recommendations on introduction of modern information technologies into the process of education;
- creation of specialized schools of a new type in mountain areas:
  - a) natural science schools and schools with extensive learning of foreign languages;
  - b) comprehensive health-improving schools;
  - c) art schools;
  - d) sport schools etc.
- professional guidance to the teachers of mountain area schools (publication of textbooks, conducting workshops, "Round Tables", organization of creative teamwork groups of teachers, etc.);

- looking for gifted and talented children in mountain areas and creating a programme of their further development;
- organization of local and international exchange programmes, symposia, seminars and workshops on the problems of mountain area school development, improvement of educational process, pupils' education and development;
- creation of "International Association of Mountain Area Schools" involving countries of Carpathian, Alpine, Balkan and other mountain regions of Europe;
- launching the periodical "The Mountain Area School" as the organ of this association.

The research results will correspond to the world standards.

The UNO "Programme of Stable Development of Mountain Regions", the Krakow conference of 1998 "The Green Mountain Range of Central and Eastern Europe", the Carpathian Convention (Framework Convention on Protection and Stable Development of the Carpathians, Kyiv – 2003) signed at the Fifth Conference "Environment for Europe" state that one of the countries' obligations is to care for constant development and protection of the Carpathians.

The documents mentioned above and the materials of the UNO Conference, which took place in Rio de Janeiro in June, 1992, emphasize the importance of functioning of human civilization, social originality of mountain-dwellers.

Social life and nature, education and economy affect one another, their interrelation is one of the aspects of the present research. Thus, the problem of education in mountain area schools is not exclusively Ukrainian, it is of interest for other countries of Europe and of the world.

## 6. APPLICATION OF THE RESULTS

The research results will be and are already applied in several spheres: training teachers for mountain area schools; recommendations and instructions for the professional orientation of the work in mountain area schools; promotion of our ideas, findings and services to the markets of the countries having mountain area schools and interested in the issue.

The problem analysis has direct connection with the teaching and educational process conducted by the Department of Theory and Methods of Primary Education.

The teacher training for the work in mountain area schools has its difficulties and specificity. The schools attended by a small number of pupils, classes grouping pupils of different age, limited professional communication (two or three teachers per school), hard living and working conditions, etc.– all these things are necessarily taken into account in the professional and psychological training of teachers.

To provide better understanding of the working conditions in the mountains the students are taught the following courses: "Mountain Area School. Peculiarities and Problems", "Mountain-Dwellers: Psychology, Traditions, Customs", "Mountain-Dwellers' National Pedagogical Traditions".

The mountain area school problems are duly represented in the topics of the course and diploma papers and master theses.

Aiming at better training of the would-be teachers for their work in the mountains the Department arranges various kinds of practical activities – familiarizing, land-geographical, physical-geographical, folklore, teaching-educational and practical training.

The students' research efforts are directed mainly at the investigation of various aspects of the young mountain-dwellers' development and their education; while writing diploma papers and master theses students who finished mountain area schools and live in the mountainous regions are given different ethnological tasks and they usually devote their papers to the problems of the mountain area school functioning, mountain-dwellers' national pedagogical traditions, etc.

The second field of the application of the results will be working out recommendations and programmes for teachers, schoolmasters and local education bodies concerning specialization of schools and work with gifted and talented children; pedagogical orientation of school-leavers and their consequent selection; propagating post-graduate studies, etc.

The third direction presupposes spreading our materials at the markets of other countries. These materials may include: scientific-methodic help to mountain area school teachers; on-line education; the use of mountain-dwellers' customs and traditions for more successful development of children; school

orientation towards the profound study of the subjects of the natural-scientific and physical-mathematical cycles and foreign languages.

The ways of solving these problems will be in great demand at the markets of ideas and services of other countries.

## **7. THE AUTHORS' BASIC ACHIEVEMENTS IN THE PROJECT RESEARCH AREA, THE MAIN PUBLICATIONS OVER THE PERIOD OF THE LAST 3 YEARS**

The research into of the problem of the mountain area school is based on some preparatory work.

The authors of the project have worked out "The Cooperation Agreement Between Vasyl Stefanyk Precarpathian National University and Verkhovyna District State Administration" signed by Professor B.K. Ostafiychuk, Rector of the University, and I. Shumega, the Head of the District State Administration (DSA), on November 11, 2006.

One of the main points of the agreement is research on further development of mountain area schools.

The authors of the project organized and conducted a "Round Table" on the issue attended by the officers of DSA Education Department, school principals and teachers.

The project "Would-Be Teacher School" is launched in Verkhovyna district. Within the project school olympiads and competitions aimed at finding talented pupils are held.

Prospective young teachers are encouraged to conduct independent research work seeking for MA or Candidate degrees.

The basic achievements of the team working on this project are presented in the following publications:

- The Concept of Self-Respect in the Hutsul Mentality. Ivano-Frankivsk.
- Values of the Ukrainian National Character. 2005.
- The Conflict in the Hutsul Mentality. Article. Chernivtsi.
- The Concept of Human Dignity in the Hutsul Mentality. Kyiv-Lutsk.
- Methods of Studying Psychological Aspects of Students' Ethnic Identity and National Self-Respect. Article. Ivano-Frankivsk.

## **8. STAGES OF RESEARCH**

*Stage One – Organization and Planning.*

Contents:

- specifying the research conception;
- defining research directions;
- choosing objects of research;
- forming a research group;
- working out a calendar work plan.

Stage duration: January – May 2006.

Expected results and documentation: Plan of the problem research "Mountain Area Schools. Condition, Problems, Prospects of Development".

*Stage Two – Stating Research.*

Contents:

- investigating the state of social and economic development of settlements (towns, small towns and villages) with the official status of 'the mountain area' (their main activities, migration processes, etc);
- analysis of the network of schools in the areas with the official status of 'the mountain area';
- contingent of pupils of mountain area schools. In particular children going to schools with a small number of pupils and classes grouping pupils of different age (accomplishment of general compulsory education);
- quantitative and qualitative analysis of the teaching staff of mountain area schools (staff sufficiency, fluctuation);

- libraries, cultural, educational and medical establishments in settlements with the official status of ‘the mountain area’ (funds, state, activity, staff);
- availability, material state and functioning of boarding schools, dormitories and other places for children from remote settlements. Quantitative and qualitative complement of educators, schoolchildren;
- organization of catering, medical assistance and transportation services for children in mountain area schools;
- sanitary and hygienic conditions in mountain area schools;
- mountain area schoolchildren’s state of health. Typical diseases;
- surveys, questionnaires, study of official statistics.

Stage duration: June – December 2007.

Expected results and reporting documentation: collecting statistic and real data; statistic tables, descriptive materials, references, minutes, reports etc.

*Stage Three – Analytic Research.*

Contents:

- analysis of collected material and research of objective and subjective reasons for difficulties hampering the development of mountain area schools.

Stage duration: January – December 2008.

Expected results and documentation: summaries and conclusions, analytic reports and analytic materials for state educational bodies and local self-governing institutions.

*Stage Four – Creative Research.*

Contents:

- working out and specifying the research hypothesis;
- preparation and argumentation of recommendations;
- putting the research group’s ideas into practice;
- analysis of positive results and hindrances to the development of mountain area schools in accordance with the plan of the project;
- analytical-theoretical and practical activities.

Stage duration: 2009 – 2013.

Expected results and documentation:

- scholastic materials and practical recommendations;
- holding the international scientific conference “Mountain Area Schools. Prospects of Development” (2009);
- organization of “International Association of Mountain Area Schools” (2009);
- launching the periodical “The Mountain Area School” (2009).

*Stage Five – Summarizing.*

Contents:

- summing up the research results;
- maintaining the work of the Association and the periodical “The Mountain Area School”;
- preparation of the monograph “Mountain Area Schools in Ukraine”.

Stage duration: 2013 – 2016.

Expected results and documentation:

- the monograph “Mountain Area Schools in Ukraine”.

«Journal of Vasyl Stefanyk Precarpathian National University» is an academic periodical journal of Precarpathian National University, the main task of which is a publication of new original scientific matters, survey and problem articles, in mathematical, economic, medical, human and social sciences.

Every issue of journal refers to such series: "*Series of Natural and Mathematical Sciences*" and "*Series of Social and Human Sciences*".

Journal is issued since 2014 with regularity 4 issues per year.

### Author Guidelines

The article should include: the title of the article, the authors and the main information about them (institutional name, email address and contact details), an abstract and keywords in English and Ukrainian languages. All articles are published in English only. The article submitted on the provided UDC, PACS numbers or 2010 Mathematics Subject Classification.

List of references is made as follows:

-BOOK (original in English)

[1] Author1 A.A., Author2 B.B., Author3 C.C. *Title of the book*. PublishingHouse, City, Year.

-BOOK as part of a series of publications (original in English)

[2] Author1 A.A., Author2 B.B., Author3 C.C. *Title of the book*. In: Editor1 A.A., Editor2 B.B. (Eds.) *SeriesTitle*, Number. PublishingHouse, City, Year.

-BOOK (original Ukrainian or Russian)

[3] Author1 A.A., Author2 B.B., Author3 C.C. *English translation of title of the book*. PublishingHouse, City, Year. (in Ukrainian) or (in Russian)

-ARTICLE (original English) (required indicate doi, if available)

[4] Author1 A.A., Author2 B.B., Author3 C.C. *Title of the article*. *Title of the Journal*, **Volume** (Number) (Year), PageF-PageL. doi:xxxxxxx

-ARTICLE (original Ukrainian or Russian) (required indicate doi, if available)

[5] Author1 A.A., Author2 B.B., Author3 C.C. *English translation of title of the article*. *Title of the Journal*, **Volume** (Number) (Year), PageF-PageL. doi: xxxxxxx (in Ukrainian) or (in Russian)

-CONFERENCE ABSTRACT

[6] Author1 A.A., Author2 B.B. *Title of abstract*. In: Editor1 A.A., Editor2 B.B. (Eds.) *Proc. of the Intern. Conf. "Title of the Conference"*, City, Country, Month DateF-DateL, Year, PublishingHouse, City, Year, PageF-PageL.

The submission file should be in MS Word or TeX.

The text is single-spaced; uses a 10,5-point font Palatino Linotype; and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.